



California Online Public Schools

California Online Public Schools

California Online Public Schools (CalOPS) Annual Board Meeting

Published on June 6, 2025 at 12:49 PM PDT

Date and Time

Tuesday June 10, 2025 at 4:00 PM PDT

Location

CalOPS NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366

CalOPS SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675

1201 Cara Road, Dinuba, CA 93618

32946 Calle San Marcos, San Juan Capistrano, 92675

3753 W. Norberry Street, Lancaster, CA 93536

9423 Reseda Blvd. Apt #230, Northridge, CA 91324

4108 W Avenue J6, Lancaster, CA 93536

Join Zoom Meeting

<https://californiaops-org.zoom.us/j/92843576813>

Meeting ID: 928 4357 6813

Dial In: +1 (669) 900-9128 ext. 928-4357-6813# US

This meeting is open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at www.californiaops.org/governance or contact the school offices: Dana Hohn (NorCal) or Eva McGahey (SoCal) at (800) 906-5166 at least 24 hours prior to the meeting. The board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

Agenda

| | Purpose | Presenter | Time |
|-------------------------------------|---------|-----------------|----------------|
| I. Opening Items | | | 4:00 PM |
| A. Roll Call | | Dan Hertzler | |
| B. Call the Meeting to Order | | James Stockdale | |
| C. Approval of Agenda | Vote | James Stockdale | |

II. Public Comment

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

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

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

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

III. Oral Reports

| | | |
|-----------------------------------|-----|----------------|
| A. Superintendent's Report | FYI | Richard Savage |
|-----------------------------------|-----|----------------|

1. Graduation Plans and End of Year Activities Update

| | Purpose | Presenter | Time |
|---|---------|-----------------|------|
| <ul style="list-style-type: none"> 2. 2025-26 Enrollment and Staffing Updates 3. Curriculum and Training Update 4. Sponsoring District(s) Update | | | |
| B. Principals' Report (attached) | FYI | | |
| <ul style="list-style-type: none"> 1. High School - Matt Brockway 2. Middle School - Heather Tamayo 3. Elementary School - Marcus White | | | |
| C. Charter Impact Financial Report for CalOPS | FYI | Jason Sitomer | |
| <ul style="list-style-type: none"> 1. CalOPS Consolidated Financial Report (attached) | | | |
| D. Policy, Compliance, and Legislative Updates | FYI | Dan Hertzler | |
| <ul style="list-style-type: none"> 1. Board Training | | | |
| E. Educational Services Update | FYI | Leslie Dombek | |
| <ul style="list-style-type: none"> 1. CalOPS Local Indicator Reports (attached) | | | |
| F. Financial Update | FYI | LaChelle Carter | |
| <ul style="list-style-type: none"> 1. May Revised Budget Update | | | |

IV. Consent Items

| | | | |
|---|------|-----------------|--|
| A. Approval of Minutes from the May 13, 2025 CalOPS Board Meeting (attached) | Vote | | |
| B. Approval of Check Registry | Vote | | |
| C. Ratification of Special Education Service Contracts (attached) | Vote | LaChelle Carter | |
| D. Approval of Staffing Report (attached) | Vote | Stephen Ford | |
| E. Approval of Expenditures over \$20k (attached) | Vote | LaChelle Carter | |

| | Purpose | Presenter | Time |
|--|---------|---------------|------|
| F. Approval of 2025-26 Master Agreement (to follow) | Vote | Dan Hertzler | |
| G. Approval of Independent Study Policy (attached) | Vote | Dan Hertzler | |
| H. Approval of 2025-26 Uniform Complaint Procedures (UCP) and Annual Notification (attached) | Vote | Dan Hertzler | |
| I. Approval of CalOPS Comprehensive School Safety Plan (CSSP) (attached) | Vote | Dan Hertzler | |
| J. Approval of 2025-26 CalOPS Board Meeting Schedule (attached) | Vote | Dan Hertzler | |
| K. Approval of Literacy Plan (attached) | Vote | Leslie Dombek | |
| L. Approval of 2025-26 CalOPS Employee Handbook (attached) | Vote | Steve Ford | |
| M. Approval of 2025-26 CalOPS Curriculum and Instructional Materials (attached) | Vote | Leslie Dombek | |
| N. Approval of Updated 2025-26 Teacher Calendar (attached) | Vote | Dan Hertzler | |
| V. Action Items | | | |
| A. Approval of 2025-26 Preliminary Budgets (attached) | Vote | Jason Sitomer | |
| B. Approval of Education Protection Account Resolution and Budgets (attached) | Vote | Jason Sitomer | |
| C. Approval of Spring Consolidated Applications (attached) | Vote | Jason Sitomer | |
| <ol style="list-style-type: none"> 1. Spring Consolidated Application – CalOPS Central Coast 2. Spring Consolidated Application – CalOPS Central Valley 3. Spring Consolidated Application – CalOPS Monterey Bay 4. Spring Consolidated Application – CalOPS North Bay 5. Spring Consolidated Application – CalOPS Northern California 6. Spring Consolidated Application – CalOPS Southern California | | | |

| | Purpose | Presenter | Time |
|--|---------|-----------------|------|
| <p>D. Approval of CalOPS Local Control and Accountability Plan (LCAP) Annual Updates (attached)</p> <p>1. CalOPS Central Coast LCAP Annual Update 2. CalOPS Central Valley LCAP Annual Update 3. CalOPS Monterey Bay LCAP Annual Update 4. CalOPS North Bay LCAP Annual Update 5. CalOPS Northern California LCAP Annual Update 6. CalOPS Southern California LCAP Annual Update</p> | Vote | Leslie Dombek | |
| <p>E. Approval of CalOPS Fiscal Policy Pending Legal Review With the Authority to Make Immaterial Changes Suggested by Legal Counsel (attached)</p> | Vote | LaChelle Carter | |
| <p>F. Approval of Obsolete Equipment Policy (attached)</p> | Vote | LaChelle Carter | |
| <p>G. Approval of Updated Banking Resolutions (attached)</p> | Vote | LaChelle Carter | |
| <p>H. Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2025-26 School Year (attached)</p> | Vote | Richie Romero | |
| <p>I. Approval of Declaration of Need 2025-26 School Year (attached)</p> | Vote | Steve Ford | |
| <p>J. Approval of Annual Superintendent Salary Adjustment</p> | Vote | Steve Ford | |
| <p>K. Approval of Board Member to Three Year Term</p> <p>1. Eric Wickliffe Jr.</p> | Vote | Dan Hertzler | |
| <p>L. Nomination and Approval of Board Chair for the 2025-26 School Year</p> | Vote | Dan Hertzler | |
| <p>M. Nomination and Approval of Board Vice Chair for the 2025-26 School Year</p> | Vote | Dan Hertzler | |

| | Purpose | Presenter | Time |
|--|---------|-----------|------|
|--|---------|-----------|------|

VI. Closing Items

- | | | | |
|-----------|---|------|-----------------|
| A. | Adjourn Meeting | Vote | James Stockdale |
| | Adjournment and Confirmation of the Next Meeting - September 9, 2025 at 4 pm PT | | |

Coversheet

Principals' Report (attached)

Section: III. Oral Reports
Item: B. Principals' Report (attached)
Purpose: FYI
Submitted by:
Related Material: CalOPS Principals' Report 06.10.25.pdf

CalOPS Principals' Report

June 2024-25

Site Reports

Matthew Brockway, High School Principal

Site Administrator for Northern Region - Monterey Bay, North Bay, and Northern California

High School sends their greetings. Everything our students have been working for is coming to an end. Our end of year festivals have gone smoothly, Prom is expected to be a blast, and our graduations are in crunch mode. Ally Ireland and her team of volunteers share the MVP award for all of their diligent work on all things end of the year. Our first virtual Senior Awards night went amazing, and was very well attended. We are continuing to chip-away at those that need to complete state testing. I couldn't be more proud of all the work that has been done this year. I am amazed at how much different, and smooth, things are going as we approach day 180 when compared to day 1.

Marcus White, Elementary Principal

Site Administrator for Central Region - Central Valley and Central Coast

Greetings From Elementary,

We are firing on all cylinders as we speed toward the finish line. Last week students completed our end of the year i-Ready testing. We are excited to analyze the results and see how our students are progressing. End of the year festivals were a huge success. Our school does an outstanding job rolling out the red carpet for our families at these events. Additionally, teachers are working feverishly to ensure students finish up all their coursework. On top of that, teachers are making end of the year calls to families to answer questions and get them prepared for the next grade level. This inaugural school year has been filled with challenges to overcome. I am so proud of the way our team has stayed positive and focused on our students. Bring on the 2025-2026 school year.

Heather Tamayo, Middle School Principal Site Administrator for Southern Region - Southern California

As we close out the school year, our team remains focused on providing consistent support to students during this critical time. We are in the process of completing the final i-Ready benchmark assessments and state testing, which are essential components of our academic program. Despite the unique challenges and advantages of the virtual learning environment, student engagement in these assessments has remained at the highest levels that we have ever seen.

The comprehensive data we’ve gathered throughout the year will play a vital role in shaping instructional planning, resource allocation, and student support strategies for the 2025–26 school year. In addition to using this data to inform core academics, we are excited to grow our middle school Pentathlon and AVID programs—two initiatives that continue to strengthen student engagement, collaboration, and college readiness in our virtual setting. We’re committed to leveraging these insights to improve student outcomes and further enrich our virtual learning model.

Enrollment Update Month for Report: June

| | Elementary School | Middle School | High School | Total |
|--|-------------------|---------------|-------------|-------|
| Enrolled | 2180 | 1912 | 4176 | 8268 |
| 25-26 ITR Pipeline Applications | 250 | 253 | 835 | 1338 |
| 25-26 Completed & Approved ITR Applications | 1156 | 957 | 2225 | 4338 |
| 25-26 Pipeline Applications | 202 | 143 | 221 | 566 |
| 25-26 Completed & Approved New Student Applications | 305 | 217 | 282 | 804 |

Updated: June 2, 2025



Marketing Update

As we close out the school year, our marketing and outreach efforts remain focused on increasing visibility and supporting enrollment growth. Our Google Ads campaigns continue to perform well, now driving over 55% of all inbound calls and website form submissions. Across all platforms, we're seeing strong ad performance, with more than 2.5 million impressions each month. As the school year wraps up, we're preparing to release new content to support end-of-year celebrations and promote summer enrollment.

We're also updating our Elementary, Middle, and High School web pages to better present our programs, support prospective families, and encourage enrollment. This month, we were featured in *Culturs* magazine, highlighting one of our students, Kalahari Lewis-Campbell, and her involvement in the Black Girls Film Camp. We're also launching a new campaign focused on high school students and their families, and we recently filmed a testimonial with graduating senior Mateo Martinez, which will be shared soon. Our agency, Brandastic, also gathered testimonials at the Southern California End-of-Year Festival for use in future content to further drive enrollment.

We're in the process of renewing our contract with Brandastic for another year, transitioning to a monthly payment schedule, and look forward to continuing our successful partnership.

Engagement Activities

Recent Engagement Activities

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

- **Northern Region End-of-the-Year Festival** – Wednesday, May 28th (10:00 AM - 1:00 PM)
Target Grades: TK-12, all are welcome
Total attendance: 146 CalOPS students, 66 non-CalOPS students, 130 adults, 68 staff (410 total attendees)

Central Region - *Central Valley and Central Coast*

- No in-person field trips were planned for Central California this past month.

Southern Region - *SoCal*

- **Pokemon Adventure at Irvine Great Park** – Wednesday, May 28th (10:00 AM - 1:30 PM)
Target Grades: 6-8
Total attendance: 6 CalOPS students, 0 non-CalOPS students, 5 adults, 2 staff (12 total attendees)
- **Southern Region End-of-the-Year Festival** – Wednesday, May 28th (10:00 AM - 1:30 PM)
Target Grades: TK-12, all are welcome
Total attendance: 304 CalOPS students, 51 non-CalOPS students, 194 adults, 201 staff (750 total attendees)



Virtual Field Trips - *All Six School Locations*

- Virtual field trips are concluded for the 2024-2025 school year and will resume in Fall of the 2025-2026 school year.

Upcoming Engagement Activities

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

- **Northern Region High School Commencement Ceremony** – Thursday, June 12th (1:00 PM - 3:00 PM)
Target Grades: 12

Central Region - *Central Valley and Central Coast*

- **Central Region End-of-the-Year Festival** – Friday, June 6th (11:00 AM - 1:00 PM)
Target Grades: TK-12, all are welcome

Southern Region - *SoCal*

- **8th Grade Celebration at Knott’s Berry Farm** – Tuesday, June 10th (10:00 AM - 4:00 PM)
Target Grades: 8
- **Southern Region High School Commencement Ceremony** – Wednesday, June 18th (1:00 PM - 3:00 PM)
Target Grades: 12

Virtual Field Trips - *All Six School Locations*

- Virtual field trips are concluded for the 2024-2025 school year and will resume in Fall of the 2025-2026 school year.

2025/2026 Enrolled Family Webinars

In March we launched a series of “family forum” webinars for new and returning 2025/2026 caretakers to help families remain engaged with CalOPS through the first day of the 2025/2026 school year. Topics have included: “How Does Our School Work?” “The Role of the Parent/Caretaker” and “Socialization” Upcoming topics through summer will include “How We Support Special Populations,” “Emotional/Mental Health Support,” “Important Dates,” “School Technology” “What To Expect the First Week of School.”

Coversheet

Charter Impact Financial Report for CalOPS

Section: III. Oral Reports
Item: C. Charter Impact Financial Report for CalOPS
Purpose: FYI
Submitted by:
Related Material: CalOps_FY25_04_Monthly Financial Presentation.pdf



California Online Public Schools

Monthly Financial Presentation – April 2025

Summary



Highlights

- **Attendance:** P2 locked at **7,061**
- **Revenue:** **+\$17K (flat)**, up minimally due to PY adjustments
- **Expenses:** **+\$1.2M (+1%)** to March forecast, driven by supplies and benefits
- **Surplus:** **\$3.5M (3%** of expenses)
- **Ending Fund balance:** **\$29M**
- **Cash:** **\$37.9M** as of 4/30



| | | TOTAL | | |
|-----------|-------------------------------|-----------------------|-----------------------|-----------------------|
| Revenue | Enrollment | 7,210 | 7,210 | 0 |
| | ADA | 7,061 | 7,061 | 0 |
| | | Apr FC | Mar FC | \$ Variance |
| | State Aid-Rev Limit | \$ 91,292,754 | \$ 91,334,006 | \$ (41,252) |
| | Federal Revenue | 3,644,234 | 3,644,234 | 0 |
| | Other State Revenue | 14,192,443 | 14,138,147 | 54,296 |
| | Other Local Revenue | 187,935 | 183,995 | 3,939 |
| | Total Revenue | \$ 109,317,365 | \$ 109,300,382 | \$ 16,983 |
| Expenses | Certificated Salaries | \$ 58,135,775 | \$ 57,786,254 | \$ 349,520 |
| | Classified Salaries | 2,665,301 | 2,831,348 | -166,047 |
| | Benefits | 18,846,030 | 18,608,732 | 237,298 |
| | Books and Supplies | 9,109,511 | 8,652,084 | 457,427 |
| | Subagreement Services | 7,564,814 | 7,530,599 | 34,215 |
| | Operations | 2,733,452 | 2,615,147 | 118,304 |
| | Facilities | 952,339 | 944,856 | 7,482 |
| | Professional Services | 5,804,976 | 5,694,136 | 110,840 |
| | Depreciation | 49,234 | 44,744 | 4,490 |
| | Interest | 0 | 0 | 0 |
| | | Total Expenses | \$ 105,861,430 | \$ 104,707,900 |
| Full-Year | Total Surplus(Deficit) | \$ 3,455,935 | \$ 4,592,482 | \$ (1,136,547) |
| | Beginning Fund Balance | \$25,520,411 | \$25,520,411 | \$0 |
| | Ending Fund Balance | \$ 28,976,346 | \$ 30,112,891 | \$ (1,136,545) |
| | As a % of Annual Expenses | 27% | 29% | |
| | Surplus as % of Expenses | 3% | 4% | |
| | Cash as of Month-End | \$ 37,896,872 | \$ 39,462,496 | \$ (1,565,624) |



Attendance Data and Metrics

P2 ADA Locked at **7,061**

- **-15% YoY**

| TOTAL | | |
|-----------------------------|-----------------|---------------|
| Enrollment & Per Pupil Data | | |
| | <u>Forecast</u> | <u>Budget</u> |
| Average Enrollment | 7,210 | 8,421 |
| ADA | 7,061 | 8,324 |
| Attendance Rate | 97.9% | 98.8% |
| Unduplicated % | n/a | n/a |
| Revenue per ADA | \$15,481 | \$14,959 |
| Expenses per ADA | \$14,992 | \$14,525 |

SoCal

| Enrollment & Per Pupil Data | | |
|-----------------------------|-----------------|---------------|
| | <u>Forecast</u> | <u>Budget</u> |
| Average Enrollment | 4,101 | 4,983 |
| ADA | 4,018 | 4,883 |
| Attendance Rate | 98.0% | 98.0% |
| Unduplicated % | 55.2% | 55.7% |
| Revenue per ADA | \$15,585 | \$14,891 |
| Expenses per ADA | \$15,326 | \$14,420 |

Central Valley

| Enrollment & Per Pupil Data | | |
|-----------------------------|-----------------|---------------|
| | <u>Forecast</u> | <u>Budget</u> |
| Average Enrollment | 801 | 816 |
| ADA | 784 | 799 |
| Attendance Rate | 97.9% | 98.0% |
| Unduplicated % | 68.3% | 67.8% |
| Revenue per ADA | \$15,858 | \$16,111 |
| Expenses per ADA | \$14,171 | \$15,645 |

NorCal

| Enrollment & Per Pupil Data | | |
|-----------------------------|-----------------|---------------|
| | <u>Forecast</u> | <u>Budget</u> |
| Average Enrollment | 1,567 | 1,760 |
| ADA | 1,535 | 1,725 |
| Attendance Rate | 98.0% | 98.0% |
| Unduplicated % | 53.7% | 54.7% |
| Revenue per ADA | \$15,317 | \$14,741 |
| Expenses per ADA | \$14,765 | \$14,365 |

North Bay

| Enrollment & Per Pupil Data | | |
|-----------------------------|-----------------|---------------|
| | <u>Forecast</u> | <u>Budget</u> |
| Average Enrollment | 156 | 161 |
| ADA | 153 | 158 |
| Attendance Rate | 98.4% | 98.0% |
| Unduplicated % | 58.8% | 59.6% |
| Revenue per ADA | \$14,915 | \$15,815 |
| Expenses per ADA | \$13,808 | \$15,458 |

Monterey Bay

| Enrollment & Per Pupil Data | | |
|-----------------------------|-----------------|---------------|
| | <u>Forecast</u> | <u>Budget</u> |
| Average Enrollment | 464 | 564 |
| ADA | 454 | 552 |
| Attendance Rate | 98.0% | 98.0% |
| Unduplicated % | 43.0% | 43.5% |
| Revenue per ADA | \$14,728 | \$14,408 |
| Expenses per ADA | \$14,579 | \$14,089 |

Central Coast

| Enrollment & Per Pupil Data | | |
|-----------------------------|-----------------|---------------|
| | <u>Forecast</u> | <u>Budget</u> |
| Average Enrollment | 122 | 138 |
| ADA | 116 | 135 |
| Attendance Rate | 95.1% | 98.0% |
| Unduplicated % | 50.3% | 52.0% |
| Revenue per ADA | \$15,198 | \$14,635 |
| Expenses per ADA | \$15,150 | \$14,384 |

Revenue

- **FY25 annual revenue forecasted at \$109M; +\$17K to prior month**
 - Specialty Funds Shifts: **+\$40K** to balance Central Coast budget
 - PY Adjustments: **-\$25K**

TOTAL

Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|-----------------------------|-----------------------------|-------------------------------|------------------------------|------------------------------|-------------------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 72,216,574 | \$ 81,333,458 | \$ (9,116,884) | \$ 91,292,754 | \$ 107,049,556 | \$ (15,756,801) |
| Federal Revenue | 1,604,410 | 2,361,843 | (757,433) | 3,644,234 | 2,653,953 | 990,281 |
| Other State Revenue | 7,973,180 | 10,419,024 | (2,445,844) | 14,192,443 | 14,692,617 | (500,175) |
| Other Local Revenue | 168,037 | 100,803 | 67,234 | 187,935 | 120,742 | 67,192 |
| Total Revenue | <u>\$ 81,962,202</u> | <u>\$ 94,215,128</u> | <u>\$ (12,252,926)</u> | <u>\$ 109,317,365</u> | <u>\$ 124,516,869</u> | <u>\$ (15,199,504)</u> |

Revenue

SoCal

Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|------------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 46,395,281 | \$ 48,492,938 | \$ (2,097,657) | \$ 51,527,966 | \$ 62,774,775 | \$ (11,246,810) |
| Federal Revenue | 1,071,878 | 1,439,822 | (367,944) | 2,290,265 | 1,612,417 | 677,848 |
| Other State Revenue | 4,720,578 | 6,252,156 | (1,531,578) | 8,727,459 | 8,808,554 | (81,095) |
| Other Local Revenue | 70,910 | 53,662 | 17,247 | 81,642 | 64,395 | 17,247 |
| Total Revenue | \$ 52,258,647 | \$ 56,238,579 | \$ (3,979,932) | \$ 62,627,332 | \$ 73,260,142 | \$ (10,632,810) |

Central Valley

Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|---------------------|---------------------|-----------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 7,560,068 | \$ 8,326,028 | \$ (765,960) | \$ 10,959,055 | \$ 11,289,624 | \$ (330,569) |
| Federal Revenue | 193,972 | 253,996 | (60,025) | 453,347 | 282,427 | 170,920 |
| Other State Revenue | 767,526 | 1,045,045 | (277,519) | 1,016,042 | 1,471,790 | (455,748) |
| Other Local Revenue | 7,296 | - | 7,296 | 7,296 | - | 7,296 |
| Total Revenue | \$ 8,528,862 | \$ 9,625,069 | \$ (1,096,207) | \$ 12,435,740 | \$ 13,043,841 | \$ (608,101) |

NorCal

Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|-----------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 12,519,667 | \$ 16,305,768 | \$ (3,786,101) | \$ 19,763,546 | \$ 22,089,481 | \$ (2,325,935) |
| Federal Revenue | 295,002 | 466,110 | (171,108) | 708,577 | 527,164 | 181,413 |
| Other State Revenue | 1,664,362 | 2,110,478 | (446,116) | 2,986,186 | 2,981,749 | 4,437 |
| Other Local Revenue | 49,663 | 29,700 | 19,963 | 55,340 | 35,419 | 19,921 |
| Total Revenue | \$ 14,528,694 | \$ 18,912,056 | \$ (4,383,362) | \$ 23,513,648 | \$ 25,633,812 | \$ (2,120,164) |

Revenue

North Bay

Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 1,402,856 | \$ 1,536,490 | \$ (133,634) | \$ 1,984,045 | \$ 2,117,942 | \$ (133,897) |
| Federal Revenue | 43,560 | 62,341 | (18,781) | 92,911 | 67,888 | 25,023 |
| Other State Revenue | 154,220 | 223,029 | (68,810) | 205,541 | 312,527 | (106,986) |
| Other Local Revenue | 3,211 | 101 | 3,110 | 3,232 | 122 | 3,110 |
| Total Revenue | \$ 1,603,847 | \$ 1,821,961 | \$ (218,115) | \$ 2,285,729 | \$ 2,498,479 | \$ (212,750) |

Monterey Bay

Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|---------------------|---------------------|-----------------------|---------------------|---------------------|-----------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 3,528,768 | \$ 5,345,276 | \$ (1,816,508) | \$ 5,658,116 | \$ 7,030,076 | \$ (1,371,960) |
| Federal Revenue | - | 108,832 | (108,832) | 79,715 | 128,489 | (48,774) |
| Other State Revenue | 537,603 | 634,619 | (97,016) | 937,427 | 899,863 | 37,564 |
| Other Local Revenue | 14,627 | 8,572 | 6,055 | 16,341 | 10,286 | 6,055 |
| Total Revenue | \$ 4,080,998 | \$ 6,097,299 | \$ (2,016,301) | \$ 6,691,599 | \$ 8,068,713 | \$ (1,377,115) |

Central Coast

Revenue

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 809,934 | \$ 1,326,959 | \$ (517,025) | \$ 1,400,027 | \$ 1,747,657 | \$ (347,630) |
| Federal Revenue | - | 30,742 | (30,742) | 19,419 | 35,568 | (16,148) |
| Other State Revenue | 128,891 | 153,696 | (24,805) | 319,789 | 218,135 | 101,653 |
| Other Local Revenue | 22,330 | 8,767 | 13,563 | 24,083 | 10,521 | 13,563 |
| Total Revenue | \$ 961,155 | \$ 1,520,164 | \$ (559,009) | \$ 1,763,319 | \$ 2,011,881 | \$ (248,563) |



Expenses

- **FY25 annual expenses forecasted at \$106M; +\$1.2M to prior month:**
 - Benefits: **+\$240K**, driven by Health and Retirement Benefits
 - Supplies: **+\$460K**, driven by Non-Capitalized Equipment based on trend
 - Consulting Fees: **+\$60K**, driven by Legal

TOTAL

Expenses

| | Year-to-Date | | |
|-----------------------|-----------------------------|-----------------------------|-----------------------------|
| | Actual | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 49,896,112 | \$ 45,239,219 | \$ (4,656,893) |
| Classified Salaries | 2,295,488 | 864,348 | (1,431,140) |
| Benefits | 15,571,200 | 16,491,190 | 919,989 |
| Books and Supplies | 5,791,525 | 14,079,308 | 8,287,783 |
| Subagreement Services | 5,246,912 | 7,444,818 | 2,197,907 |
| Operations | 2,126,175 | 949,750 | (1,176,425) |
| Facilities | 790,225 | 791,833 | 1,609 |
| Professional Services | 4,065,598 | 11,328,748 | 7,263,151 |
| Depreciation | 48,511 | 56,500 | 7,989 |
| Total Expenses | <u>\$ 85,831,746</u> | <u>\$ 97,245,715</u> | <u>\$ 11,413,969</u> |

| | Annual/Full Year | | |
|-----------------------|------------------------------|------------------------------|-----------------------------|
| | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 58,135,775 | \$ 54,477,716 | \$ (3,658,059) |
| Classified Salaries | 2,665,301 | 1,244,661 | (1,420,640) |
| Benefits | 18,846,030 | 19,749,726 | 903,696 |
| Books and Supplies | 9,109,511 | 19,211,300 | 10,101,789 |
| Subagreement Services | 7,564,814 | 10,223,900 | 2,659,086 |
| Operations | 2,733,452 | 1,139,700 | (1,593,752) |
| Facilities | 952,339 | 950,200 | (2,139) |
| Professional Services | 5,804,976 | 13,832,733 | 8,027,757 |
| Depreciation | 49,234 | 67,800 | 18,566 |
| Total Expenses | <u>\$ 105,861,430</u> | <u>\$ 120,897,736</u> | <u>\$ 15,036,306</u> |



Expenses

SoCal

Expenses

| | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|----------------------|----------------------|---------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 29,107,163 | \$ 26,736,378 | \$ (2,370,785) | \$ 33,804,295 | \$ 32,196,330 | \$ (1,607,965) |
| Classified Salaries | 1,340,396 | 510,830 | (829,566) | 1,551,138 | 735,595 | (815,543) |
| Benefits | 9,040,047 | 9,404,879 | 364,832 | 10,932,918 | 11,292,382 | 359,464 |
| Books and Supplies | 3,450,534 | 7,965,261 | 4,514,727 | 5,370,684 | 11,215,400 | 5,844,716 |
| Subagreement Services | 3,052,852 | 4,201,998 | 1,149,147 | 4,374,454 | 5,648,500 | 1,274,046 |
| Operations | 1,252,130 | 637,000 | (615,130) | 1,600,348 | 764,400 | (835,948) |
| Facilities | 480,139 | 622,333 | 142,194 | 573,097 | 746,800 | 173,703 |
| Professional Services | 2,607,692 | 6,784,258 | 4,176,566 | 3,374,301 | 8,340,629 | 4,966,329 |
| Depreciation | 1,805 | 2,000 | 195 | 2,528 | 2,400 | (128) |
| Total Expenses | \$ 50,332,757 | \$ 56,864,937 | \$ 6,532,179 | \$ 61,583,763 | \$ 70,942,436 | \$ 9,358,673 |

Central Valley

Expenses

| | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|---------------------|---------------------|-------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 5,164,775 | \$ 4,388,204 | \$ (776,571) | \$ 6,071,369 | \$ 5,284,338 | \$ (787,030) |
| Classified Salaries | 236,534 | 83,842 | (152,692) | 277,204 | 120,732 | (156,471) |
| Benefits | 1,613,875 | 1,728,487 | 114,613 | 1,990,530 | 2,059,361 | 68,831 |
| Books and Supplies | 579,271 | 1,328,157 | 748,885 | 938,955 | 1,957,500 | 1,018,545 |
| Subagreement Services | 571,055 | 919,335 | 348,280 | 819,551 | 1,685,200 | 865,649 |
| Operations | 200,242 | 55,083 | (145,158) | 264,897 | 66,100 | (198,797) |
| Facilities | 61,880 | 32,000 | (29,880) | 79,140 | 38,400 | (40,740) |
| Professional Services | 395,393 | 1,194,629 | 799,236 | 671,577 | 1,454,632 | 783,055 |
| Total Expenses | \$ 8,823,024 | \$ 9,729,737 | \$ 906,713 | \$ 11,113,222 | \$ 12,666,264 | \$ 1,553,041 |



Expenses

NorCal

Expenses

| | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|----------------------|----------------------|---------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 10,647,407 | \$ 9,454,997 | \$ (1,192,410) | \$ 12,460,191 | \$ 11,385,843 | \$ (1,074,348) |
| Classified Salaries | 489,022 | 180,649 | (308,373) | 570,360 | 260,134 | (310,226) |
| Benefits | 3,340,927 | 3,465,228 | 124,301 | 4,011,578 | 4,148,243 | 136,664 |
| Books and Supplies | 1,195,143 | 3,392,588 | 2,197,445 | 1,933,009 | 4,069,200 | 2,136,191 |
| Subagreement Services | 1,121,585 | 1,697,959 | 576,374 | 1,632,951 | 2,036,400 | 403,449 |
| Operations | 474,765 | 195,583 | (279,182) | 607,742 | 234,700 | (373,042) |
| Facilities | 184,998 | 110,250 | (74,748) | 220,496 | 132,300 | (88,196) |
| Professional Services | 734,934 | 2,194,488 | 1,459,554 | 1,183,856 | 2,647,071 | 1,463,215 |
| Depreciation | 46,705 | 54,500 | 7,795 | 46,705 | 65,400 | 18,695 |
| Total Expenses | \$ 18,235,485 | \$ 20,746,241 | \$ 2,510,756 | \$ 22,666,890 | \$ 24,979,290 | \$ 2,312,401 |

North Bay

Expenses

| | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|---------------------|---------------------|-------------------|---------------------|---------------------|-------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 999,379 | \$ 859,545 | \$ (139,834) | \$ 1,164,168 | \$ 1,035,077 | \$ (129,091) |
| Classified Salaries | 45,907 | 16,423 | (29,484) | 53,301 | 23,649 | (29,653) |
| Benefits | 311,295 | 351,772 | 40,477 | 381,101 | 417,947 | 36,846 |
| Books and Supplies | 109,959 | 354,975 | 245,017 | 179,252 | 499,000 | 319,748 |
| Subagreement Services | 92,330 | 117,318 | 24,988 | 140,596 | 164,900 | 24,304 |
| Operations | 39,504 | 12,167 | (27,338) | 52,056 | 14,600 | (37,456) |
| Facilities | 13,049 | 9,500 | (3,549) | 16,400 | 11,400 | (5,000) |
| Professional Services | 75,119 | 228,156 | 153,037 | 129,182 | 275,449 | 146,267 |
| Total Expenses | \$ 1,686,542 | \$ 1,949,856 | \$ 263,313 | \$ 2,116,056 | \$ 2,442,021 | \$ 325,965 |



Expenses

Monterey Bay

Expenses

| | Year-to-Date | | |
|-----------------------|---------------------|---------------------|---------------------|
| | Actual | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 3,152,666 | \$ 3,031,028 | \$ (121,638) |
| Classified Salaries | 145,704 | 57,911 | (87,793) |
| Benefits | 994,831 | 1,225,849 | 231,018 |
| Books and Supplies | 362,418 | 844,468 | 482,050 |
| Subagreement Services | 342,947 | 423,527 | 80,580 |
| Operations | 123,141 | 37,500 | (85,641) |
| Facilities | 39,507 | 11,250 | (28,257) |
| Professional Services | 168,998 | 713,581 | 544,583 |
| Total Expenses | \$ 5,330,212 | \$ 6,345,114 | \$ 1,014,902 |

| | Annual/Full Year | | |
|-----------------------|---------------------|---------------------|---------------------|
| | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 3,646,255 | \$ 3,650,007 | \$ 3,752 |
| Classified Salaries | 167,888 | 83,392 | (84,496) |
| Benefits | 1,203,944 | 1,457,582 | 253,638 |
| Books and Supplies | 582,054 | 1,211,000 | 628,946 |
| Subagreement Services | 494,386 | 571,900 | 77,514 |
| Operations | 162,476 | 45,000 | (117,476) |
| Facilities | 50,008 | 13,500 | (36,508) |
| Professional Services | 316,751 | 857,975 | 541,224 |
| Total Expenses | \$ 6,623,763 | \$ 7,890,356 | \$ 1,266,594 |

Central Coast

Expenses

| | Year-to-Date | | |
|-----------------------|---------------------|---------------------|-------------------|
| | Actual | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 824,722 | \$ 769,067 | \$ (55,655) |
| Classified Salaries | 37,926 | 14,694 | (23,232) |
| Benefits | 270,226 | 314,975 | 44,749 |
| Books and Supplies | 94,201 | 193,860 | 99,659 |
| Subagreement Services | 66,143 | 84,682 | 18,539 |
| Operations | 36,393 | 12,417 | (23,976) |
| Facilities | 10,651 | 6,500 | (4,151) |
| Professional Services | 83,463 | 213,636 | 130,173 |
| Total Expenses | \$ 1,423,725 | \$ 1,609,831 | \$ 186,106 |

| | Annual/Full Year | | |
|-----------------------|---------------------|---------------------|-------------------|
| | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 989,496 | \$ 926,121 | \$ (63,375) |
| Classified Salaries | 45,411 | 21,159 | (24,252) |
| Benefits | 325,958 | 374,211 | 48,252 |
| Books and Supplies | 105,556 | 259,200 | 153,644 |
| Subagreement Services | 102,875 | 117,000 | 14,125 |
| Operations | 45,932 | 14,900 | (31,032) |
| Facilities | 13,198 | 7,800 | (5,398) |
| Professional Services | 129,310 | 256,977 | 127,666 |
| Total Expenses | \$ 1,757,736 | \$ 1,977,368 | \$ 219,632 |

Fund Balance

TOTAL

| | Year-to-Date | | | Annual/Full Year | | |
|------------------------|----------------------|----------------------|--------------|----------------------|----------------------|--------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ (3,869,544) | \$ (3,030,587) | \$ (838,957) | \$ 3,455,935 | \$ 3,619,133 | \$ (163,198) |
| Beginning Fund Balance | 25,520,411 | 25,520,411 | | 25,520,411 | 25,520,411 | |
| Ending Fund Balance | <u>\$ 21,650,865</u> | <u>\$ 22,489,823</u> | | <u>\$ 28,976,346</u> | <u>\$ 29,139,545</u> | |
| | 20.5% | 18.6% | | 27.4% | 24.1% | |

SoCal

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------------------|----------------------|----------------------|--------------|----------------------|----------------------|----------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ 1,925,889 | \$ (626,358) | \$ 2,552,247 | \$ 1,043,569 | \$ 2,317,706 | \$ (1,274,137) |
| Beginning Fund Balance | 16,849,381 | 16,849,381 | | 16,849,381 | 16,849,381 | |
| Ending Fund Balance | <u>\$ 18,775,268</u> | <u>\$ 16,223,023</u> | | <u>\$ 17,892,950</u> | <u>\$ 19,167,087</u> | |
| <i>As a % of Annual Expenses</i> | 30.5% | 22.9% | | 29.1% | 27.0% | |

Central Valley

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------------------|---------------------|---------------------|--------------|---------------------|---------------------|------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ (294,162) | \$ (104,668) | \$ (189,494) | \$ 1,322,518 | \$ 377,578 | \$ 944,940 |
| Beginning Fund Balance | 3,794,634 | 3,794,634 | | 3,794,634 | 3,794,634 | |
| Ending Fund Balance | <u>\$ 3,500,471</u> | <u>\$ 3,689,966</u> | | <u>\$ 5,117,152</u> | <u>\$ 4,172,211</u> | |
| <i>As a % of Annual Expenses</i> | 31.5% | 29.1% | | 46.0% | 32.9% | |

NorCal

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------------------|---------------------|---------------------|----------------|---------------------|---------------------|------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ (3,706,791) | \$ (1,834,185) | \$ (1,872,606) | \$ 846,758 | \$ 654,521 | \$ 192,236 |
| Beginning Fund Balance | 3,401,695 | 3,401,695 | | 3,401,695 | 3,401,695 | |
| Ending Fund Balance | <u>\$ (305,096)</u> | <u>\$ 1,567,510</u> | | <u>\$ 4,248,453</u> | <u>\$ 4,056,217</u> | |
| <i>As a % of Annual Expenses</i> | -1.3% | 6.3% | | 18.7% | 16.2% | |

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) |
| \$ (82,696) | \$ (127,894) | \$ 45,199 |
| <u>899,253</u> | <u>899,253</u> | |
| <u>\$ 816,557</u> | <u>\$ 771,358</u> | |
| 38.6% | 31.6% | |

| Annual/Full Year | | |
|---------------------|-------------------|------------|
| Forecast | Budget | Fav/(Unf) |
| \$ 169,672 | \$ 56,457 | \$ 113,215 |
| <u>899,253</u> | <u>899,253</u> | |
| <u>\$ 1,068,926</u> | <u>\$ 955,711</u> | |
| 50.5% | 39.1% | |

Monterey Bay

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

| Year-to-Date | | |
|---------------------|------------------|----------------|
| Actual | Budget | Fav/(Unf) |
| \$ (1,249,214) | \$ (247,815) | \$ (1,001,399) |
| <u>318,847</u> | <u>318,847</u> | |
| <u>\$ (930,367)</u> | <u>\$ 71,032</u> | |
| -14.0% | 0.9% | |

| Annual/Full Year | | |
|-------------------|-------------------|--------------|
| Forecast | Budget | Fav/(Unf) |
| \$ 67,836 | \$ 178,357 | \$ (110,521) |
| <u>318,847</u> | <u>318,847</u> | |
| <u>\$ 386,683</u> | <u>\$ 497,204</u> | |
| 5.8% | 6.3% | |

Central Coast

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

| Year-to-Date | | |
|---------------------|-------------------|--------------|
| Actual | Budget | Fav/(Unf) |
| \$ (462,570) | \$ (89,666) | \$ (372,904) |
| <u>256,601</u> | <u>256,601</u> | |
| <u>\$ (205,967)</u> | <u>\$ 166,934</u> | |
| -11.7% | 8.4% | |

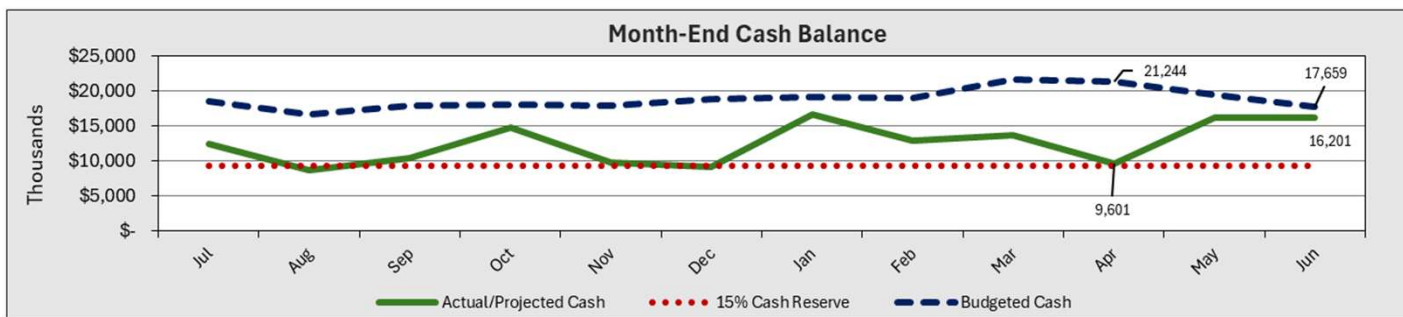
| Annual/Full Year | | |
|-------------------|-------------------|-------------|
| Forecast | Budget | Fav/(Unf) |
| \$ 5,582 | \$ 34,514 | \$ (28,931) |
| <u>256,601</u> | <u>256,601</u> | |
| <u>\$ 262,184</u> | <u>\$ 291,114</u> | |
| 14.9% | 14.7% | |

Cash Balance

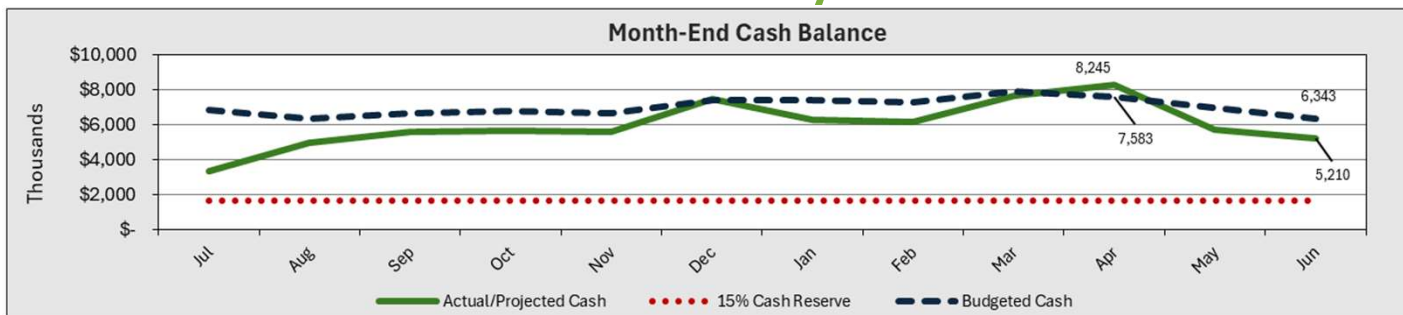


- Cash as of 4/30 totaled **\$37.9M**; **\$25.8M** currently projected for year-end

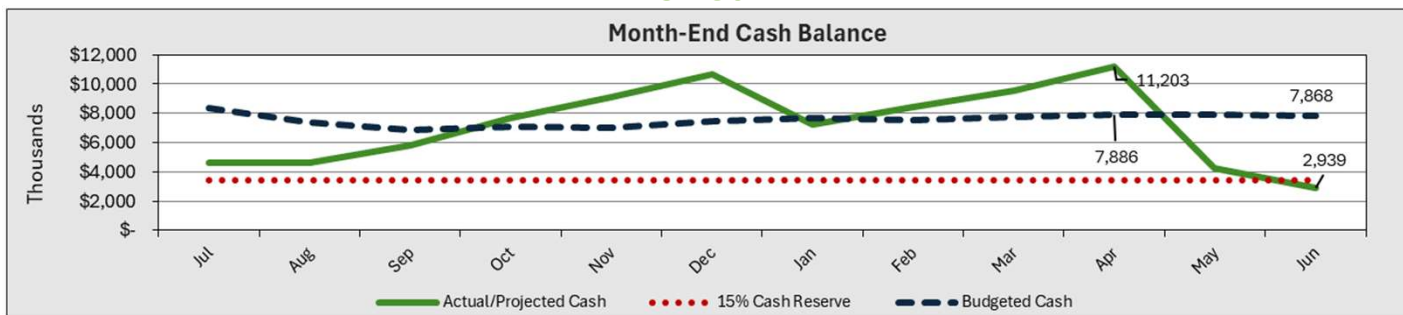
SoCal



Central Valley



NorCal

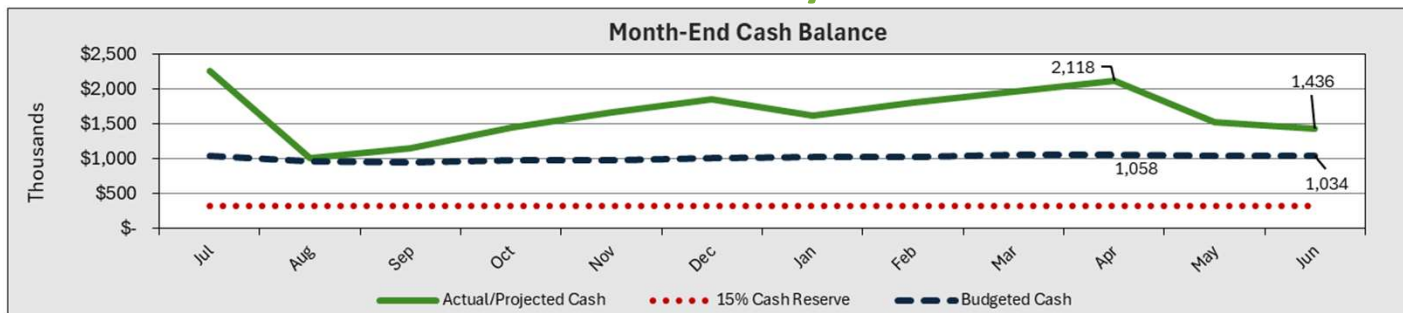


Cash Balance

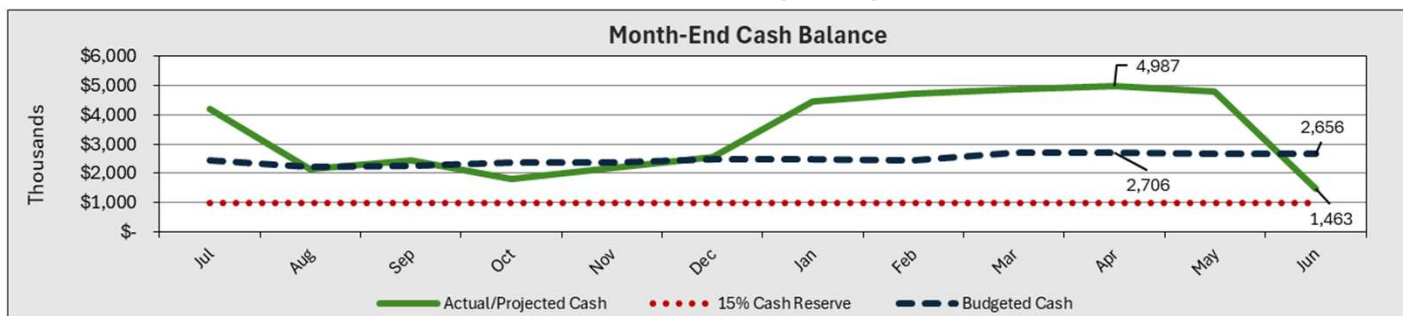


- Cash as of 4/30 totaled **\$37.9M**; **\$25.8M** currently projected for year-end

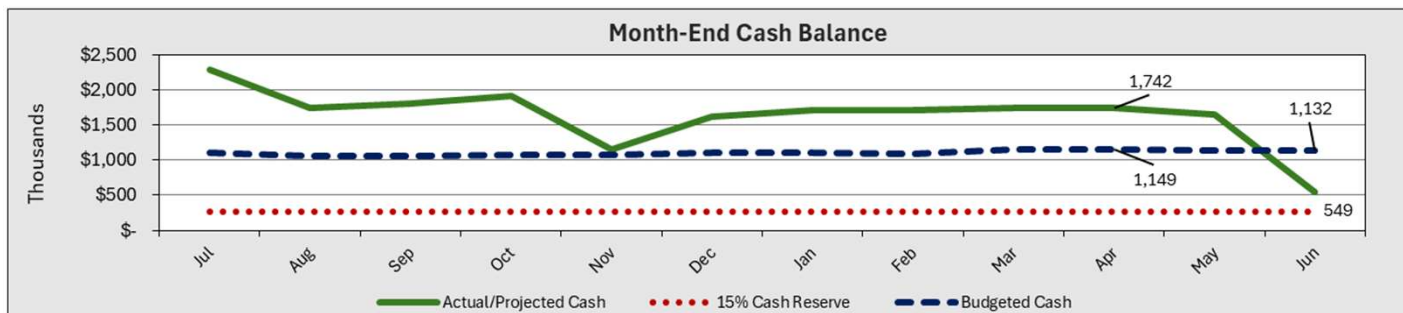
North Bay



Monterey Bay



Central Coast



Appendix

- Monthly Cash Flow / Forecast 24/25
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging
- Monthly Check Register



CalOps Southern California

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 4,018.34

| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| ADA = 4919.64 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | 859,632 | 859,632 | 1,547,337 | 1,547,337 | 1,547,337 | 1,547,337 | 1,547,337 | 98,146 | 98,146 | 98,146 | 98,146 | 98,146 | 2,237,254 | 12,183,933 | 17,786,476 | (5,602,544) |
| 8012 Education Protection Account | - | - | 244,804 | - | - | 244,804 | - | - | 81,052 | - | - | 233,008 | - | 803,668 | 983,928 | (180,260) |
| 8019 State Aid - Prior Year | - | - | - | - | - | - | - | 95,502 | 95,500 | (381,543) | 95,502 | 95,502 | - | 493 | - | 493 |
| 8096 In Lieu of Property Taxes | - | 2,754,285 | 5,508,569 | 7,344,758 | - | 3,672,379 | 3,672,379 | 3,672,379 | 6,426,664 | 3,213,332 | 1,254,179 | 1,020,948 | - | 38,539,872 | 44,004,371 | (5,464,499) |
| | 859,632 | 3,613,917 | 7,300,710 | 8,892,095 | 1,547,337 | 5,464,520 | 5,219,716 | 3,866,027 | 6,701,392 | 2,929,935 | 1,447,827 | 1,447,604 | 2,237,254 | 51,527,966 | 62,774,775 | (11,246,810) |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 704,530 | 704,530 | 639,553 | 64,977 |
| 8182 Special Education - Discretionary | - | - | - | - | - | - | - | - | 87,621 | - | - | - | - | 87,621 | - | 87,621 |
| 8290 Title I, Part A - Basic Low Income | - | - | - | - | 237,837 | - | 7,259 | - | 381,022 | - | - | - | - | 354,264 | 772,825 | 207,557 |
| 8291 Title II, Part A - Teacher Quality | - | - | - | 38,436 | - | - | 730 | - | - | - | - | - | - | 117,496 | 156,662 | 138,278 |
| 8294 Title IV | - | - | - | 14,555 | - | - | 12 | - | 1,602 | - | - | - | - | 42,097 | 58,266 | (3,389) |
| 8299 Prior Year Federal Revenue | 2,097 | (2,097) | (17) | - | - | - | - | 302,820 | - | - | - | - | - | 302,804 | - | 302,804 |
| | 2,097 | (2,097) | (17) | 52,991 | 237,837 | - | 8,001 | 302,820 | 470,245 | - | - | - | 1,218,387 | 2,290,265 | 1,612,417 | 677,848 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | 211,886 | 211,886 | 381,395 | - | 381,395 | 381,395 | 762,790 | - | 762,129 | 380,710 | 196,376 | 196,376 | 393,170 | 4,259,508 | 4,410,409 | (150,901) |
| 8550 Mandated Cost | - | - | - | - | 178,144 | - | - | - | - | - | - | - | - | 178,144 | 177,172 | 972 |
| 8560 State Lottery | - | - | - | - | - | 308,135 | - | - | 392,030 | - | - | 396,842 | - | 1,097,007 | 1,224,991 | (127,984) |
| 8598 Prior Year Revenue | - | - | 32,778 | - | - | 34,584 | - | - | 23,097 | - | - | - | - | 90,459 | - | 90,459 |
| 8599 Other State Revenue | 20,332 | 20,332 | 36,598 | 36,598 | 36,598 | 36,598 | 36,598 | 18,190 | 18,190 | 18,190 | 18,190 | 18,190 | 2,787,737 | 3,102,341 | 2,995,982 | 106,359 |
| | 232,218 | 232,218 | 450,771 | 36,598 | 596,137 | 760,712 | 799,388 | 18,190 | 1,195,446 | 398,900 | 214,566 | 611,408 | 3,180,907 | 8,727,459 | 8,808,554 | (81,095) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | - | 7,669 | 4,922 | 4,152 | 7,179 | 8,358 | 7,779 | 8,613 | 6,861 | 3,071 | 5,366 | 5,366 | - | 69,337 | 64,395 | 4,942 |
| 8690 Other Local Revenue | - | - | - | - | - | 12,305 | - | - | - | - | - | - | - | 12,305 | - | 12,305 |
| | - | 7,669 | 4,922 | 4,152 | 7,179 | 20,664 | 7,779 | 8,613 | 6,861 | 3,071 | 5,366 | 5,366 | - | 81,642 | 64,395 | 17,247 |
| Total Revenue | 1,093,947 | 3,851,707 | 7,756,387 | 8,985,836 | 2,388,490 | 6,245,896 | 6,034,884 | 4,195,650 | 8,373,944 | 3,331,906 | 1,667,759 | 2,064,378 | 6,636,548 | 62,627,332 | 73,260,142 | (10,632,810) |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 1,907,982 | 1,930,193 | 1,868,403 | 1,841,758 | 1,855,591 | 1,865,003 | 1,797,438 | 1,786,568 | 1,791,905 | 1,795,194 | 1,795,194 | 1,795,194 | - | 22,030,423 | 20,865,670 | (1,164,753) |
| 1175 Teachers' Extra Duty/Stipends | 89,110 | 81,570 | 4,373,664 | 79,493 | 84,129 | 90,225 | 96,164 | 102,813 | 108,901 | 111,455 | 111,455 | 111,455 | - | 5,440,433 | 6,197,178 | 756,745 |
| 1200 Pupil Support Salaries | 244,069 | 268,249 | 757,747 | 262,906 | 247,800 | 249,883 | 250,924 | 226,934 | 235,841 | 241,265 | 241,265 | 241,265 | - | 3,468,147 | 2,253,684 | (1,214,464) |
| 1300 Administrators' Salaries | 183,525 | 218,043 | 616,115 | 187,805 | 216,714 | 217,487 | 209,404 | 209,597 | 204,645 | 200,652 | 200,652 | 200,652 | - | 2,865,291 | 2,879,798 | 14,507 |
| | 2,424,686 | 2,498,055 | 7,615,929 | 2,371,962 | 2,404,234 | 2,422,598 | 2,353,931 | 2,325,911 | 2,341,292 | 2,348,566 | 2,348,566 | 2,348,566 | - | 33,804,295 | 32,196,330 | (1,607,965) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 154,153 | 154,153 |
| 2200 Support Salaries | 7,068 | 7,068 | 23,990 | 7,068 | 7,068 | 7,068 | 6,829 | 6,829 | 6,829 | 6,829 | 6,829 | 6,829 | - | 100,304 | - | (100,304) |
| 2300 Classified Administrators' Salaries | 79,022 | 79,022 | 264,878 | 78,525 | 49,120 | 48,931 | 47,272 | 47,283 | 40,831 | 43,858 | 43,858 | 43,858 | - | 866,457 | 444,123 | (422,335) |
| 2400 Clerical and Office Staff Salaries | 31,378 | 34,812 | 101,157 | 40,441 | 37,591 | 37,334 | 36,961 | 46,905 | 53,744 | 54,684 | 54,684 | 54,684 | - | 584,376 | 137,319 | (447,057) |
| | 117,468 | 120,901 | 390,026 | 126,034 | 93,779 | 93,333 | 91,062 | 101,017 | 101,404 | 105,371 | 105,371 | 105,371 | - | 1,551,138 | 735,595 | (815,543) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 423,118 | 436,539 | 624,885 | 413,431 | 416,829 | 363,495 | 405,154 | 403,833 | 408,449 | 404,508 | 404,508 | 404,508 | - | 5,109,257 | 6,149,499 | 1,040,242 |
| 3301 OASDI | 15,801 | 16,949 | 55,163 | 15,506 | 13,730 | 15,035 | 16,950 | 16,866 | 13,872 | 16,494 | 16,494 | 16,494 | - | 229,353 | 31,671 | (197,681) |
| 3311 Medicare | 35,643 | 69,622 | 114,821 | 34,938 | 34,917 | 35,170 | 34,183 | 33,916 | 34,212 | 34,276 | 35,023 | 35,023 | - | 531,744 | 473,964 | (57,780) |
| 3401 Health and Welfare | 326,742 | 226,466 | 189,137 | 369,149 | 183,258 | 375,175 | 211,742 | 246,941 | 295,218 | 371,688 | 371,688 | 371,688 | - | 3,538,892 | 3,679,650 | 140,758 |
| 3501 State Unemployment | 955 | 2,231 | 1,848 | 299 | 434 | 30,558 | 20,097 | 2,048 | 1,708 | 889 | 5,145 | 5,145 | - | 71,356 | 238,630 | 167,274 |
| 3601 Workers' Compensation | 46,295 | (2,423) | - | 32,243 | - | - | 31,667 | 49,902 | - | 25,050 | 33,815 | 33,815 | - | 250,365 | 457,621 | 207,255 |
| 3901 Other Benefits | 77,513 | 197,090 | 206,751 | 80,967 | 78,782 | 79,186 | 79,600 | 83,420 | 79,357 | 79,762 | 79,762 | 79,762 | - | 1,201,951 | 261,347 | (940,604) |
| | 926,067 | 946,473 | 1,192,604 | 946,532 | 727,950 | 898,619 | 799,394 | 836,926 | 832,816 | 932,667 | 946,435 | 946,435 | - | 10,932,918 | 11,292,382 | 359,464 |
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Materials | 23,526 | 210,006 | 69,614 | 109,296 | 6,835 | 81,564 | 835 | 27,343 | 32,915 | 6,990 | 5,030 | 5,030 | - | 578,983 | 611,400 | 32,417 |
| 4200 Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | 2,294 | 2,294 | - | 4,587 | 3,765,400 | 3,760,813 |
| 4302 School Supplies | 186,309 | 5,719 | 10,708 | 6,194 | 1,318 | (408) | 5,174 | 93 | 14,639 | 9,912 | 192,960 | 192,960 | - | 625,577 | 126,900 | (498,677) |
| 4305 Software | 804,052 | 154,979 | 53,952 | 113,957 | 42,571 | 24,121 | 2,157 | (6,372) | 273,987 | 8,550 | 139,029 | 139,029 | - | 1,750,012 | 4,765,100 | 3,015,088 |
| 4310 Office Expense | 2,636 | 5,614 | 89,808 | 32,514 | 20,161 | 9,188 | 6,005 | 31,522 | 18,308 | 8,258 | - | - | - | 244,784 | 141,300 | (103,484) |
| 4311 Business Meals | 374 | 7,516 | 10,893 | 959 | 2,559 | 61 | (24) | 1,347 | 731 | 2,128 | 4,347 | 4,347 | - | 35,238 | 38,900 | 3,662 |
| 4400 Noncapitalized Equipment | 2,572 | 13,607 | 5,260 | (308) | 239,560 | 26,714 | 3,840 | 33,467 | 186,022 | 387,936 | - | - | - | 2,131,501 | 1,766,400 | (365,101) |
| | 1,019,470 | 397,441 | 240,234 | 262,612 | 313,005 | 141,241 | 17,986 | 87,399 | 526,602 | 444,544 | 343,659 | 1,576,491 | - | 5,370,684 | 11,215,400 | 5,844,716 |



CalOps Southern California

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 4,018.34

| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------|------------------|--------------------|------------------|--------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|-------------------|-------------------|-----------------------|----------------------|
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 3,453 | 32,319 | 55,433 | 84,086 | 278,295 | 369,405 | 478,639 | 705,790 | 429,897 | 632,136 | 659,422 | 659,422 | - | 4,388,296 | 4,506,100 | 117,804 |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | 1,061 | - | 1,177 | 1,177 | - | 3,414 | 122,200 | 118,786 |
| 5105 Security | - | - | 632 | - | - | - | - | 199 | 198 | 199 | 203 | 203 | - | 1,633 | - | (1,633) |
| 5106 Other Educational Consultants | 23,640 | (23,640) | - | - | (18,889) | - | - | - | - | - | - | - | - | (18,889) | 692,500 | 711,389 |
| 5107 Instructional Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 327,700 | 327,700 |
| | 27,093 | 8,679 | 56,065 | 84,086 | 259,405 | 369,405 | 478,639 | 705,989 | 431,156 | 632,335 | 660,801 | 660,801 | - | 4,374,454 | 5,648,500 | 1,274,046 |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 1,819 | 69,136 | 322,742 | 13,680 | 2,869 | 1,144 | 426 | 5,302 | 9,678 | 12,278 | 17,855 | 17,855 | - | 474,783 | 281,700 | (193,083) |
| 5300 Dues & Memberships | - | 169,023 | 872 | 1,043 | 53,193 | 27,047 | 26,486 | 55,351 | 46,414 | 58,553 | 35,019 | 35,019 | - | 508,020 | 129,800 | (378,220) |
| 5400 Insurance | 11,958 | 21,803 | 9,675 | - | 48,451 | 10,385 | 10,385 | 10,033 | 27,258 | 10,033 | 8,305 | 8,305 | - | 176,591 | 123,600 | (52,991) |
| 5501 Utilities | 217 | 226 | 226 | 1,061 | 901 | 638 | 226 | 2,770 | (420) | 1,071 | 231 | 231 | - | 7,377 | 25,800 | 18,423 |
| 5502 Janitorial Services | 1,477 | 2,031 | 2,534 | 1,433 | 1,296 | 1,556 | 1,301 | 1,296 | 1,296 | 583 | 1,257 | 1,257 | - | 17,318 | 20,000 | 2,682 |
| 5516 Miscellaneous Expense | - | - | - | - | 666 | 245 | - | - | - | - | 148 | 148 | - | 1,207 | - | (1,207) |
| 5900 Communications | 3,698 | 4,979 | 13,064 | 4,646 | 3,967 | 19,905 | 3,683 | 5,206 | 14,416 | 86,684 | 6,987 | 6,987 | 204,105 | 378,327 | 35,200 | (343,127) |
| 5901 Postage and Shipping | 1,327 | 5,434 | 462 | 2,309 | 1,198 | 78 | 1,941 | 1,021 | 144 | 18,303 | 2,255 | 2,255 | - | 36,726 | 148,300 | 111,574 |
| | 20,495 | 272,632 | 349,576 | 24,172 | 112,541 | 60,998 | 44,447 | 80,978 | 98,786 | 187,505 | 72,057 | 72,057 | 204,105 | 1,600,348 | 764,400 | (835,948) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 27,763 | 28,641 | 28,175 | 28,175 | (5,133) | 21,468 | 20,881 | 20,881 | 20,881 | 20,881 | 20,029 | 20,029 | - | 252,671 | 411,700 | 159,029 |
| 5602 Additional Rent | 2,736 | 17,880 | 3,022 | 2,945 | 11,029 | 11,189 | 4,561 | 18,774 | 8,809 | 4,736 | 16,851 | 16,851 | - | 119,384 | 145,300 | 25,916 |
| 5603 Equipment Leases | 1,892 | 2,277 | 1,051 | 1,051 | 1,051 | - | 2,507 | 1,051 | - | 3,180 | 1,434 | 1,434 | - | 16,925 | 17,000 | 75 |
| 5604 Other Leases | 5,107 | (5,107) | 81,396 | 200 | 12,852 | 352 | 5,125 | 5,400 | 14,711 | 31,904 | 6,254 | 6,254 | - | 164,448 | 161,400 | (3,048) |
| 5610 Repairs and Maintenance | 295 | 738 | 1,538 | 2,095 | - | 6,990 | 3,038 | - | 1,154 | - | 1,911 | 1,911 | - | 19,670 | 11,400 | (8,270) |
| | 37,793 | 44,429 | 115,181 | 34,465 | 19,799 | 39,999 | 36,112 | 46,105 | 45,555 | 60,701 | 46,479 | 46,479 | - | 573,097 | 746,800 | 173,703 |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 220,438 | 3,080 | - | 42,109 | 20,846 | 3,080 | 33,443 | 57,181 | 3,080 | 42,221 | 41,885 | 41,885 | - | 509,248 | 2,357,600 | 1,848,352 |
| 5802 Audit & Taxes | - | - | - | - | 18,038 | 13,701 | - | - | 17,972 | 1,197 | - | - | - | 50,908 | 177,600 | 126,692 |
| 5803 Legal | - | 8,416 | 8,454 | 12,705 | (236,641) | 13,646 | 9,114 | 200 | 22,300 | 32,140 | 10,783 | 10,783 | - | (108,100) | 238,800 | 346,900 |
| 5804 Professional Development | 5,124 | 13,416 | 31,037 | 10,565 | 5,147 | 17,180 | 16,985 | 7,199 | 3,013 | 5,723 | 7,632 | 7,632 | - | 130,651 | 825,200 | 694,549 |
| 5805 General Consulting | 12,272 | 12,715 | 10,699 | 20,661 | 16,151 | 36,720 | 5,072 | (19,244) | 24,266 | 23,412 | 8,570 | 8,570 | - | 159,866 | 1,320,500 | 1,160,634 |
| 5806 Special Activities/Field Trips | 136 | 19,821 | - | 8,973 | (970) | (160) | 33 | (32) | 15,456 | 12,956 | 106,553 | 106,553 | - | 269,318 | 216,179 | (53,139) |
| 5807 Bank Charges | - | 7 | 74 | 113 | 399 | - | 278 | - | 93 | 243 | 167 | 167 | - | 1,542 | 4,200 | 2,658 |
| 5808 Printing | 15 | - | - | 10 | - | 332 | - | - | - | - | 2 | 2 | - | 362 | 1,800 | 1,438 |
| 5809 Other taxes and fees | 563 | 27,096 | 2,404 | 2,523 | 2,329 | 2,394 | 2,553 | 9,829 | 16 | 1,371 | 2,525 | 2,525 | - | 56,128 | 76,100 | 19,972 |
| 5810 Payroll Service Fee | 769,220 | (769,220) | 6,222 | - | - | - | - | 182,515 | (206,639) | - | 330 | 330 | - | (17,241) | - | 17,241 |
| 5811 Management Fee | 122,648 | 122,440 | 122,100 | 122,100 | 122,100 | 122,100 | 104,684 | 101,136 | 101,136 | 70,105 | 104,379 | 104,379 | (66,760) | 1,252,547 | 1,465,203 | 212,656 |
| 5812 District Oversight Fee | - | - | - | - | 21,221 | - | - | 214,018 | 182,515 | 41,187 | 14,478 | 14,478 | (63,873) | 424,022 | 627,748 | 203,726 |
| 5814 SPED Encroachment | 3,060 | 3,060 | 5,508 | - | 5,508 | 5,508 | 5,508 | - | - | - | 5,891 | 5,891 | 108,987 | 148,921 | - | (148,921) |
| 5815 Public Relations/Recruitment | - | 20,799 | 133,851 | 60,516 | 4,850 | 5,267 | 5,478 | 28,633 | 5,109 | 49,763 | 29,003 | 29,003 | 123,857 | 496,129 | 1,029,700 | 533,571 |
| | 1,133,476 | (538,370) | 320,348 | 280,275 | (21,022) | 219,767 | 183,148 | 581,435 | 168,317 | 280,318 | 332,201 | 332,198 | 102,210 | 3,374,301 | 8,340,629 | 4,966,329 |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 180 | 180 | 361 | 361 | - | 2,528 | 2,400 | (128) |
| | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 180 | 180 | 361 | 361 | - | 2,528 | 2,400 | (128) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 5,706,728 | 3,750,421 | 10,280,142 | 4,130,319 | 3,909,873 | 4,246,139 | 4,004,899 | 4,765,940 | 4,546,108 | 4,992,187 | 4,855,930 | 6,088,760 | 306,315 | 61,583,763 | 70,942,436 | 9,358,673 |
| Monthly Surplus (Deficit) | (4,612,781) | 101,286 | (2,523,756) | 4,855,517 | (1,521,383) | 1,999,756 | 2,029,985 | (570,291) | 3,827,836 | (1,660,281) | (3,188,171) | (4,024,382) | 6,330,233 | 1,043,569 | 2,317,706 | (1,274,137) |



CalOps Southern California

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 4,018.34

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 Accruals | Annual Forecast |
|--------------------------------------|---------------------|--------------------|-------------------|-------------------|--------------------|------------------|-------------------|--------------------|-------------------|--------------------|-------------------|-------------------|-------------------|-----------------|
| Monthly Surplus (Deficit) | (4,612,781) | 101,286 | (2,523,756) | 4,855,517 | (1,521,383) | 1,999,756 | 2,029,985 | (570,291) | 3,827,836 | (1,660,281) | (3,188,171) | (4,024,382) | 6,330,233 | 1,043,569 |
| Cash flows from operating activities | | | | | | | | | | | | | | |
| Depreciation/Amortization | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 180 | 180 | 361 | 361 | - | 2,528 |
| Public Funding Receivables | 3,330,411 | 2,491,572 | 1,182,629 | 1,315 | - | - | - | - | - | 477,045 | - | - | (6,636,548) | 846,424 |
| Grants and Contributions Rec. | 1,311 | 83,310 | 100 | (100) | (100) | - | - | - | (503) | 474 | - | - | - | 84,492 |
| Due To/From Related Parties | (3,208,953) | 380,989 | (6,955,733) | 2,383,229 | (2,612,615) | (2,758,790) | 5,806,790 | (2,913,789) | (3,425,081) | (3,407,375) | 9,673,187 | 4,000,000 | - | (3,038,141) |
| Prepaid Expenses | 827,540 | 45,979 | - | (30,021) | 223,006 | (15,010) | (3,084) | (6,925) | (88,966) | (88,350) | - | - | - | 864,169 |
| Other Assets | - | - | - | - | - | - | (1,000) | - | - | - | - | - | - | (1,000) |
| Accounts Payable | (2,526,278) | 2,782,603 | 74,037 | (2,776,264) | - | 113,205 | (113,205) | 82,206 | (12,675) | (70,207) | - | - | 306,315 | (2,140,263) |
| Accrued Expenses | (7,662,020) | (9,649,398) | 9,857,030 | (228,382) | (1,145,358) | (16,543) | (234,656) | (105,343) | 406,992 | 588,148 | - | - | - | (8,189,530) |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Deferred Revenue | 38,414 | 40,511 | 69,145 | 69,145 | 69,145 | 69,145 | 69,145 | (216,784) | 69,123 | 69,123 | 69,123 | 69,123 | (2,750,000) | (2,265,642) |
| Cash flows from investing activities | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | (5,900) | - | 5,900 | - | - | - | - | - | - | - | - |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cash flows from financing activities | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Change in Cash | (13,812,175) | (3,722,967) | 1,703,633 | 4,268,721 | (4,987,124) | (602,156) | 7,554,156 | (3,730,745) | 776,906 | (4,091,243) | 6,554,500 | 45,102 | | |
| Cash, Beginning of Month | 26,244,277 | 12,432,102 | 8,709,135 | 10,412,768 | 14,681,488 | 9,694,364 | 9,092,208 | 16,646,364 | 12,915,619 | 13,692,525 | 9,601,282 | 16,155,781 | | |
| Cash, End of Month | 12,432,102 | 8,709,135 | 10,412,768 | 14,681,488 | 9,694,364 | 9,092,208 | 16,646,364 | 12,915,619 | 13,692,525 | 9,601,282 | 16,155,781 | 16,200,884 | | |

| Original Budget Total | Favorable / (Unfav.) |
|-----------------------|----------------------|
| | |
| Cert. | Instr. |
| 76.5% | 85.7% |
| 22,876,496 | 3,563,502 |

| Pupil:Teacher Ratio |
|---------------------|
| 17.79 |

CalOps Central Valley

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 784.20



| | | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|----------------------------------|-------------------------------------|---------------|----------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|------------------|----------------|-------------------|-------------------|-----------------------|----------------------|
| ADA = 809.61 | | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | | |
| 8011 | LCFF State Aid | - | 442,068 | 442,068 | 795,722 | 795,722 | 795,722 | 795,722 | 795,722 | 606,012 | 606,012 | 606,011 | 606,011 | 1,951,503 | 9,238,295 | 7,799,332 | 1,438,963 |
| 8012 | Education Protection Account | - | - | - | 406,815 | - | - | - | 406,815 | - | 321,625 | 620,189 | - | (493,422) | 1,262,022 | 3,002,510 | (1,740,488) |
| 8019 | State Aid - Prior Year | - | (7,190) | - | - | - | - | - | - | - | (2,733) | (2,860) | (2,860) | (2,860) | (18,503) | - | (18,503) |
| 8096 | In Lieu of Property Taxes | - | - | - | 126,787 | - | 78,022 | 39,011 | - | 116,146 | - | 31,072 | 31,072 | 55,130 | 477,241 | 487,783 | (10,542) |
| | | - | 434,878 | 442,068 | 1,329,324 | 795,722 | 873,744 | 834,733 | 1,202,537 | 722,158 | 924,904 | 1,254,412 | 634,223 | 1,510,351 | 10,959,055 | 11,289,624 | (330,569) |
| Federal Revenue | | | | | | | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | \$117,739 | 117,739 | 105,249 | 12,489 |
| 8290 | Title I, Part A - Basic Low Income | - | - | - | - | - | 56,653 | - | 1,740 | - | 64,605 | - | - | 110,575 | 233,573 | 143,239 | 90,334 |
| 8291 | Title II, Part A - Teacher Quality | - | - | - | - | 7,582 | - | - | 153 | - | - | - | - | 23,203 | 30,938 | 22,752 | 8,186 |
| 8294 | Title IV | - | - | - | - | 2,717 | - | - | 2 | - | 299 | - | - | 7,859 | 10,877 | 11,187 | (310) |
| 8299 | Prior Year Federal Revenue | - | - | - | - | - | - | - | 60,221 | - | - | - | - | - | 60,221 | - | 60,221 |
| | | - | - | - | - | 10,299 | 56,653 | - | 62,116 | - | 64,904 | - | - | 259,376 | 453,347 | 282,427 | 170,920 |
| Other State Revenue | | | | | | | | | | | | | | | | | |
| 8311 | State Special Education | 34,673 | 34,673 | 62,412 | - | 62,412 | 62,412 | 124,824 | - | 124,706 | 62,294 | 46,733 | 46,733 | 35,238 | 697,109 | 725,808 | (28,699) |
| 8550 | Mandated Cost | - | - | - | - | - | 28,124 | - | - | - | - | - | - | - | 28,124 | 28,252 | (128) |
| 8560 | State Lottery | - | - | - | - | - | 50,056 | - | - | - | 63,684 | 53,522 | - | 46,825 | 214,087 | 201,593 | 12,493 |
| 8598 | Prior Year Revenue | - | - | 0 | - | - | 6,543 | 1,653 | - | - | 3,733 | - | - | - | 11,929 | - | 11,929 |
| 8599 | Other State Revenue | - | 3,328 | 3,328 | 5,990 | 5,990 | 5,990 | 5,990 | 5,990 | - | 8,724 | 4,362 | 4,362 | 10,742 | 64,793 | 516,137 | (451,343) |
| | | 34,673 | 38,001 | 65,740 | 5,990 | 68,402 | 153,125 | 132,466 | 5,990 | 124,706 | 138,435 | 104,616 | 51,095 | 92,805 | 1,016,042 | 1,471,790 | (455,748) |
| Other Local Revenue | | | | | | | | | | | | | | | | | |
| 8660 | Interest Revenue | 26 | 28 | 63 | 51 | 2,328 | 90 | 98 | 2,363 | 106 | 118 | - | - | - | 5,272 | - | 5,272 |
| 8690 | Other Local Revenue | - | - | - | - | - | 2,025 | - | - | - | - | - | - | - | 2,025 | - | 2,025 |
| | | 26 | 28 | 63 | 51 | 2,328 | 2,115 | 98 | 2,363 | 106 | 118 | - | - | - | 7,296 | - | 7,296 |
| Total Revenue | | 34,699 | 472,907 | 507,871 | 1,335,365 | 876,751 | 1,085,636 | 967,297 | 1,273,005 | 846,970 | 1,128,361 | 1,359,028 | 685,318 | 1,862,532 | 12,435,740 | 13,043,841 | (608,101) |
| Expenses | | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | | |
| 1100 | Teachers' Salaries | 323,387 | 338,108 | 316,679 | 312,163 | 314,507 | 316,064 | 346,466 | 344,768 | 346,277 | 346,524 | 346,524 | 346,524 | - | 3,997,992 | 3,424,653 | (573,338) |
| 1175 | Teachers' Extra Duty/Stipends | 15,105 | 13,827 | 741,300 | 13,475 | 14,255 | 15,294 | 18,549 | 19,841 | 21,019 | 21,509 | 21,509 | 21,509 | - | 937,192 | 1,017,134 | 79,942 |
| 1200 | Pupil Support Salaries | 41,368 | 45,680 | 128,432 | 44,561 | 42,000 | 42,353 | 48,424 | 43,794 | 45,513 | 46,559 | 46,559 | 46,559 | - | 621,802 | 369,894 | (251,909) |
| 1300 | Administrators' Salaries | 31,106 | 36,957 | 104,426 | 31,832 | 36,731 | 36,862 | 40,411 | 40,448 | 39,493 | 38,705 | 38,705 | 38,705 | - | 514,382 | 472,657 | (41,725) |
| | | 410,966 | 434,572 | 1,290,838 | 402,030 | 407,494 | 410,574 | 453,851 | 448,852 | 452,302 | 453,297 | 453,297 | 453,297 | - | 6,071,369 | 5,284,338 | (787,030) |
| Classified Salaries | | | | | | | | | | | | | | | | | |
| 2100 | Instructional Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 25,301 | 25,301 |
| 2200 | Support Salaries | 1,198 | 1,198 | 4,066 | 1,198 | 1,198 | 1,198 | 1,318 | 1,318 | 1,318 | 1,318 | 1,318 | 1,318 | - | 17,964 | - | (17,964) |
| 2300 | Classified Administrators' Salaries | 13,394 | 13,394 | 44,895 | 13,309 | 8,325 | 8,293 | 9,123 | 9,125 | 7,880 | 8,464 | 8,464 | 8,464 | - | 153,130 | 72,893 | (80,236) |
| 2400 | Clerical and Office Staff Salaries | 5,318 | 5,900 | 17,145 | 6,854 | 6,371 | 6,328 | 7,125 | 9,036 | 10,372 | 10,553 | 10,553 | 10,553 | - | 106,110 | 22,538 | (83,572) |
| | | 19,910 | 20,492 | 66,106 | 21,362 | 15,895 | 15,819 | 17,566 | 19,479 | 19,570 | 20,335 | 20,335 | 20,335 | - | 277,204 | 120,732 | (156,471) |
| Benefits | | | | | | | | | | | | | | | | | |
| 3101 | STRS | 71,715 | 73,990 | 105,914 | 70,074 | 70,650 | 70,868 | 78,145 | 77,932 | 78,823 | 78,063 | 78,063 | 78,063 | - | 932,300 | 1,009,309 | 77,009 |
| 3301 | OASDI | 2,678 | 2,873 | 9,350 | 2,628 | 2,327 | 2,548 | 3,271 | 3,255 | 2,663 | 3,183 | 3,183 | 3,183 | - | 41,142 | 5,198 | (35,944) |
| 3311 | Medicare | 6,042 | 11,800 | 19,462 | 5,922 | 5,918 | 5,961 | 6,593 | 6,545 | 6,595 | 6,615 | 6,990 | 6,990 | - | 95,432 | 77,791 | (17,641) |
| 3401 | Health and Welfare | (2,889) | 94,655 | 31,622 | 61,233 | 30,647 | 62,220 | 41,935 | 48,730 | 58,969 | 72,817 | 72,817 | 72,817 | - | 645,573 | 611,207 | (34,366) |
| 3501 | State Unemployment | 161 | 377 | 323 | 52 | 73 | 5,180 | 3,875 | 396 | 314 | 172 | 5,134 | 5,134 | - | 21,191 | 237,853 | 216,663 |
| 3601 | Workers' Compensation | 7,838 | (402) | - | 5,465 | - | - | 6,111 | 9,630 | - | 4,835 | 6,749 | 6,749 | - | 46,975 | 75,109 | 28,134 |
| 3901 | Other Benefits | 13,138 | 26,298 | 35,043 | 13,723 | 13,353 | 13,422 | 15,352 | 16,099 | 15,314 | 15,392 | 15,392 | 15,392 | - | 207,917 | 42,895 | (165,023) |
| | | 98,683 | 209,591 | 201,713 | 159,097 | 122,968 | 160,198 | 155,281 | 162,588 | 162,678 | 181,077 | 188,328 | 188,328 | - | 1,990,530 | 2,059,361 | 68,831 |
| Books and Supplies | | | | | | | | | | | | | | | | | |
| 4100 | Textbooks and Core Materials | 3,988 | 35,594 | 11,799 | 18,525 | 1,159 | 13,824 | 160 | 5,277 | 6,352 | 1,349 | 934 | 934 | - | 99,894 | 85,000 | (14,894) |
| 4200 | Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | 426 | 426 | - | 852 | 617,400 | 616,548 |
| 4302 | School Supplies | 31,520 | 370 | 233 | 4,417 | 212 | (62) | 206 | 18 | 2,771 | 1,426 | 37,521 | 37,521 | - | 116,154 | 9,600 | (106,554) |
| 4305 | Software | 112,773 | 28,137 | 9,144 | 19,214 | 5,499 | 4,582 | 259 | (1,230) | 52,875 | 1,650 | 25,814 | 25,814 | - | 284,533 | 734,400 | 449,867 |
| 4310 | Office Expense | 183 | 889 | 12,651 | 5,479 | 3,370 | 1,494 | 1,014 | 6,084 | 3,353 | 5,325 | (113) | (113) | - | 39,616 | 19,200 | (20,416) |
| 4311 | Business Meals | - | 1,335 | 82 | 9 | 412 | 4 | (5) | 1,335 | 121 | 377 | 807 | 807 | - | 4,267 | 5,800 | 1,533 |
| 4400 | Noncapitalized Equipment | 436 | 2,306 | 369 | (51) | 39,431 | 4,528 | 672 | 6,459 | 35,719 | 74,865 | - | 228,905 | - | 393,640 | 486,100 | 92,460 |
| | | 148,901 | 68,632 | 34,278 | 47,594 | 50,082 | 24,371 | 2,307 | 16,925 | 101,191 | 84,992 | 65,389 | 294,294 | - | 938,955 | 1,957,500 | 1,018,545 |

CalOps Central Valley

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 784.20



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|---|------------------|------------------|--------------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------|----------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | - | 642 | 5,388 | 6,889 | 27,642 | 57,731 | 90,334 | 130,205 | 88,063 | 166,842 | 122,438 | 122,438 | - | 818,611 | 847,400 | 28,789 |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | 205 | - | 218 | 218 | - | 642 | 20,300 | 19,658 |
| 5105 Security | - | - | 107 | - | - | - | - | 38 | 38 | 39 | 38 | 38 | - | 298 | - | (298) |
| 5106 Other Educational Consultants | 3,920 | (3,920) | - | - | (3,109) | - | - | - | - | - | 1,554 | 1,554 | - | - | 793,200 | 793,200 |
| 5107 Instructional Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 24,300 | 24,300 |
| | 3,920 | (3,278) | 5,495 | 6,889 | 24,534 | 57,731 | 90,334 | 130,243 | 88,306 | 166,881 | 124,248 | 124,248 | - | 819,551 | 1,685,200 | 865,649 |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 86 | 11,068 | 52,930 | 2,295 | 2,023 | 44 | - | 1,229 | 1,444 | 1,998 | 3,315 | 3,315 | - | 79,748 | 500 | (79,248) |
| 5300 Dues & Memberships | - | 27,368 | 1,589 | 177 | 8,755 | 4,389 | 4,918 | 10,169 | 8,957 | 6,116 | 6,502 | 6,502 | - | 85,441 | 19,500 | (65,941) |
| 5400 Insurance | 537 | 3,687 | 1,640 | - | 8,212 | 1,760 | 1,760 | 1,936 | 5,261 | 1,936 | 1,542 | 1,542 | - | 29,812 | 14,900 | (14,912) |
| 5501 Utilities | - | - | - | - | 26 | - | - | - | 24 | 163 | 43 | 43 | - | 299 | 600 | 301 |
| 5502 Janitorial Services | - | 255 | (11) | - | - | - | - | - | - | (215) | 233 | 233 | - | 496 | 1,200 | 704 |
| 5516 Miscellaneous Expense | - | - | - | - | 34 | 4 | - | - | - | - | 27 | 27 | - | 93 | - | (93) |
| 5900 Communications | 627 | 535 | 578 | 477 | 354 | 3,033 | 534 | 939 | 2,336 | 14,498 | 1,297 | 1,297 | 37,897 | 64,402 | 2,400 | (62,002) |
| 5901 Postage and Shipping | 1 | 394 | - | 62 | 4 | - | - | 2 | 27 | 3,279 | 419 | 419 | - | 4,606 | 27,000 | 22,394 |
| | 1,250 | 43,306 | 56,726 | 3,011 | 19,408 | 9,230 | 7,212 | 14,275 | 18,049 | 27,775 | 13,379 | 13,379 | 37,897 | 264,897 | 66,100 | (198,797) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | - | - | - | - | 17,566 | 3,533 | 3,916 | 3,916 | 3,916 | 3,916 | 3,719 | 3,719 | - | 44,202 | 8,200 | (36,002) |
| 5602 Additional Rent | - | 134 | - | - | 1,791 | 1,944 | 847 | 3,593 | 1,624 | 873 | 3,129 | 3,129 | - | 17,064 | 11,200 | (5,864) |
| 5603 Equipment Leases | - | - | - | - | - | - | - | - | - | - | 266 | 266 | - | 532 | 2,500 | 1,968 |
| 5604 Other Leases | - | - | 13,395 | - | 646 | (71) | - | - | 215 | - | 1,161 | 1,161 | - | 16,507 | 16,100 | (407) |
| 5610 Repairs and Maintenance | - | 125 | - | - | - | - | - | - | - | - | 355 | 355 | - | 835 | 400 | (435) |
| | - | 259 | 13,395 | - | 20,003 | 5,406 | 4,763 | 7,510 | 5,755 | 4,789 | 8,630 | 8,630 | - | 79,140 | 38,400 | (40,740) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 36,456 | - | - | 6,615 | 3,011 | - | 5,422 | 10,441 | - | 7,553 | 7,777 | 7,777 | - | 85,052 | 552,900 | 467,848 |
| 5802 Audit & Taxes | - | - | - | - | 3,057 | 2,322 | - | - | 3,469 | 231 | - | - | - | 9,079 | 62,400 | 53,321 |
| 5803 Legal | - | 1,427 | 1,380 | 1,668 | 1,137 | 1,079 | 835 | 39 | 3,005 | 2,449 | 2,002 | 2,002 | - | 17,021 | 7,800 | (9,221) |
| 5804 Professional Development | 868 | 1,595 | 4,846 | 1,791 | 872 | 2,912 | 3,261 | 1,332 | 582 | 1,105 | 1,417 | 1,417 | - | 21,998 | 110,300 | 88,302 |
| 5805 General Consulting | 2,080 | 2,155 | 1,813 | 3,366 | 2,738 | 6,224 | 868 | (3,044) | 4,683 | 4,518 | 1,591 | 1,591 | - | 28,584 | 174,020 | 145,436 |
| 5806 Special Activities/Field Trips | 22 | 185 | 350 | 6,439 | 87 | (40) | 6 | 386 | 3,658 | 2,346 | 18,284 | 18,284 | - | 50,005 | 28,039 | (21,966) |
| 5807 Bank Charges | - | - | - | - | - | - | - | - | - | - | 31 | 31 | - | 62 | 1,100 | 1,038 |
| 5808 Printing | - | - | - | 2 | - | 55 | - | - | - | - | 0 | 0 | - | 57 | 300 | 243 |
| 5809 Other taxes and fees | - | 29 | 398 | 420 | 379 | 387 | 426 | 1,331 | 1 | 20 | 469 | 469 | - | 4,328 | 8,100 | 3,772 |
| 5810 Payroll Service Fee | - | - | 1,046 | - | - | - | - | 1,158 | (6,364) | - | 61 | 61 | - | (4,037) | - | 4,037 |
| 5811 Management Fee | 20,338 | 20,753 | 21,739 | 21,739 | 21,739 | 21,739 | 17,743 | 19,517 | 19,517 | 14,170 | 20,726 | 20,726 | 8,269 | 248,715 | 260,877 | 12,162 |
| 5812 District Oversight Fee | - | - | - | - | - | - | - | (1,158) | 1,158 | - | 12,544 | 6,342 | 90,704 | 109,591 | 112,896 | 3,306 |
| 5814 SPED Encroachment | 501 | 501 | 901 | - | 901 | 901 | 901 | - | - | - | 1,402 | 1,402 | 17,035 | 24,445 | - | (24,445) |
| 5815 Public Relations/Recruitment | - | 3,525 | 9,937 | 11,157 | 822 | 893 | 953 | 5,033 | 986 | 9,603 | 5,385 | 5,385 | 22,997 | 76,676 | 135,900 | 59,224 |
| | 60,265 | 30,169 | 42,410 | 53,196 | 34,742 | 36,471 | 30,415 | 35,033 | 30,695 | 41,995 | 71,690 | 65,489 | 139,005 | 671,577 | 1,454,632 | 783,055 |
| Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 743,895 | 803,743 | 1,710,961 | 693,178 | 695,126 | 719,801 | 761,729 | 834,904 | 878,546 | 981,141 | 945,297 | 1,168,000 | 176,902 | 11,113,222 | 12,666,264 | 1,553,041 |
| Monthly Surplus (Deficit) | (709,197) | (330,836) | (1,203,090) | 642,187 | 181,625 | 365,835 | 205,568 | 438,101 | (31,576) | 147,220 | 413,732 | (482,682) | 1,685,630 | 1,322,518 | 377,578 | 944,940 |

CalOps Central Valley

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 784.20



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 Accruals |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|------------------|--------------------|------------------|-------------------|
| Monthly Surplus (Deficit) | (709,197) | (330,836) | (1,203,090) | 642,187 | 181,625 | 365,835 | 205,568 | 438,101 | (31,576) | 147,220 | 413,732 | (482,682) | 1,685,630 |
| Cash flows from operating activities | | | | | | | | | | | | | |
| Depreciation/Amortization | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Public Funding Receivables | 40,923 | 2,484,946 | 114,566 | 55,662 | (826,507) | 816,030 | - | (1,224,943) | 637,062 | (404,463) | - | - | (1,862,532) |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | (97) | 91 | - | - | - |
| Due To/From Related Parties | 777,812 | 854,278 | 1,693,550 | (499,333) | 694,101 | 664,810 | (1,435,739) | 746,264 | 869,374 | 882,382 | (2,989,927) | - | - |
| Prepaid Expenses | 113,115 | 15,902 | - | (5,089) | 39,167 | (2,544) | (595) | (1,297) | (17,169) | (17,050) | - | - | - |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable | (150,964) | 109,937 | 9,589 | (105,903) | - | 21,246 | (21,246) | 5 | 15,706 | (15,711) | - | - | 176,902 |
| Accrued Expenses | (400) | (1,562,640) | - | - | (152,803) | - | - | - | - | - | - | - | - |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Deferred Revenue | - | 29,703 | 7,932 | 12,236 | 12,236 | 12,235 | 12,236 | (47,985) | 2,815 | 24,476 | 12,237 | 12,237 | - |
| Cash flows from investing activities | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cash flows from financing activities | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Change in Cash | 71,289 | 1,601,289 | 622,547 | 99,760 | (52,181) | 1,877,612 | (1,239,775) | (89,855) | 1,476,115 | 616,945 | (2,563,958) | (470,445) | |
| Cash, Beginning of Month | 3,261,008 | 3,332,297 | 4,933,587 | 5,556,134 | 5,655,894 | 5,603,712 | 7,481,325 | 6,241,550 | 6,151,695 | 7,627,810 | 8,244,755 | 5,680,797 | |
| Cash, End of Month | 3,332,297 | 4,933,587 | 5,556,134 | 5,655,894 | 5,603,712 | 7,481,325 | 6,241,550 | 6,151,695 | 7,627,810 | 8,244,755 | 5,680,797 | 5,210,352 | |

| Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|-----------------|----------------------------|----------------------|
| 1,322,518 | | |
| | Cert. | Instr. |
| | 71.0% | 79.1% |
| | 3,850,497 | (113,880) |
| | Pupil:Teacher Ratio | |
| | 18.69 | |

CalOps NorCal

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/2025

ADA = 1535.18



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--|---------------|----------------|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|----------------|-------------------|-------------------|-----------------------|----------------------|
| ADA = 1738.90 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 769,844 | 769,844 | 1,385,720 | 1,385,720 | 1,385,720 | 1,385,720 | 1,385,720 | 847,142 | 847,142 | 847,141 | 847,141 | 2,596,434 | 14,453,288 | 12,762,207 | 1,691,081 |
| 8012 Education Protection Account | - | - | - | 871,945 | - | - | 871,945 | - | - | 575,649 | - | - | 188,051 | 2,507,590 | 6,406,835 | (3,899,245) |
| 8019 State Aid - Prior Year | - | - | - | - | - | - | - | - | 15,477 | 22,079 | 15,477 | 15,477 | 15,477 | 83,987 | - | 83,987 |
| 8096 In Lieu of Property Taxes | - | - | - | - | - | - | - | - | - | - | - | - | 2,718,681 | 2,718,681 | 2,920,439 | (201,758) |
| | - | 769,844 | 769,844 | 2,257,665 | 1,385,720 | 1,385,720 | 2,257,665 | 1,385,720 | 862,619 | 1,444,870 | 862,618 | 862,618 | 5,518,643 | 19,763,546 | 22,089,481 | (2,325,935) |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 249,193 | 249,193 | 226,058 | 23,135 |
| 8290 Title I, Part A - Basic Low Income | - | - | - | - | 79,831 | - | 2,464 | - | - | 135,690 | - | - | 111,193 | 329,178 | 236,916 | 92,262 |
| 8291 Title II, Part A - Teacher Quality | - | - | - | - | 13,205 | - | 223 | - | - | - | - | - | 40,284 | 53,712 | 45,289 | 8,423 |
| 8294 Title IV | - | - | - | - | - | - | 4,466 | - | - | - | 491 | - | 12,905 | 17,862 | 18,901 | (1,039) |
| 8299 Prior Year Federal Revenue | - | - | - | - | - | - | - | 58,632 | - | - | - | - | - | 58,632 | - | 58,632 |
| | - | - | - | - | 97,498 | - | 2,691 | 58,632 | - | 136,181 | - | - | 413,575 | 708,577 | 527,164 | 181,413 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | 74,812 | 74,812 | 134,662 | - | 134,662 | 134,662 | 269,324 | - | 269,114 | 134,432 | 88,417 | 88,417 | 100,636 | 1,503,949 | 1,558,911 | (54,962) |
| 8550 Mandated Cost | - | - | - | - | - | - | - | - | - | - | - | - | - | 63,837 | 62,039 | 1,798 |
| 8560 State Lottery | - | - | - | - | - | - | - | - | - | - | - | - | - | 419,101 | 432,987 | (13,886) |
| 8598 Prior Year Revenue | - | - | 151 | 3,485 | - | 26,611 | - | (6,711) | (52) | 8,106 | - | - | - | 31,590 | - | 31,590 |
| 8599 Other State Revenue | - | 7,179 | 7,179 | 12,922 | 12,922 | 12,922 | 12,922 | 12,922 | 8,234 | 8,234 | 8,234 | 8,234 | 855,804 | 967,708 | 927,812 | 39,897 |
| | 74,812 | 81,991 | 141,992 | 16,407 | 147,584 | 346,742 | 282,246 | 6,211 | 277,296 | 289,081 | 96,651 | 96,651 | 1,128,522 | 2,986,186 | 2,981,749 | 4,437 |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | - | 19,971 | 17 | - | 13,263 | - | - | 12,062 | - | - | 2,680 | 2,680 | - | 50,673 | 32,160 | 18,513 |
| 8690 Other Local Revenue | - | - | - | - | - | 4,350 | - | - | - | - | - | - | - | 4,350 | 32,160 | (27,810) |
| 8699 School Fundraising | - | - | - | - | - | - | - | - | - | - | 316 | - | - | 316 | 3,259 | (2,942) |
| | - | 19,971 | 17 | - | 13,263 | 4,350 | - | 12,062 | - | - | 2,996 | 2,680 | - | 55,340 | 35,419 | (12,239) |
| Total Revenue | 74,812 | 871,806 | 911,853 | 2,274,072 | 1,644,065 | 1,736,812 | 2,542,602 | 1,462,625 | 1,139,915 | 1,870,132 | 962,265 | 961,949 | 7,060,740 | 23,513,648 | 25,633,812 | (2,152,324) |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 679,112 | 692,515 | 665,025 | 655,541 | 660,464 | 663,744 | 693,125 | 689,535 | 692,626 | 692,833 | 692,833 | 692,833 | - | 8,170,187 | 7,378,892 | (791,295) |
| 1175 Teachers' Extra Duty/Stipends | 31,719 | 29,035 | 1,556,730 | 28,296 | 29,935 | 32,116 | 37,104 | 39,683 | 42,038 | 43,019 | 43,019 | 43,019 | - | 1,955,713 | 2,191,557 | 235,844 |
| 1200 Pupil Support Salaries | 86,872 | 95,586 | 269,706 | 93,577 | 88,200 | 88,941 | 96,848 | 87,589 | 91,026 | 93,117 | 93,117 | 93,117 | - | 1,277,696 | 796,988 | (480,708) |
| 1300 Administrators' Salaries | 65,323 | 77,609 | 219,295 | 66,846 | 77,136 | 77,411 | 80,823 | 80,897 | 78,987 | 77,423 | 77,423 | 77,423 | - | 1,056,595 | 1,018,406 | (38,190) |
| | 863,026 | 894,745 | 2,710,757 | 844,260 | 855,734 | 862,212 | 907,900 | 897,703 | 904,677 | 906,392 | 906,392 | 906,392 | - | 12,460,191 | 11,385,843 | (1,074,348) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 54,514 | 54,514 |
| 2200 Support Salaries | 2,516 | 2,516 | 8,539 | 2,516 | 2,516 | 2,516 | 2,636 | 2,636 | 2,635 | 2,636 | 2,636 | 2,636 | - | 36,932 | - | (36,932) |
| 2300 Classified Administrators' Salaries | 28,126 | 28,126 | 94,279 | 27,950 | 17,483 | 17,416 | 18,245 | 18,250 | 15,760 | 16,927 | 16,927 | 16,927 | - | 316,417 | 157,059 | (159,358) |
| 2400 Clerical and Office Staff Salaries | 11,169 | 12,391 | 36,005 | 14,394 | 13,380 | 13,288 | 14,250 | 18,073 | 20,743 | 21,106 | 21,106 | 21,106 | - | 217,011 | 48,561 | (168,450) |
| | 41,811 | 43,033 | 138,823 | 44,860 | 33,379 | 33,220 | 35,131 | 38,958 | 39,138 | 40,669 | 40,669 | 40,669 | - | 570,360 | 260,134 | (310,226) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 150,602 | 155,379 | 222,418 | 147,154 | 148,363 | 148,821 | 156,321 | 155,865 | 157,647 | 156,127 | 156,127 | 156,127 | - | 1,910,952 | 2,174,696 | 263,744 |
| 3301 OASDI | 5,624 | 6,033 | 19,634 | 5,519 | 4,887 | 5,351 | 6,542 | 6,510 | 5,325 | 6,366 | 2,791 | 2,791 | - | 77,373 | 11,200 | (66,172) |
| 3311 Medicare | 12,687 | 24,780 | 40,869 | 12,435 | 12,428 | 12,518 | 13,189 | 13,090 | 13,190 | 13,229 | 14,005 | 14,005 | - | 196,425 | 167,612 | (28,813) |
| 3401 Health and Welfare | (5,746) | 203,973 | 68,590 | 132,200 | 66,508 | 134,368 | 83,866 | 97,458 | 117,836 | 145,632 | 112,955 | 112,955 | - | 1,270,594 | 1,301,851 | 31,256 |
| 3501 State Unemployment | 338 | 791 | 678 | 108 | 156 | 10,878 | 7,753 | 792 | 628 | 345 | 5,141 | 5,141 | - | 32,749 | 238,630 | 205,881 |
| 3601 Workers' Compensation | 15,616 | 857 | - | 11,476 | - | - | 12,222 | 19,261 | - | 9,669 | 13,522 | 13,522 | - | 96,145 | 161,832 | 65,687 |
| 3901 Other Benefits | 27,589 | 55,225 | 73,589 | 28,819 | 28,041 | 28,185 | 30,711 | 32,198 | 30,630 | 30,785 | 30,785 | 30,785 | - | 427,341 | 92,422 | (334,919) |
| | 206,710 | 447,037 | 425,777 | 337,711 | 260,383 | 340,121 | 310,605 | 325,174 | 325,256 | 362,153 | 335,326 | 335,326 | - | 4,011,578 | 4,148,243 | 136,664 |
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Materials | 8,374 | 74,748 | 24,778 | 38,902 | 2,433 | 29,031 | 321 | 10,553 | 12,704 | 2,698 | 1,921 | 1,921 | - | 208,384 | 222,400 | 14,016 |
| 4200 Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | 876 | 876 | - | 1,752 | 1,739,800 | 1,738,048 |
| 4302 School Supplies | 66,421 | 1,303 | 1,018 | 7,839 | 455 | (133) | 1,668 | 36 | 5,589 | 2,719 | 75,989 | 75,989 | - | 238,894 | 14,900 | (223,994) |
| 4305 Software | 241,562 | 44,225 | 19,203 | 40,349 | 11,548 | 8,969 | 631 | (2,460) | 105,750 | 3,300 | 53,092 | 53,092 | - | 579,263 | 1,682,300 | 1,103,037 |
| 4310 Office Expense | 1,941 | 2,391 | 27,264 | 11,564 | 7,236 | 3,481 | 2,678 | 12,615 | 7,074 | 11,186 | - | - | - | 87,430 | 54,500 | (32,930) |
| 4311 Business Meals | - | 3,209 | 325 | 883 | 1,012 | 9 | (9) | 515 | 298 | 844 | 1,660 | 1,660 | - | 10,406 | 14,700 | 4,294 |
| 4400 Noncapitalized Equipment | 916 | 4,843 | 776 | (109) | 84,679 | 9,509 | 1,394 | 12,917 | 71,437 | 149,730 | - | 470,790 | - | 806,881 | 340,600 | (466,281) |
| | 319,214 | 130,719 | 73,364 | 99,428 | 107,363 | 50,866 | 6,683 | 34,176 | 202,852 | 170,477 | 133,538 | 604,329 | - | 1,933,009 | 4,069,200 | 2,136,191 |

CalOps NorCal

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/2025

ADA = 1535.18



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------|------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|-------------------|-------------------|-----------------------|----------------------|
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | - | 6,133 | 15,190 | 39,249 | 53,247 | 128,628 | 185,957 | 239,820 | 195,678 | 263,084 | 251,818 | 251,818 | - | 1,630,622 | 1,730,400 | 99,778 |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | 409 | - | 449 | 449 | - | 1,308 | 38,700 | 37,392 |
| 5105 Security | 102 | 103 | 328 | - | 103 | - | - | 77 | 77 | 77 | 78 | 78 | - | 1,022 | 100 | (922) |
| 5106 Other Educational Consultants | 8,360 | (8,360) | - | - | (6,677) | - | - | - | - | - | 3,338 | 3,338 | - | - | 214,600 | 214,600 |
| 5107 Instructional Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 52,600 | 52,600 |
| | 8,462 | (2,124) | 15,517 | 39,249 | 46,673 | 128,628 | 185,957 | 239,897 | 196,164 | 263,161 | 255,683 | 255,683 | - | 1,632,951 | 2,036,400 | 403,449 |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 180 | 22,180 | 114,980 | 7,038 | 6,162 | 95 | - | 3,573 | 3,739 | 4,539 | 6,818 | 6,818 | - | 176,123 | 71,100 | (105,023) |
| 5300 Dues & Memberships | - | 61,701 | (303) | 381 | 18,802 | 9,424 | 10,114 | 22,140 | 17,915 | 13,555 | 13,373 | 13,373 | - | 180,476 | 45,400 | (135,076) |
| 5400 Insurance | 1,144 | 6,898 | 3,444 | - | 17,245 | 3,696 | 3,696 | 3,872 | 10,520 | 3,873 | 3,171 | 3,171 | - | 60,732 | 36,900 | (23,832) |
| 5501 Utilities | 338 | 620 | 470 | 436 | 56 | 326 | 518 | 106 | 743 | 729 | 88 | 88 | - | 4,519 | 2,600 | (1,919) |
| 5502 Janitorial Services | - | 1,512 | (23) | 46 | 1,250 | - | 1,250 | 3,443 | 1,250 | 1,022 | 480 | 480 | - | 10,709 | 12,100 | 1,391 |
| 5516 Miscellaneous Expense | - | - | - | - | 73 | 8 | - | - | - | - | 56 | 56 | - | 194 | - | (194) |
| 5900 Communications | 1,316 | 2,198 | 2,505 | 2,291 | 6,497 | 7,655 | 2,412 | 3,169 | 5,900 | 31,843 | 2,668 | 2,668 | 77,943 | 149,065 | 11,800 | (137,265) |
| 5901 Postage and Shipping | 2,591 | 2,764 | 343 | 279 | 5,223 | 357 | 82 | 4 | 5,454 | 7,104 | 861 | 861 | - | 25,924 | 54,800 | 28,876 |
| | 5,571 | 97,872 | 121,416 | 10,472 | 55,309 | 21,562 | 18,072 | 36,306 | 45,521 | 62,665 | 27,517 | 27,517 | 77,943 | 607,742 | 234,700 | (373,042) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 6,321 | 9,833 | 8,172 | 8,172 | 5,233 | 7,588 | 7,915 | 7,915 | 7,915 | 7,914 | 7,649 | 7,649 | - | 92,273 | 31,000 | (61,273) |
| 5602 Additional Rent | 1,300 | (820) | - | - | 3,774 | 3,878 | 1,530 | 6,978 | 3,248 | 1,745 | 6,435 | 6,435 | - | 34,502 | 7,200 | (27,302) |
| 5603 Equipment Leases | - | - | - | - | - | - | - | - | - | - | 547 | 547 | - | 1,095 | 3,400 | 2,305 |
| 5604 Other Leases | - | - | 28,770 | (700) | 15,859 | 359 | 452 | 29,975 | (71) | 9,263 | 2,388 | 2,388 | - | 88,684 | 79,000 | (9,684) |
| 5610 Repairs and Maintenance | - | 263 | 1,250 | 280 | 90 | - | - | 600 | - | - | 730 | 730 | - | 3,943 | 11,700 | 7,757 |
| | 7,621 | 9,275 | 38,192 | 7,752 | 24,956 | 11,825 | 9,896 | 45,468 | 11,092 | 18,922 | 17,749 | 17,749 | - | 220,496 | 132,300 | (88,196) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 77,748 | - | - | 13,892 | 6,323 | - | 11,160 | 20,881 | - | 15,107 | 15,995 | 15,995 | - | 177,101 | 752,500 | 575,399 |
| 5802 Audit & Taxes | - | - | - | - | 6,420 | 4,877 | - | - | 6,936 | 462 | - | - | - | 18,695 | 57,700 | 39,005 |
| 5803 Legal | - | 3,826 | 3,107 | 3,607 | (170,780) | 2,266 | 2,522 | 77 | 6,183 | 39,584 | 4,118 | 4,118 | - | (101,372) | 53,600 | 154,972 |
| 5804 Professional Development | 1,824 | 3,351 | 10,177 | 3,760 | 1,832 | 6,115 | 6,546 | 2,663 | 1,163 | 2,209 | 2,914 | 2,914 | - | 45,469 | 251,700 | 206,231 |
| 5805 General Consulting | 4,368 | 4,526 | 3,808 | 7,069 | 5,749 | 13,070 | 1,816 | (6,571) | 9,366 | 9,036 | 3,273 | 3,273 | - | 58,783 | 450,400 | 391,617 |
| 5806 Special Activities/Field Trips | - | 79,844 | 182 | 2,060 | (3,670) | - | (487) | (8,905) | 6,192 | 4,941 | 22,690 | - | - | 102,846 | 0 | (102,846) |
| 5807 Bank Charges | - | 1 | 18 | 109 | 97 | 101 | (208) | 9 | 102 | 102 | 64 | 64 | - | 450 | 2,000 | 1,550 |
| 5808 Printing | - | - | - | 4 | - | 117 | - | - | - | - | 1 | 1 | - | 123 | 600 | 477 |
| 5809 Other taxes and fees | - | 61 | 836 | 881 | 802 | 814 | 891 | 2,662 | (6) | 40 | 964 | 964 | - | 8,909 | 73,800 | 64,891 |
| 5810 Payroll Service Fee | - | - | 2,197 | - | - | - | - | 2,316 | (12,600) | - | 126 | 126 | - | (7,835) | - | 7,835 |
| 5811 Management Fee | 43,373 | 43,580 | 42,723 | 42,723 | 42,723 | 42,723 | 37,261 | 39,035 | 39,035 | 26,132 | 39,189 | 39,189 | (7,414) | 470,273 | 512,676 | 42,403 |
| 5812 District Oversight Fee | - | - | - | - | 9,383 | - | - | (2,316) | 2,316 | - | 8,626 | 8,626 | 170,999 | 197,635 | 220,895 | 23,259 |
| 5814 SPED Encroachment | 1,080 | 1,080 | 1,945 | - | 1,945 | 1,945 | 1,945 | - | - | - | 2,652 | 2,652 | 37,349 | 52,594 | - | (52,594) |
| 5815 Public Relations/Recruitment | - | 7,403 | 21,534 | 24,617 | 1,726 | 1,875 | 1,981 | 10,421 | 1,971 | 19,207 | 11,076 | 11,076 | 47,298 | 160,185 | 271,200 | 111,015 |
| | 128,393 | 143,671 | 86,527 | 98,722 | (97,450) | 73,894 | 63,736 | 60,056 | 60,565 | 116,820 | 111,690 | 88,999 | 248,233 | 1,183,856 | 2,647,071 | 1,463,215 |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,671 | 4,671 | - | - | - | 46,705 | 65,400 | 18,695 |
| | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,671 | 4,671 | - | - | - | 46,705 | 65,400 | 18,695 |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 1,585,478 | 1,768,899 | 3,615,043 | 1,487,125 | 1,291,018 | 1,526,998 | 1,542,650 | 1,682,408 | 1,789,936 | 1,945,930 | 1,828,564 | 2,276,664 | 326,176 | 22,666,890 | 24,979,290 | 2,312,401 |
| Monthly Surplus (Deficit) | (1,510,666) | (897,093) | (2,703,190) | 786,947 | 353,047 | 209,814 | 999,952 | (219,783) | (650,021) | (75,798) | (866,299) | (1,314,715) | 6,734,564 | 846,758 | 654,521 | 160,076 |



CalOps NorCal

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/2025

ADA = 1535.18

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 Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|-------------------|--------------------|------------------|------------------|-------------------|--------------------|--------------------|-------------------|-----------------|-----------------------|----------------------|
| Monthly Surplus (Deficit) | (1,510,666) | (897,093) | (2,703,190) | 786,947 | 353,047 | 209,814 | 999,952 | (219,783) | (650,021) | (75,798) | (866,299) | (1,314,715) | 6,734,564 | 846,758 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,670 | 4,671 | 4,671 | - | - | - | 46,705 | | |
| Public Funding Receivables | 4,520,527 | - | 293,717 | 3,094,054 | - | (131,061) | 130,136 | 6,711 | 156 | - | - | - | (7,060,740) | 853,500 | 65.8% | 84.0% |
| Grants and Contributions Rec. | 4,690 | 1,787 | - | - | - | - | - | - | (194) | 183 | - | - | - | 6,466 | 6,620,502 | 931,026 |
| Due To/From Related Parties | 1,639,913 | 1,835,463 | 3,562,774 | (1,789,532) | 1,203,969 | 1,418,988 | (4,565,725) | 1,490,145 | 1,759,965 | 1,730,862 | (6,131,395) | - | - | 2,155,427 | | |
| Prepaid Expenses | 243,093 | 22,205 | (1,250) | (10,685) | 84,126 | (5,342) | (1,190) | (2,594) | (34,338) | (34,100) | - | - | - | 259,925 | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (874,896) | 236,015 | 21,525 | (228,932) | - | 40,216 | (40,216) | 10 | 20,066 | (20,077) | - | - | 326,176 | (520,113) | | |
| Accrued Expenses | (1,917,856) | (1,222,082) | - | (700) | (282,151) | (17,481) | - | - | - | - | - | - | - | (3,440,270) | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | 52,346 | 13,420 | 13,420 | 24,155 | 24,155 | 24,155 | 24,155 | (28,612) | 24,161 | 24,161 | 24,161 | 24,161 | (597,029) | (353,191) | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Change in Cash | 2,161,822 | (5,614) | 1,191,667 | 1,879,978 | 1,387,817 | 1,543,959 | (3,448,218) | 1,250,547 | 1,124,466 | 1,629,902 | (6,973,533) | (1,290,554) | | | | |
| Cash, Beginning of Month | 2,486,893 | 4,648,715 | 4,643,100 | 5,834,767 | 7,714,743 | 9,102,561 | 10,646,520 | 7,198,302 | 8,448,849 | 9,573,315 | 11,203,217 | 4,229,684 | | | | |
| Cash, End of Month | 4,648,715 | 4,643,100 | 5,834,767 | 7,714,743 | 9,102,561 | 10,646,520 | 7,198,302 | 8,448,849 | 9,573,315 | 11,203,217 | 4,229,684 | 2,939,130 | | | | |

| | |
|----------------------------|--|
| Pupil:Teacher Ratio | |
| 20.39 | |

CalOps North Bay

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 153.24



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--|--------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|-----------------------|----------------------|
| ADA = 157.98 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 66,665 | 66,665 | 119,997 | 119,997 | 119,997 | 119,997 | 119,997 | 67,314 | 67,314 | 67,314 | 67,314 | 255,743 | 1,258,314 | 1,338,965 | (80,651) |
| 8012 Education Protection Account | - | - | - | 8,172 | - | - | 8,171 | - | - | 4,227 | - | - | 10,078 | 30,648 | 32,686 | (2,038) |
| 8019 State Aid - Prior Year | - | - | 999 | - | - | - | - | - | (200) | (200) | (200) | (200) | (200) | (1) | - | (1) |
| 8096 In Lieu of Property Taxes | - | - | 44,478 | 88,957 | 59,304 | 59,304 | 59,304 | 59,304 | 59,304 | 83,789 | 41,984 | 41,984 | 97,372 | 695,084 | 746,291 | (51,207) |
| | - | 66,665 | 112,142 | 217,126 | 179,301 | 179,301 | 187,472 | 179,301 | 126,418 | 155,130 | 109,098 | 109,098 | 362,993 | 1,984,045 | 2,117,942 | (133,897) |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 22,814 | 22,814 | 20,537 | 2,277 |
| 8290 Title I, Part A - Basic Low Income | - | - | - | - | - | 9,273 | - | 279 | - | 12,920 | - | - | 15,080 | 37,552 | 32,602 | 4,950 |
| 8291 Title II, Part A - Teacher Quality | - | - | - | 1,340 | - | - | - | - | - | - | - | - | 3,957 | 5,297 | 4,749 | 548 |
| 8294 Title IV | - | - | - | - | - | - | 2,500 | - | - | - | - | - | 7,500 | 10,000 | 10,000 | - |
| 8299 Prior Year Federal Revenue | - | - | - | - | - | - | - | 17,248 | - | - | - | - | - | 17,248 | - | 17,248 |
| | - | - | - | - | 3,840 | 9,273 | - | 17,527 | - | 12,920 | - | - | 49,351 | 92,911 | 67,888 | 25,023 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | 7,074 | 7,074 | 12,733 | - | 12,733 | 12,733 | 25,466 | - | 25,442 | 12,709 | 8,318 | 8,318 | 9,580 | 142,181 | 141,627 | 554 |
| 8550 Mandated Cost | - | - | - | - | - | - | 6,281 | - | - | - | - | - | - | 6,281 | 5,945 | 336 |
| 8560 State Lottery | - | - | - | - | 5,109 | 5,271 | - | - | - | - | - | - | 31,458 | 41,837 | 39,337 | 2,500 |
| 8598 Prior Year Revenue | - | - | - | - | (10,839) | 13,081 | 338 | - | - | - | - | - | - | 2,580 | - | 2,580 |
| 8599 Other State Revenue | - | 679 | 679 | 11,221 | 1,221 | 1,221 | 1,221 | 1,221 | 776 | 776 | 774 | 774 | (7,902) | 12,661 | 125,618 | (112,957) |
| | 7,074 | 7,753 | 13,412 | 11,221 | 8,225 | 32,305 | 33,306 | 1,221 | 26,218 | 13,485 | 9,092 | 9,092 | 33,136 | 205,541 | 312,527 | (106,986) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 4 | 6 | 6 | 11 | 9 | 1,138 | 14 | 11 | 1,587 | 17 | 10 | 10 | - | 2,823 | 122 | 2,702 |
| 8690 Other Local Revenue | - | - | - | - | - | 408 | - | - | - | - | - | - | - | 408 | - | 408 |
| | 4 | 6 | 6 | 11 | 9 | 1,547 | 14 | 11 | 1,587 | 17 | 10 | 10 | - | 3,232 | 122 | 3,110 |
| Total Revenue | 7,078 | 74,424 | 125,560 | 228,358 | 191,374 | 222,426 | 220,791 | 198,060 | 154,223 | 181,552 | 118,201 | 118,201 | 445,481 | 2,285,729 | 2,498,479 | (212,750) |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 64,677 | 66,940 | 63,336 | 62,432 | 62,902 | 63,213 | 63,029 | 62,685 | 62,962 | 62,981 | 62,981 | 62,981 | - | 761,119 | 670,808 | (90,311) |
| 1175 Teachers' Extra Duty/Stipends | 3,019 | 2,763 | 148,258 | 2,693 | 2,849 | 3,057 | 3,372 | 3,606 | 3,820 | 3,909 | 3,909 | 3,909 | - | 185,163 | 199,232 | 14,069 |
| 1200 Pupil Support Salaries | 8,274 | 9,123 | 25,686 | 8,912 | 8,400 | 8,471 | 8,804 | 7,963 | 8,275 | 8,465 | 8,465 | 8,465 | - | 119,303 | 72,453 | (46,850) |
| 1300 Administrators' Salaries | 6,221 | 7,391 | 20,885 | 6,366 | 7,346 | 7,372 | 7,347 | 7,354 | 7,180 | 7,039 | 7,039 | 7,039 | - | 98,582 | 92,582 | (6,000) |
| | 82,191 | 86,217 | 258,165 | 80,404 | 81,497 | 82,113 | 82,553 | 81,608 | 82,237 | 82,394 | 82,394 | 82,394 | - | 1,164,168 | 1,035,077 | (129,091) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 4,956 | 4,956 |
| 2200 Support Salaries | 240 | 240 | 813 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | - | 3,449 | - | (3,449) |
| 2300 Classified Administrators' Salaries | 2,679 | 2,679 | 8,979 | 2,662 | 1,665 | 1,659 | 1,659 | 1,659 | 1,433 | 1,539 | 1,539 | 1,539 | - | 29,689 | 14,278 | (15,411) |
| 2400 Clerical and Office Staff Salaries | 1,064 | 1,180 | 3,429 | 1,371 | 1,274 | 1,266 | 1,295 | 1,643 | 1,886 | 1,919 | 1,919 | 1,919 | - | 20,164 | 4,415 | (15,749) |
| | 3,982 | 4,098 | 13,221 | 4,272 | 3,179 | 3,164 | 3,194 | 3,542 | 3,558 | 3,697 | 3,697 | 3,697 | - | 53,301 | 23,649 | (29,653) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 14,343 | 14,798 | 21,182 | 14,014 | 14,130 | 14,173 | 14,213 | 14,169 | 14,331 | 14,193 | 14,193 | 14,193 | - | 177,932 | 197,700 | 19,768 |
| 3301 OASDI | 536 | 575 | 1,870 | 526 | 465 | 510 | 595 | 592 | 484 | 579 | 579 | 579 | - | 7,887 | 1,018 | (6,869) |
| 3311 Medicare | 1,208 | 2,360 | 3,892 | 1,184 | 1,184 | 1,192 | 1,199 | 1,190 | 1,199 | 1,203 | 1,286 | 1,286 | - | 18,383 | 15,237 | (3,145) |
| 3401 Health and Welfare | (641) | 19,130 | 6,406 | 12,384 | 6,209 | 12,585 | 7,621 | 8,857 | 10,705 | 13,236 | 13,236 | 13,236 | - | 122,963 | 118,350 | (4,613) |
| 3501 State Unemployment | 32 | 75 | 65 | 10 | 15 | 1,036 | 705 | 72 | 57 | 31 | 1,569 | 1,569 | - | 5,237 | 62,528 | 57,291 |
| 3601 Workers' Compensation | 1,565 | (78) | - | 1,093 | - | - | 1,111 | 1,751 | - | 879 | 1,242 | 1,242 | - | 8,805 | 14,712 | 5,907 |
| 3901 Other Benefits | 2,627 | 5,259 | 7,009 | 2,745 | 2,671 | 2,684 | 2,792 | 2,927 | 2,784 | 2,799 | 2,799 | 2,799 | - | 39,895 | 8,402 | (31,493) |
| | 19,670 | 42,119 | 40,423 | 31,956 | 24,673 | 32,180 | 28,237 | 29,558 | 29,561 | 32,919 | 34,903 | 34,903 | - | 381,101 | 417,947 | 36,846 |
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Materials | 798 | 7,119 | 2,360 | 3,705 | 232 | 2,765 | 29 | 959 | 1,155 | 245 | 181 | 181 | - | 19,729 | 18,200 | (1,529) |
| 4200 Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | 83 | 83 | - | 165 | 248,400 | 248,235 |
| 4302 School Supplies | 6,316 | 965 | 45 | 210 | 43 | (12) | 108 | 3 | 504 | 334 | 47 | 47 | 13,941 | 22,549 | 46,200 | 23,651 |
| 4305 Software | 22,334 | 2,469 | 2,626 | 3,843 | 1,100 | 797 | 68 | (224) | 9,614 | 300 | 5,011 | 5,011 | - | 52,950 | 152,800 | 99,850 |
| 4310 Office Expense | 37 | 179 | 2,537 | 1,096 | 674 | 299 | 207 | 1,106 | 610 | 968 | (22) | (22) | - | 7,668 | 3,700 | (3,968) |
| 4311 Business Meals | - | 261 | 21 | 22 | 79 | 1 | 2 | 85 | 15 | 63 | 157 | 157 | - | 862 | 200 | (662) |
| 4400 Noncapitalized Equipment | 87 | 464 | 74 | (10) | 7,959 | 906 | 131 | 1,174 | 6,494 | 13,612 | - | 44,438 | - | 75,329 | 29,500 | (45,829) |
| | 29,571 | 11,456 | 7,663 | 8,865 | 10,087 | 4,755 | 545 | 3,105 | 18,391 | 15,521 | 5,457 | 49,895 | 13,941 | 179,252 | 499,000 | 319,748 |

CalOps North Bay

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 153.24



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|---|------------------|-----------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-------------------|------------------|-----------------------|----------------------|
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 111 | - | 1,175 | 410 | 5,951 | 11,445 | 14,772 | 18,373 | 14,055 | 26,587 | 23,769 | 23,769 | - | 140,417 | 131,600 | (8,817) |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | 37 | - | 42 | 42 | - | 122 | 3,500 | 3,378 |
| 5105 Security | - | - | 21 | - | - | - | - | 7 | 7 | 7 | 7 | 7 | - | 57 | - | (57) |
| 5106 Other Educational Consultants | 760 | (760) | - | - | (628) | - | - | - | - | - | 2 | 2 | 623 | - | 25,000 | 25,000 |
| 5107 Instructional Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 4,800 | 4,800 |
| | 871 | (760) | 1,196 | 410 | 5,324 | 11,445 | 14,772 | 18,380 | 14,099 | 26,594 | 23,821 | 23,821 | 623 | 140,596 | 164,900 | 24,304 |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 17 | 2,447 | 10,592 | 180 | 82 | 9 | - | 137 | 234 | 348 | 644 | 644 | - | 15,332 | 100 | (15,232) |
| 5300 Dues & Memberships | - | 5,452 | (29) | 35 | 2,997 | 886 | 955 | 1,767 | 1,629 | 1,112 | 1,262 | 1,262 | - | 17,329 | 5,400 | (11,929) |
| 5400 Insurance | 104 | 735 | 328 | - | 1,642 | 352 | 352 | 352 | 956 | 352 | 299 | 299 | - | 5,772 | 3,100 | (2,672) |
| 5501 Utilities | - | - | - | - | 5 | - | - | - | 5 | 30 | 8 | 8 | - | 56 | - | (56) |
| 5502 Janitorial Services | - | 25 | (2) | - | - | - | - | - | - | (18) | 45 | 45 | - | 96 | 400 | 304 |
| 5516 Miscellaneous Expense | - | - | - | - | 7 | 72 | (79) | - | - | - | 5 | 5 | - | 11 | - | (11) |
| 5900 Communications | 125 | 107 | 116 | 95 | 71 | 608 | 107 | 171 | 453 | 2,890 | 252 | 252 | \$7,357.07 | 12,604 | 500 | (12,104) |
| 5901 Postage and Shipping | 0 | 79 | - | 12 | 1 | - | - | 0 | 5 | 596 | 81 | 81 | - | 856 | 5,100 | 4,244 |
| | 247 | 8,845 | 11,005 | 323 | 4,806 | 1,926 | 1,335 | 2,427 | 3,281 | 5,311 | 2,597 | 2,597 | 7,357 | 52,056 | 14,600 | (37,456) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | - | - | - | - | 3,546 | 713 | 727 | 727 | 727 | 727 | 722 | 722 | - | 8,611 | 5,400 | (3,211) |
| 5602 Additional Rent | - | 27 | - | - | 359 | 369 | 143 | 634 | 295 | 159 | 607 | 607 | - | 3,201 | 800 | (2,401) |
| 5603 Equipment Leases | - | - | - | - | - | - | - | - | - | - | 52 | 52 | - | 103 | 4,900 | 4,797 |
| 5604 Other Leases | - | - | 2,704 | - | 1,428 | - | - | - | 39 | (300) | 225 | 225 | - | 4,322 | 100 | (4,222) |
| 5610 Repairs and Maintenance | - | 25 | - | - | - | - | - | - | - | - | 69 | 69 | - | 163 | 200 | 37 |
| | - | 52 | 2,704 | - | 5,333 | 1,082 | 870 | 1,361 | 1,061 | 586 | 1,675 | 1,675 | - | 16,400 | 11,400 | (5,000) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 7,068 | - | - | 1,323 | 602 | - | 1,043 | 1,898 | - | 1,373 | 1,510 | 1,510 | - | 16,328 | 75,900 | 59,572 |
| 5802 Audit & Taxes | - | - | - | - | 611 | 464 | - | - | 631 | 42 | - | - | - | 1,748 | 5,400 | 3,652 |
| 5803 Legal | - | 285 | 276 | 1,074 | 227 | 216 | 167 | 7 | 424 | 445 | 389 | 389 | - | 3,899 | 3,700 | (199) |
| 5804 Professional Development | 174 | 319 | 969 | 358 | 174 | 582 | 598 | 242 | 106 | 201 | 275 | 275 | - | 4,274 | 21,600 | 17,326 |
| 5805 General Consulting | 416 | 431 | 363 | 673 | 548 | 1,245 | 172 | (641) | 851 | 821 | 309 | 309 | - | 5,497 | 67,100 | 61,603 |
| 5806 Special Activities/Field Trips | - | 38 | - | 196 | 17 | - | 1 | 25 | 563 | 427 | 28 | 28 | 8,384 | 9,708 | 0 | (9,708) |
| 5807 Bank Charges | - | - | - | 25 | - | 4 | - | - | - | 4 | 6 | 6 | - | 45 | 300 | 255 |
| 5808 Printing | - | - | - | 0 | - | 11 | - | - | - | - | 0 | 0 | - | 12 | 100 | 88 |
| 5809 Other taxes and fees | - | 3 | 80 | 84 | 76 | 77 | 85 | 242 | 0 | 4 | 91 | 91 | - | 832 | 7,600 | 6,768 |
| 5810 Payroll Service Fee | - | - | 209 | - | - | - | - | 211 | (1,140) | - | 12 | 12 | - | (696) | - | 696 |
| 5811 Management Fee | 3,943 | 4,151 | 4,164 | 4,164 | 4,164 | 4,164 | 3,549 | 3,549 | 3,549 | 2,571 | 4,000 | 4,000 | 2,034 | 48,000 | 49,970 | 1,970 |
| 5812 District Oversight Fee | - | - | - | - | - | - | - | (211) | 211 | - | 1,091 | 1,091 | 17,658 | 19,840 | 21,179 | 1,339 |
| 5814 SPED Encroachment | 102 | 102 | 184 | - | 184 | 184 | 184 | - | - | - | 250 | 250 | 3,511 | 4,950 | - | (4,950) |
| 5815 Public Relations/Recruitment | - | 705 | 1,998 | 2,051 | 164 | 179 | 187 | 980 | 179 | 1,746 | 1,045 | 1,045 | \$4,464.47 | 14,745 | 22,600 | 7,855 |
| | 11,703 | 6,033 | 8,243 | 9,949 | 6,769 | 7,126 | 5,987 | 6,301 | 5,374 | 7,634 | 9,006 | 9,006 | 36,051 | 129,182 | 275,449 | 146,267 |
| Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 148,234 | 158,061 | 342,620 | 136,178 | 141,667 | 143,790 | 137,493 | 146,281 | 157,562 | 174,656 | 163,551 | 207,989 | 57,973 | 2,116,056 | 2,442,021 | 325,965 |
| Monthly Surplus (Deficit) | (141,156) | (83,637) | (217,060) | 92,179 | 49,707 | 78,636 | 83,299 | 51,779 | (3,339) | 6,896 | (45,351) | (89,789) | 387,508 | 169,672 | 56,457 | 113,215 |

CalOps North Bay

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 153.24



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-----------------|-----------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (141,156) | (83,637) | (217,060) | 92,179 | 49,707 | 78,636 | 83,299 | 51,779 | (3,339) | 6,896 | (45,351) | (89,789) | 387,508 | 169,672 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Public Funding Receivables | 246,664 | 102,630 | 24,757 | 5,891 | 15,686 | (18,352) | - | 18,352 | - | - | - | - | (445,481) | (49,853) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | (17) | 17 | - | - | - | - | - | |
| Due To/From Related Parties | 154,706 | (1,142,551) | 338,542 | 224,916 | 169,303 | 132,252 | (323,260) | 134,420 | 157,046 | 157,656 | (551,854) | - | - | (548,824) | | |
| Prepaid Expenses | 22,199 | - | 797 | (1,018) | 7,907 | (509) | (108) | (235) | (3,121) | (3,100) | - | - | - | 22,812 | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (30,964) | 21,022 | 1,918 | (20,215) | (40,312) | 3,740 | (3,740) | 1 | 1,587 | (1,588) | - | - | 57,973 | (10,578) | | |
| Accrued Expenses | (80) | (142,313) | (20,850) | - | - | - | - | - | - | - | - | - | - | (163,243) | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | 4,960 | 1,265 | 1,265 | 2,277 | 2,277 | 2,277 | 2,277 | (14,971) | 2,806 | 2,277 | 2,277 | 2,277 | 774 | 12,038 | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Change in Cash | 256,329 | (1,243,584) | 129,369 | 304,029 | 204,568 | 198,044 | (241,531) | 189,346 | 154,962 | 162,158 | (594,928) | (87,512) | | | | |
| Cash, Beginning of Month | 2,004,285 | 2,260,614 | 1,017,030 | 1,146,399 | 1,450,427 | 1,654,995 | 1,853,039 | 1,611,507 | 1,800,854 | 1,955,816 | 2,117,974 | 1,523,046 | | | | |
| Cash, End of Month | 2,260,614 | 1,017,030 | 1,146,399 | 1,450,427 | 1,654,995 | 1,853,039 | 1,611,507 | 1,800,854 | 1,955,816 | 2,117,974 | 1,523,046 | 1,435,534 | | | | |

| | |
|---------|--------|
| Cert. | Instr. |
| 61.9% | 80.4% |
| 547,931 | 8,667 |

| | |
|---------------------|--|
| Pupil:Teacher Ratio | |
| 21.08 | |

CalOps Monterey Bay

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 454.33



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|----------------------------------|---------------|----------------|----------------|----------------|----------------|----------------|------------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|-----------------------|----------------------|
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 | - | 170,086 | 170,086 | 306,155 | 306,155 | 306,155 | 306,155 | 306,155 | 84,556 | 84,556 | 84,555 | 84,555 | 626,393 | 2,835,562 | 3,399,520 | (563,958) |
| 8012 | - | - | - | 28,019 | - | - | 28,018 | - | - | 8,426 | - | - | 26,403 | 90,866 | 112,004 | (21,138) |
| 8019 | - | - | - | - | - | - | - | - | (15,517) | (15,517) | (15,517) | (15,517) | (15,517) | (77,585) | - | (77,585) |
| 8096 | - | - | - | - | - | - | 1,455,280 | - | - | - | 200,716 | 200,716 | 952,561 | 2,809,273 | 3,518,552 | (709,279) |
| | - | 170,086 | 170,086 | 334,174 | 306,155 | 306,155 | 1,789,453 | 306,155 | 69,039 | 77,465 | 269,754 | 269,754 | 1,589,840 | 5,658,116 | 7,030,076 | (1,371,960) |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 | - | - | - | - | - | - | - | - | - | - | - | - | 79,715 | 79,715 | 72,803 | 6,912 |
| 8290 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 45,923 | (45,923) |
| 8291 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 9,763 | (9,763) |
| | - | - | - | - | - | - | - | - | - | - | - | - | 79,715 | 79,715 | 128,489 | (48,774) |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 | 24,252 | 24,252 | 43,654 | - | 43,654 | 43,654 | 87,308 | - | 87,229 | 43,574 | 21,485 | 21,485 | 46,966 | 487,513 | 502,053 | (14,541) |
| 8550 | - | - | - | - | - | 21,030 | - | - | - | - | - | - | - | 21,030 | 20,752 | 278 |
| 8560 | - | - | - | - | - | 35,193 | - | - | - | 44,774 | - | - | 44,065 | 124,032 | 139,445 | (15,413) |
| 8598 | - | - | - | (26,105) | - | 31,674 | 1,260 | - | - | 2,625 | - | - | - | 9,454 | - | 9,454 |
| 8599 | - | 2,327 | 2,327 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 1,988 | 1,988 | 1,988 | 1,988 | 261,847 | 295,398 | 237,612 | 57,786 |
| | 24,252 | 26,579 | 45,981 | (21,916) | 47,843 | 135,740 | 92,757 | 4,189 | 89,217 | 92,961 | 23,473 | 23,473 | 352,879 | 937,427 | 899,863 | 37,564 |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 | - | 4,111 | 541 | 544 | 532 | 1,010 | 2,898 | 2,858 | 476 | 258 | 857 | 857 | - | 14,942 | 10,286 | 4,656 |
| 8690 | - | - | - | - | - | 1,399 | - | - | - | - | - | - | - | 1,399 | - | 1,399 |
| | - | 4,111 | 541 | 544 | 532 | 2,409 | 2,898 | 2,858 | 476 | 258 | 857 | 857 | - | 16,341 | 10,286 | 6,055 |
| Total Revenue | 24,252 | 200,776 | 216,608 | 312,802 | 354,530 | 444,304 | 1,885,108 | 313,202 | 158,732 | 170,684 | 294,084 | 294,084 | 2,022,433 | 6,691,599 | 8,068,713 | (1,377,115) |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 | 210,202 | 204,499 | 205,845 | 202,910 | 204,433 | 205,454 | 189,184 | 188,055 | 188,895 | 188,943 | 188,943 | 188,943 | - | 2,366,306 | 2,365,482 | (824) |
| 1175 | 9,816 | 8,986 | 481,844 | 8,757 | 9,264 | 9,940 | 10,124 | 10,823 | 11,465 | 11,731 | 11,331 | 11,331 | - | 595,411 | 702,557 | 107,145 |
| 1200 | 26,889 | 29,394 | 83,481 | 28,965 | 27,301 | 27,530 | 26,413 | 23,887 | 24,825 | 25,396 | 25,396 | 25,396 | - | 374,873 | 255,494 | (119,379) |
| 1300 | 20,219 | 24,022 | 67,877 | 20,690 | 23,875 | 23,960 | 22,042 | 22,063 | 21,542 | 21,125 | 21,125 | 21,125 | - | 309,665 | 326,475 | 16,810 |
| | 267,126 | 266,901 | 839,047 | 261,322 | 264,873 | 266,884 | 247,763 | 244,828 | 246,727 | 247,195 | 246,795 | 246,795 | - | 3,646,255 | 3,650,007 | 3,752 |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2100 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 17,476 | 17,476 |
| 2200 | 779 | 779 | 2,643 | 779 | 779 | 779 | 719 | 719 | 719 | 719 | 719 | 719 | - | 10,852 | - | (10,852) |
| 2300 | 8,705 | 8,706 | 29,182 | 8,651 | 5,412 | 5,391 | 4,976 | 4,977 | 4,298 | 4,616 | 4,616 | 4,616 | - | 94,146 | 50,349 | (43,797) |
| 2400 | 3,457 | 3,835 | 11,145 | 4,455 | 4,141 | 4,113 | 3,887 | 4,929 | 5,657 | 5,757 | 5,757 | 5,757 | - | 62,890 | 15,567 | (47,323) |
| | 12,941 | 13,320 | 42,970 | 13,885 | 10,332 | 10,283 | 9,582 | 10,625 | 10,674 | 11,092 | 11,092 | 11,092 | - | 167,888 | 83,392 | (84,496) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 | 46,615 | 48,094 | 68,844 | 45,549 | 45,923 | 46,064 | 42,656 | 42,509 | 42,995 | 42,580 | 42,580 | 42,580 | - | 556,989 | 697,151 | 140,162 |
| 3301 | 1,741 | 1,867 | 6,077 | 1,708 | 1,512 | 1,657 | 1,785 | 1,775 | 1,452 | 1,736 | 1,736 | 1,736 | - | 24,782 | 3,591 | (21,191) |
| 3311 | 3,926 | 7,670 | 12,650 | 3,849 | 3,847 | 3,875 | 3,599 | 3,570 | 3,597 | 3,608 | 3,854 | 3,854 | - | 57,899 | 53,732 | (4,167) |
| 3401 | (1,544) | 66,060 | 22,460 | 42,952 | 21,798 | 43,677 | 22,872 | 26,580 | 32,067 | 39,718 | 39,718 | 39,718 | - | 396,076 | 417,340 | 21,264 |
| 3501 | 105 | 245 | 210 | 34 | 49 | 3,367 | 2,117 | 217 | 171 | 94 | 4,551 | 4,551 | - | 15,712 | 204,261 | 188,549 |
| 3601 | 6,961 | (2,127) | - | 3,552 | - | - | 3,334 | 5,252 | - | 2,637 | 3,721 | 3,721 | - | 27,051 | 51,879 | 24,828 |
| 3901 | 8,539 | 17,093 | 22,778 | 8,920 | 8,679 | 8,724 | 8,380 | 8,781 | 8,353 | 8,396 | 8,396 | 8,396 | - | 125,435 | 29,628 | (95,807) |
| | 66,343 | 138,902 | 133,019 | 106,564 | 81,808 | 107,364 | 84,743 | 88,684 | 88,635 | 98,769 | 104,556 | 104,556 | - | 1,203,944 | 1,457,582 | 253,638 |
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 | 2,592 | 23,136 | 7,669 | 12,041 | 753 | 8,986 | 88 | 2,878 | 3,465 | 736 | 568 | 568 | - | 63,480 | 61,600 | (1,880) |
| 4200 | - | - | - | - | - | - | - | - | - | - | 259 | 259 | - | 518 | 417,600 | 417,082 |
| 4302 | 20,525 | 256 | 146 | 682 | 147 | (43) | 113 | 10 | 1,511 | 853 | 337 | 337 | 45,792 | 70,666 | 39,500 | (31,166) |
| 4305 | 84,452 | 10,659 | 5,944 | 16,514 | 3,575 | 3,187 | 259 | (671) | 28,841 | 900 | 15,705 | 15,705 | - | 185,070 | 498,900 | 313,830 |
| 4310 | 119 | 590 | 8,331 | 3,562 | 2,198 | 971 | 658 | 3,319 | 1,829 | 2,904 | (69) | (69) | - | 24,344 | 14,200 | (10,144) |
| 4311 | - | 760 | 4 | 6 | 271 | 3 | (3) | 2 | 44 | 188 | 491 | 491 | - | 2,257 | 4,200 | 1,943 |
| 4400 | 284 | 1,499 | 240 | (35) | 27,265 | 2,944 | 419 | 3,523 | 19,483 | 40,836 | - | 139,262 | - | 235,720 | 175,000 | (60,720) |
| | 107,972 | 36,900 | 22,334 | 32,770 | 34,209 | 16,048 | 1,534 | 9,061 | 55,173 | 46,417 | 17,291 | 156,553 | 45,792 | 582,054 | 1,211,000 | 628,946 |

CalOps Monterey Bay

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 454.33



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|---|------------------|------------------|------------------|------------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|-----------------------|----------------------|
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 391 | 1,780 | 4,155 | 6,725 | 20,952 | 39,971 | 57,227 | 76,421 | 62,027 | 75,206 | 74,489 | 74,489 | - | 493,833 | 464,100 | (29,733) |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | 111 | - | 133 | 133 | - | 377 | 12,400 | 12,023 |
| 5105 Security | - | - | 69 | - | - | - | - | 20 | 21 | 21 | 23 | 23 | - | 177 | - | (177) |
| 5106 Other Educational Consultants | 2,680 | (2,680) | - | - | (2,150) | - | - | - | - | - | 16 | 16 | 2,119 | - | 69,100 | 69,100 |
| 5107 Instructional Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 26,300 | 26,300 |
| | 3,071 | (900) | 4,224 | 6,725 | 18,802 | 39,971 | 57,227 | 76,441 | 62,159 | 75,227 | 74,660 | 74,660 | 2,119 | 494,386 | 571,900 | 77,514 |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 56 | 3,136 | 35,701 | 298 | 279 | 31 | - | 165 | 699 | 1,219 | 2,017 | 2,017 | - | 45,618 | 400 | (45,218) |
| 5300 Dues & Memberships | - | 18,351 | 1,633 | 115 | 6,055 | 3,034 | 2,991 | 5,300 | 4,886 | 3,336 | 3,956 | 3,956 | - | 53,613 | 14,400 | (39,213) |
| 5400 Insurance | 366 | 4,262 | 1,066 | - | 5,338 | 1,144 | 1,144 | 1,056 | 2,869 | 1,056 | 938 | 938 | - | 20,177 | 10,600 | (9,577) |
| 5501 Utilities | - | - | - | - | 18 | - | - | - | 14 | 89 | 26 | 26 | - | 173 | 600 | 427 |
| 5502 Janitorial Services | - | 81 | (7) | - | - | - | - | - | - | (59) | 142 | 142 | - | 299 | 1,400 | 1,101 |
| 5516 Miscellaneous Expense | - | - | - | - | 23 | 3 | - | - | - | - | 17 | 17 | - | 59 | - | (59) |
| 5900 Communications | 408 | 348 | 375 | 310 | 241 | 1,972 | 347 | 513 | 1,433 | 9,343 | 789 | 789 | 23,056 | 39,924 | 1,700 | (38,224) |
| 5901 Postage and Shipping | - | 256 | - | 40 | 3 | - | - | 1 | 15 | 1,788 | 255 | 255 | - | 2,612 | 15,900 | 13,288 |
| | 830 | 26,434 | 38,768 | 763 | 11,957 | 6,184 | 4,482 | 7,035 | 9,916 | 16,772 | 8,140 | 8,140 | 23,056 | 162,476 | 45,000 | (117,476) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | - | - | - | - | 12,151 | 2,444 | 2,221 | 2,221 | 2,222 | 2,221 | 2,262 | 2,262 | - | 28,005 | 10,500 | (17,505) |
| 5602 Additional Rent | - | 94 | - | - | 1,175 | 1,207 | 452 | 1,903 | 885 | 476 | 1,904 | 1,904 | - | 9,999 | 1,900 | (8,099) |
| 5603 Equipment Leases | - | - | - | - | - | - | - | - | - | - | 162 | 162 | - | 324 | 300 | (24) |
| 5604 Other Leases | - | - | 9,265 | - | 252 | 120 | - | - | 117 | - | 706 | 706 | - | 11,167 | 500 | (10,667) |
| 5610 Repairs and Maintenance | - | 81 | - | - | - | - | - | - | - | - | 216 | 216 | - | 513 | 300 | (213) |
| | - | 175 | 9,265 | - | 13,578 | 3,771 | 2,673 | 4,124 | 3,224 | 2,697 | 5,250 | 5,250 | - | 50,008 | 13,500 | (36,508) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 24,924 | - | - | 4,299 | 1,957 | - | 3,288 | 5,695 | - | 4,120 | 4,731 | 4,731 | - | 53,746 | 224,800 | 171,054 |
| 5802 Audit & Taxes | - | - | - | - | 1,988 | 1,510 | - | - | 1,892 | 126 | - | - | - | 5,516 | 22,400 | 16,884 |
| 5803 Legal | - | 927 | 897 | 1,084 | 738 | 701 | 542 | 21 | 1,705 | 1,336 | 1,218 | 1,218 | - | 10,387 | 10,000 | (387) |
| 5804 Professional Development | 564 | 1,038 | 3,150 | 1,164 | 567 | 1,893 | 1,806 | 727 | 318 | 603 | 862 | 862 | - | 13,554 | 76,800 | 63,246 |
| 5805 General Consulting | 1,352 | 1,400 | 1,179 | 2,189 | 1,780 | 4,045 | 557 | (2,166) | 2,554 | 2,464 | 968 | 968 | - | 17,290 | 193,400 | 176,110 |
| 5806 Special Activities/Field Trips | - | 130 | - | 637 | 60 | - | 4 | 75 | 1,689 | 1,280 | 192 | 192 | 26,163 | 30,422 | 0 | (30,422) |
| 5807 Bank Charges | - | - | - | - | - | - | - | - | - | - | 19 | 19 | - | 38 | 100 | 62 |
| 5808 Printing | - | - | - | 1 | - | 38 | - | - | - | - | 0 | 0 | - | 40 | 200 | 160 |
| 5809 Other taxes and fees | - | 18 | 258 | 273 | 246 | 252 | 272 | 726 | (1) | 10 | 285 | 285 | - | 2,625 | 21,800 | 19,175 |
| 5810 Payroll Service Fee | - | - | 680 | - | - | - | - | 631 | (3,343) | - | 37 | 37 | - | (1,957) | - | 1,957 |
| 5811 Management Fee | 13,905 | 13,490 | 13,447 | 13,447 | 13,447 | 13,447 | 11,533 | 10,646 | 8,846 | 7,583 | 11,153 | 11,153 | (8,264) | 133,832 | 161,374 | 27,542 |
| 5812 District Oversight Fee | - | - | - | - | (69,048) | - | - | (631) | 631 | - | 2,698 | 2,698 | 51,186 | (12,467) | 70,301 | 82,768 |
| 5814 SPED Encroachment | 350 | 350 | 630 | - | 630 | 630 | 630 | - | - | - | 645 | 645 | 12,508 | 17,017 | - | (17,017) |
| 5815 Public Relations/Recruitment | - | 2,291 | 6,600 | 6,667 | 534 | 580 | 599 | 3,117 | 538 | 5,239 | 3,276 | 3,276 | 13,991 | 46,708 | 76,800 | 30,092 |
| | 41,095 | 19,644 | 26,841 | 29,761 | (47,101) | 23,096 | 19,231 | 18,841 | 14,829 | 22,761 | 26,085 | 26,085 | 95,583 | 316,751 | 857,975 | 541,224 |
| Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 499,378 | 501,376 | 1,116,468 | 451,790 | 388,458 | 473,601 | 427,235 | 459,639 | 491,337 | 520,930 | 493,869 | 633,131 | 166,550 | 6,623,763 | 7,890,356 | 1,266,594 |
| Monthly Surplus (Deficit) | (475,126) | (300,600) | (899,860) | (138,988) | (33,928) | (29,297) | 1,457,873 | (146,437) | (332,605) | (350,246) | (199,786) | (339,048) | 1,855,883 | 67,836 | 178,357 | (110,521) |

CalOps Monterey Bay

Monthly Cash Flow/Forecast FY24-25

Revised 6/3/25

ADA = 454.33



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|-------------------|-----------------|-----------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (475,126) | (300,600) | (899,860) | (138,988) | (33,928) | (29,297) | 1,457,873 | (146,437) | (332,605) | (350,246) | (199,786) | (339,048) | 1,855,883 | 67,836 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Public Funding Receivables | 2,051,172 | 28,087 | 76,522 | 58,829 | - | (66,868) | 66,868 | - | - | - | - | - | (2,022,433) | 192,177 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | (53) | 50 | - | - | - | (3) | | |
| Due To/From Related Parties | 518,040 | (1,451,578) | 1,104,190 | (475,492) | 443,740 | 442,115 | 393,360 | 408,539 | 484,501 | 480,283 | - | (3,000,000) | - | (652,302) | | |
| Prepaid Expenses | 88,642 | 2,812 | - | (3,307) | 27,093 | (1,653) | (324) | (708) | (9,365) | (9,300) | - | - | - | 93,890 | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (113,810) | 76,768 | 6,233 | (74,146) | - | 12,748 | (12,749) | 4 | 5,124 | (14,128) | - | - | 166,550 | 52,594 | | |
| Accrued Expenses | (14,054) | (407,067) | - | - | (90,840) | - | - | - | (1,800) | - | - | - | - | (513,761) | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | 13,218 | 4,040 | 4,040 | 7,271 | 7,271 | 7,271 | 7,271 | 7,271 | 8,818 | 7,273 | 7,273 | 7,273 | (250,587) | (162,297) | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Change in Cash | 2,068,082 | (2,047,537) | 291,125 | (625,833) | 353,335 | 364,317 | 1,912,299 | 268,669 | 154,620 | 113,932 | (192,513) | (3,331,775) | | | | |
| Cash, Beginning of Month | 2,134,316 | 4,202,398 | 2,154,860 | 2,445,985 | 1,820,152 | 2,173,489 | 2,537,805 | 4,450,105 | 4,718,773 | 4,873,393 | 4,987,325 | 4,794,812 | | | | |
| Cash, End of Month | 4,202,398 | 2,154,860 | 2,445,985 | 1,820,152 | 2,173,489 | 2,537,805 | 4,450,105 | 4,718,773 | 4,873,393 | 4,987,325 | 4,794,812 | 1,463,037 | | | | |

| Cert. | Instr. |
|-----------|---------|
| 77.9% | 87.2% |
| 5,213,181 | 485,072 |

| Pupil:Teacher Ratio |
|---------------------|
| 20.49 |

CalOps Central Coast

Monthly Cash Flow/Forecast FY24-25

Revised 5/27/25

ADA = 116.02



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Forecast Total | Favorable / (Unfav.) | |
|----------------------------------|-------------------------------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|---------------|---------------|---------------|-------------------|-----------------|-------------------------|----------------------|------------------|
| ADA = 137.47 | | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | | |
| 8011 | LCFF State Aid | 42,845 | 40,783 | 75,265 | 75,265 | 75,265 | 75,265 | 10,095 | 10,095 | 10,095 | 10,095 | 10,094 | 225,397 | 735,824 | 876,343 | (140,520) | |
| 8012 | Education Protection Account | - | - | 6,746 | - | - | 6,746 | - | 2,141 | - | - | - | 7,571 | 23,204 | 27,493 | (4,289) | |
| 8019 | State Aid - Prior Year | - | - | - | - | - | - | (16,158) | (16,158) | (16,158) | (16,158) | (16,158) | - | (80,790) | - | (80,790) | |
| 8096 | In Lieu of Property Taxes | - | - | - | - | 352,537 | - | - | - | - | 49,400 | 49,400 | 270,452 | 721,789 | 843,821 | (122,031) | |
| | | 42,845 | 40,783 | 82,011 | 75,265 | 75,265 | 434,548 | 75,265 | (6,063) | (3,922) | (6,063) | 43,337 | 43,336 | 503,420 | 1,400,027 | 1,747,657 | (347,630) |
| Federal Revenue | | | | | | | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | 19,419 | 19,419 | 17,871 | 1,549 | |
| 8290 | Title I, Part A - Basic Low Income | - | - | - | - | - | - | - | - | - | - | - | - | - | 14,751 | (14,751) | |
| 8291 | Title II, Part A - Teacher Quality | - | - | - | - | - | - | - | - | - | - | - | - | - | 2,946 | (2,946) | |
| | | - | - | - | - | - | - | - | - | - | - | - | 19,419 | 19,419 | 35,568 | (16,148) | |
| Other State Revenue | | | | | | | | | | | | | | | | | |
| 8311 | State Special Education | 5,839 | 5,839 | 10,510 | - | 10,510 | 10,510 | 21,020 | - | 21,000 | 10,490 | 5,304 | 5,304 | 11,052 | 117,378 | 123,238 | (5,860) |
| 8550 | Mandated Cost | - | - | - | - | 4,951 | - | - | - | - | - | - | - | 4,951 | 5,019 | (68) | |
| 8560 | State Lottery | - | - | - | - | - | 8,353 | - | 10,627 | - | - | - | 12,693 | 31,673 | 34,229 | (2,556) | |
| 8598 | Prior Year Revenue | - | - | - | - | (6,655) | 7,638 | - | 623 | - | - | - | - | 1,606 | - | 1,606 | |
| 8599 | Other State Revenue | 560 | 560 | 1,008 | 1,008 | 1,008 | 1,008 | 492 | 492 | 492 | 492 | 492 | 155,560 | 164,180 | 55,649 | 108,531 | |
| | | 6,399 | 6,399 | 11,518 | 1,008 | 9,814 | 27,509 | 22,028 | 492 | 32,742 | 10,982 | 5,796 | 5,796 | 179,306 | 319,789 | 218,135 | 101,653 |
| Other Local Revenue | | | | | | | | | | | | | | | | | |
| 8660 | Interest Revenue | - | 1,489 | - | 3,825 | - | - | 6,090 | - | - | 10,582 | 877 | 877 | - | 23,739 | 10,521 | 13,219 |
| 8690 | Other Local Revenue | - | - | - | - | - | 344 | - | - | - | - | - | - | 344 | - | 344 | |
| | | - | 1,489 | - | 3,825 | - | 344 | 6,090 | - | - | 10,582 | 877 | 877 | - | 24,083 | 10,521 | 13,563 |
| Total Revenue | | 49,244 | 48,671 | 93,529 | 80,098 | 85,079 | 462,401 | 103,383 | (5,571) | 28,820 | 15,501 | 50,010 | 50,009 | 702,145 | 1,763,319 | 2,011,881 | (248,563) |
| Expenses | | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | | |
| 1100 | Teachers' Salaries | 48,506 | 43,463 | 47,496 | 46,819 | 47,170 | 47,408 | 62,932 | 62,686 | 62,957 | 62,980 | 62,980 | 62,980 | - | 658,377 | 600,197 | (58,180) |
| 1175 | Teachers' Extra Duty/Stipends | 2,265 | 2,072 | 111,194 | 2,020 | 2,137 | 2,293 | 3,368 | 3,606 | 3,820 | 3,909 | 3,909 | 3,909 | - | 144,502 | 178,261 | 33,759 |
| 1200 | Pupil Support Salaries | 6,204 | 6,710 | 19,264 | 6,683 | 6,300 | 6,352 | 8,804 | 7,963 | 8,275 | 8,465 | 8,465 | 8,465 | - | 101,950 | 64,827 | (37,123) |
| 1300 | Administrators' Salaries | 4,666 | 5,543 | 15,664 | 4,774 | 5,509 | 5,529 | 7,348 | 7,354 | 7,181 | 7,033 | 7,033 | 7,033 | - | 84,667 | 82,837 | (1,830) |
| | | 61,641 | 57,788 | 193,618 | 60,296 | 61,116 | 61,582 | 82,452 | 81,609 | 82,233 | 82,387 | 82,387 | 82,387 | - | 989,496 | 926,121 | (63,375) |
| Classified Salaries | | | | | | | | | | | | | | | | | |
| 2100 | Instructional Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 4,434 | 4,434 |
| 2200 | Support Salaries | 180 | 180 | 610 | 180 | 180 | 179 | 239 | 239 | 239 | 240 | 284 | 284 | - | 3,035 | - | (3,035) |
| 2300 | Classified Administrators' Salaries | 2,009 | 2,009 | 6,734 | 1,996 | 1,248 | 1,244 | 1,659 | 1,659 | 1,433 | 1,539 | 1,539 | 1,539 | - | 24,608 | 12,775 | (11,833) |
| 2400 | Clerical and Office Staff Salaries | 798 | 885 | 2,571 | 1,028 | 956 | 949 | 1,295 | 1,643 | 1,886 | 1,919 | 1,919 | 1,919 | - | 17,768 | 3,950 | (13,818) |
| | | 2,987 | 3,074 | 9,915 | 3,204 | 2,384 | 2,372 | 3,193 | 3,541 | 3,558 | 3,698 | 3,742 | 3,742 | - | 45,411 | 21,159 | (24,252) |
| Benefits | | | | | | | | | | | | | | | | | |
| 3101 | STRS | 10,756 | 11,097 | 15,886 | 10,510 | 10,596 | 10,629 | 14,198 | 14,170 | 14,331 | 14,193 | 14,441 | 14,441 | - | 155,247 | 176,889 | 21,642 |
| 3301 | OASDI | 402 | 431 | 1,403 | 394 | 349 | 382 | 595 | 591 | 484 | 578 | 231 | 231 | - | 6,072 | 911 | (5,161) |
| 3311 | Medicare | 906 | 1,770 | 2,919 | 888 | 888 | 895 | 1,198 | 1,190 | 1,199 | 1,203 | 1,150 | 1,150 | - | 15,357 | 13,633 | (1,723) |
| 3401 | Health and Welfare | (300) | 16,352 | 5,650 | 10,683 | 5,490 | 10,870 | 7,622 | 8,857 | 10,726 | 13,236 | 8,103 | 8,103 | - | 105,392 | 105,892 | 500 |
| 3501 | State Unemployment | 24 | 56 | 48 | 7 | 11 | 776 | 703 | 72 | 58 | 31 | 31 | 31 | - | 1,848 | 56,204 | 54,356 |
| 3601 | Workers' Compensation | 1,181 | (65) | - | 820 | - | - | 1,111 | 1,751 | - | 879 | 1,111 | 1,111 | - | 7,899 | 13,163 | 5,265 |
| 3901 | Other Benefits | 1,971 | 3,944 | 5,257 | 2,058 | 2,003 | 2,014 | 2,789 | 2,927 | 2,784 | 2,799 | 2,799 | 2,799 | - | 34,144 | 7,518 | (26,626) |
| | | 14,940 | 33,585 | 31,163 | 25,360 | 19,337 | 25,566 | 28,216 | 29,558 | 29,582 | 32,919 | 27,866 | 27,866 | - | 325,958 | 374,211 | 48,252 |
| Books and Supplies | | | | | | | | | | | | | | | | | |
| 4100 | Textbooks and Core Materials | 598 | 5,340 | 1,770 | 2,779 | 174 | 2,073 | 29 | 959 | 1,155 | 245 | 138 | 138 | - | 15,398 | 17,300 | 1,902 |
| 4200 | Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | 63 | 63 | - | 126 | 93,200 | 93,074 |
| 4302 | School Supplies | 4,737 | 61 | 33 | 158 | 36 | (10) | 37 | 3 | 504 | 334 | 93 | 93 | - | 6,079 | 3,400 | (2,679) |
| 4305 | Software | 19,216 | 2,465 | 1,372 | 2,882 | 825 | 598 | 11 | (223) | 9,613 | 300 | 1,904 | 1,904 | - | 40,868 | 114,900 | 74,032 |
| 4310 | Office Expense | 28 | 122 | 1,944 | 822 | 510 | 224 | 153 | 1,107 | 611 | 967 | (17) | (17) | - | 6,455 | 4,300 | (2,155) |
| 4311 | Business Meals | - | 191 | 1 | 1 | 66 | 1 | (1) | 54 | 41 | 74 | 119 | 119 | - | 666 | 1,000 | 334 |
| 4400 | Noncapitalized Equipment | 65 | 346 | 55 | (9) | 6,690 | 679 | 106 | 1,174 | 6,494 | 13,611 | - | 6,755 | - | 35,966 | 25,100 | (10,866) |
| | | 24,644 | 8,525 | 5,175 | 6,633 | 8,301 | 3,565 | 335 | 3,074 | 18,418 | 15,531 | 2,300 | 9,055 | - | 105,556 | 259,200 | 153,644 |

CalOps Central Coast

Monthly Cash Flow/Forecast FY24-25

Revised 5/27/25

ADA = 116.02



| | | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Forecast Total | Favorable / (Unfav.) |
|---|--------------------------------|-----------------|-----------------|------------------|-----------------|-----------------|----------------|-----------------|------------------|------------------|------------------|-----------------|------------------|-------------------|------------------|-------------------------|----------------------|
| Subagreement Services | | | | | | | | | | | | | | | | | |
| 5102 | Special Education | 94 | 1,018 | - | 249 | 3,212 | 4,207 | 7,365 | 18,655 | 9,379 | 22,417 | 18,065 | 18,065 | - | 102,725 | 91,100 | (11,625) |
| 5103 | Substitute Teacher | - | - | - | - | - | - | - | - | 37 | - | 32 | 32 | - | 101 | 5,800 | 5,699 |
| 5105 | Security | - | - | 16 | - | - | - | - | 7 | 7 | 7 | 6 | 6 | - | 48 | - | (48) |
| 5106 | Other Educational Consultants | 640 | (640) | - | - | (527) | - | - | - | - | - | 4 | 4 | 518 | - | 16,500 | 16,500 |
| 5107 | Instructional Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3,600 | 3,600 |
| | | 734 | 378 | 16 | 249 | 2,685 | 4,207 | 7,365 | 18,662 | 9,423 | 22,424 | 18,107 | 18,107 | 518 | 102,875 | 117,000 | 14,125 |
| Operations and Housekeeping | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | 13 | 1,956 | 9,330 | 317 | 513 | 8 | - | 136 | 302 | 690 | 489 | 489 | - | 14,243 | 3,100 | (11,143) |
| 5300 | Dues & Memberships | - | 4,321 | 1,706 | 26 | 1,486 | 744 | 726 | 2,667 | 1,629 | 1,112 | 959 | 959 | - | 16,336 | 4,200 | (12,136) |
| 5400 | Insurance | 88 | 559 | 246 | - | 1,232 | 264 | 264 | 352 | 956 | 352 | 228 | 228 | - | 4,768 | 2,500 | (2,268) |
| 5501 | Utilities | - | - | - | - | 4 | - | - | - | 5 | 30 | 6 | 6 | - | 52 | 100 | 48 |
| 5502 | Janitorial Services | - | 18 | (2) | - | - | - | - | - | - | (12) | 34 | 34 | - | 73 | 300 | 227 |
| 5516 | Miscellaneous Expense | - | 16 | - | - | 6 | 1 | - | - | - | - | 4 | 4 | - | 31 | - | (31) |
| 5900 | Communications | 94 | 80 | 87 | 72 | 58 | 453 | 80 | 170 | 375 | 2,191 | 191 | 191 | 5,591 | 9,634 | 400 | (9,234) |
| 5901 | Postage and Shipping | - | 59 | - | 9 | 1 | - | - | 1 | 5 | 597 | 62 | 62 | - | 796 | 4,300 | 3,504 |
| | | 195 | 7,009 | 11,367 | 424 | 3,300 | 1,470 | 1,070 | 3,326 | 3,272 | 4,960 | 1,974 | 1,974 | 5,591 | 45,932 | 14,900 | (31,032) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | | |
| 5601 | Rent | - | - | - | - | 2,982 | 600 | 686 | 686 | 687 | 686 | 549 | 549 | - | 7,424 | 2,000 | (5,424) |
| 5602 | Additional Rent | - | 22 | - | - | 274 | 281 | 121 | 635 | 295 | 159 | 462 | 462 | - | 2,710 | 900 | (1,810) |
| 5603 | Equipment Leases | - | - | - | - | - | - | - | - | - | - | 39 | 39 | - | 79 | 4,700 | 4,621 |
| 5604 | Other Leases | - | - | 2,274 | - | 205 | - | - | - | 39 | - | 171 | 171 | - | 2,861 | 100 | (2,761) |
| 5610 | Repairs and Maintenance | - | 19 | - | - | - | - | - | - | - | - | 52 | 52 | - | 124 | 100 | (24) |
| | | - | 41 | 2,274 | - | 3,461 | 881 | 807 | 1,321 | 1,021 | 845 | 1,273 | 1,273 | - | 13,198 | 7,800 | (5,398) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | | |
| 5801 | IT | 5,952 | - | - | 992 | 451 | - | 886 | 1,898 | - | 1,373 | 1,147 | 1,147 | - | 13,847 | 92,700 | 78,853 |
| 5802 | Audit & Taxes | - | - | - | - | 459 | 348 | - | - | 631 | 42 | - | - | - | 1,480 | 4,700 | 3,220 |
| 5803 | Legal | - | 214 | 207 | 250 | 170 | 197 | 125 | 7 | 424 | 445 | 295 | 295 | - | 2,630 | 2,300 | (330) |
| 5804 | Professional Development | 130 | 239 | 727 | 269 | 131 | 437 | 578 | 242 | 106 | 201 | 209 | 209 | - | 3,478 | 18,100 | 14,622 |
| 5805 | General Consulting | 312 | 323 | 272 | 505 | 411 | 933 | 132 | (399) | 851 | 822 | 235 | 235 | - | 4,632 | 43,400 | 38,768 |
| 5806 | Special Activities/Field Trips | - | 31 | - | 147 | 15 | - | 1 | 25 | 563 | 426 | 51 | 51 | 3,034 | 4,344 | 0 | (4,344) |
| 5807 | Bank Charges | - | - | - | - | - | - | - | - | - | - | 5 | 5 | - | 9 | 700 | 691 |
| 5808 | Printing | - | - | - | - | - | 10 | - | - | - | - | 0 | 0 | - | 10 | - | (10) |
| 5809 | Other taxes and fees | 21,139 | 5 | 60 | 63 | 56 | 58 | 65 | 241 | 1 | 4 | 69 | 69 | - | 21,830 | 6,100 | (15,730) |
| 5810 | Payroll Service Fee | - | - | 157 | - | - | - | - | 211 | (1,168) | - | 9 | 9 | - | (782) | - | 782 |
| 5811 | Management Fee | 3,320 | 3,113 | 3,353 | 3,353 | 3,353 | 3,353 | 2,662 | 3,549 | 3,549 | 1,934 | 4,000 | 4,000 | 8,461 | 48,000 | 48,000 | - |
| 5812 | District Oversight Fee | - | - | - | - | - | - | - | (211) | 210 | - | 433 | 433 | 13,135 | 14,000 | 17,477 | 3,476 |
| 5814 | SPED Encroachment | 84 | 84 | 152 | - | 152 | 152 | 152 | - | - | - | 159 | 159 | 3,010 | 4,104 | - | (4,104) |
| 5815 | Public Relations/Recruitment | - | 529 | 1,544 | 1,539 | 124 | 134 | 149 | 802 | 179 | 1,746 | 795 | 795 | 3,393 | 11,728 | 23,500 | 11,772 |
| | | 30,937 | 4,538 | 6,472 | 7,118 | 5,322 | 5,622 | 4,750 | 6,365 | 5,346 | 6,993 | 7,408 | 7,408 | 31,032 | 129,310 | 256,977 | 127,666 |
| Depreciation | | | | | | | | | | | | | | | | | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest | | | | | | | | | | | | | | | | | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | | 136,078 | 114,938 | 260,000 | 103,284 | 105,906 | 105,265 | 128,188 | 147,456 | 152,853 | 169,757 | 145,057 | 151,812 | 37,142 | 1,757,736 | 1,977,368 | 219,632 |
| Monthly Surplus (Deficit) | | (86,834) | (66,267) | (166,471) | (23,186) | (20,827) | 357,136 | (24,805) | (153,027) | (124,033) | (154,256) | (95,047) | (101,803) | 665,003 | 5,582 | 34,514 | (28,931) |

CalOps Central Coast

Monthly Cash Flow/Forecast FY24-25

Revised 5/27/25

ADA = 116.02



| | Jul-24 | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | Jan-25 | Feb-25 | Mar-25 | Apr-25 | May-25 | Jun-25 | Year-End Accruals | Annual Forecast | Original Forecast Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|-------------------|-----------------|-------------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (86,834) | (66,267) | (166,471) | (23,186) | (20,827) | 357,136 | (24,805) | (153,027) | (124,033) | (154,256) | (95,047) | (101,803) | 665,003 | 5,582 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Public Funding Receivables | 83,847 | - | 26,768 | - | 6,654 | - | - | - | - | - | - | - | (702,145) | (584,876) | | |
| Grants and Contributions Rec. | - | 250 | - | - | - | - | - | - | (18) | 16 | - | - | - | 248 | | |
| Due To/From Related Parties | 118,483 | (476,601) | 256,676 | 156,213 | 101,502 | 100,626 | 124,572 | 134,421 | 154,195 | 156,193 | - | (1,000,000) | - | (173,720) | | |
| Prepaid Expenses | 20,040 | 671 | - | (763) | 6,650 | (382) | (108) | (236) | (3,122) | (3,100) | - | - | - | 19,650 | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (23,605) | 76,458 | (56,438) | (17,977) | - | 2,805 | (2,804) | 1 | 1,742 | (1,743) | - | - | 37,142 | 15,581 | | |
| Accrued Expenses | 849,845 | (92,497) | - | - | (853,036) | - | - | 3,713 | 3,713 | 3,714 | - | - | - | (84,548) | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | 2,062 | 1,856 | 1,856 | 1,856 | 1,856 | 1,856 | 2,154 | 1,858 | 1,858 | 1,858 | 1,858 | (145,008) | (124,080) | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Change in Cash | 961,776 | (555,924) | 62,391 | 116,143 | (757,201) | 462,042 | 98,711 | (12,974) | 34,335 | 2,682 | (93,189) | (1,099,945) | | | | |
| Cash, Beginning of Month | 1,330,337 | 2,292,113 | 1,736,189 | 1,798,580 | 1,914,723 | 1,157,523 | 1,619,565 | 1,718,276 | 1,705,302 | 1,739,637 | 1,742,319 | 1,649,130 | | | | |
| Cash, End of Month | 2,292,113 | 1,736,189 | 1,798,580 | 1,914,723 | 1,157,523 | 1,619,565 | 1,718,276 | 1,705,302 | 1,739,637 | 1,742,319 | 1,649,130 | 549,185 | | | | |

| Cert. | Instr. |
|---------|--------|
| 67.5% | 84.8% |
| 553,293 | 85,490 |

| Pupil:Teacher Ratio |
|---------------------|
| 19.82 |

Southern California

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|---------------------|-------------------|---------------------|-------------------|
| Revenue | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF Revenue | \$ 98,146 | \$ 1,600,004 | \$ (1,501,858) | \$ 9,750,387 | \$ 12,986,459 | \$ (3,236,072) | \$ 17,786,476 |
| Economic Protection Account Funding | 0 | 0 | 0 | 570,660 | 737,947 | (167,287) | 983,929 |
| State Aid - Prior Year | (381,543) | 0 | (381,543) | (190,511) | 0 | (190,511) | 0 |
| In Lieu of Property Taxes | 3,213,332 | 3,078,613 | 134,719 | 36,264,745 | 34,768,532 | 1,496,213 | 44,004,370 |
| Total State Aid - Revenue Limit | 2,929,935 | 4,678,617 | (1,748,682) | 46,395,281 | 48,492,938 | (2,097,657) | 62,774,775 |
| Federal Revenue | | | | | | | |
| Federal Special Education - IDEA | 0 | 57,532 | (57,532) | 0 | 466,958 | (466,958) | 639,554 |
| Federal Special Education-Mental Health | 0 | 0 | 0 | 87,621 | 0 | 87,621 | 0 |
| Title I, Part A - Basic Low Income | 0 | 0 | 0 | 626,118 | 772,825 | (146,707) | 772,825 |
| Title II, Part A - Teacher Quality | 0 | 0 | 0 | 39,166 | 138,384 | (99,218) | 138,384 |
| Title V, Part B - Charter School Grants | 0 | 0 | 0 | 16,169 | 61,655 | (45,486) | 61,655 |
| Federal - Prior Year Adjustments | 0 | 0 | 0 | 302,803 | 0 | 302,804 | 0 |
| Total Federal Revenue | 0 | 57,532 | (57,532) | 1,071,877 | 1,439,822 | (367,944) | 1,612,418 |
| Other State Revenue | | | | | | | |
| State Special Education - AB602 | 380,710 | 396,743 | (16,033) | 3,473,586 | 3,220,178 | 253,408 | 4,410,409 |
| State - Mandated Cost Reimbursement | 0 | 0 | 0 | 178,144 | 177,172 | 971 | 177,172 |
| State - State Lottery | 0 | 306,370 | (306,370) | 700,166 | 612,739 | 87,427 | 1,224,991 |
| Prior Year Revenues | 0 | 0 | 0 | 90,459 | 0 | 90,459 | 0 |
| State - Other State Revenue | 18,190 | 709,638 | (691,448) | 278,224 | 2,242,067 | (1,963,843) | 2,995,982 |
| Total Other State Revenue | 398,900 | 1,412,751 | (1,013,851) | 4,720,579 | 6,252,156 | (1,531,578) | 8,808,554 |
| Other Local Revenue | | | | | | | |
| Interest Revenue | 3,071 | 5,367 | (2,296) | 58,604 | 53,663 | 4,941 | 64,395 |
| Other Local Revenue | 0 | 0 | 0 | 12,306 | 0 | 12,306 | 0 |
| Total Other Local Revenue | 3,071 | 5,367 | (2,296) | 70,910 | 53,663 | 17,247 | 64,395 |
| Total Revenue | 3,331,906 | 6,154,267 | (2,822,361) | 52,258,647 | 56,238,579 | (3,979,932) | 73,260,142 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Certificated Teachers' Salaries | 1,795,194 | 1,738,806 | 56,388 | 18,440,036 | 17,388,059 | 1,051,977 | 20,865,670 |
| Certificated Teachers' Extra Duties/Stipends | 111,455 | 563,380 | (451,924) | 5,217,523 | 5,070,418 | 147,105 | 6,197,179 |
| Certificated Pupil Support Salaries | 241,265 | 187,807 | 53,457 | 2,985,616 | 1,878,070 | 1,107,546 | 2,253,683 |
| Certificated Supervisors' and Administrators' Salaries | 200,652 | 239,983 | (39,331) | 2,463,989 | 2,399,832 | 64,157 | 2,879,798 |
| Total Certificated Salaries | 2,348,566 | 2,729,976 | (381,410) | 29,107,164 | 26,736,379 | 2,370,785 | 32,196,330 |
| Classified Salaries | | | | | | | |
| Classified Instructional Salaries | 0 | 10,705 | (10,705) | 0 | 107,050 | (107,050) | 154,153 |
| Classified Support Salaries | 6,829 | 0 | 6,829 | 86,646 | 0 | 86,645 | 0 |
| Classified Supervisors' and Administrators' Salaries | 43,858 | 30,842 | 13,016 | 778,740 | 308,419 | 470,323 | 444,123 |
| Clerical, Technical, and Office Staff Salaries | 54,684 | 9,536 | 45,148 | 475,009 | 95,360 | 379,647 | 137,319 |
| Total Classified Salaries | 105,371 | 51,083 | 54,288 | 1,340,395 | 510,829 | 829,565 | 735,595 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 404,508 | 521,425 | (116,917) | 4,300,241 | 5,106,648 | (806,406) | 6,149,499 |
| OASDI/Medicare/Alternative, certificated positions | 16,494 | 2,639 | 13,855 | 196,365 | 26,393 | 169,971 | 31,671 |
| Medicare certificated positions | 34,276 | 40,176 | (5,900) | 461,697 | 393,614 | 68,084 | 473,965 |
| Health and Welfare Benefits, certificated positions | 371,688 | 306,637 | 65,051 | 2,795,516 | 3,066,375 | (270,859) | 3,679,650 |
| State Unemployment Insurance, certificated positions | 889 | 11,932 | (11,043) | 61,067 | 214,767 | (153,700) | 238,630 |
| Workers' Compensation Insurance, certificated positions | 25,050 | 38,790 | (13,739) | 182,735 | 380,041 | (197,306) | 457,620 |
| Other Benefits, certificated positions | 79,762 | 22,152 | 57,608 | 1,042,425 | 217,041 | 825,384 | 261,347 |
| Total Benefits | 932,667 | 943,751 | (11,085) | 9,040,046 | 9,404,879 | (364,832) | 11,292,382 |
| Books & Supplies | | | | | | | |
| Textbooks and Core Curricula Materials | 6,990 | 50,950 | (43,960) | 568,924 | 509,500 | 59,424 | 611,400 |
| Books and Other Reference Materials | 0 | 313,784 | (313,783) | 0 | 3,137,833 | (3,137,833) | 3,765,400 |
| School Supplies | 9,912 | 7,349 | 2,563 | 239,657 | 13,194 | 226,463 | 126,900 |
| Software | 8,550 | 397,092 | (388,542) | 1,471,955 | 3,970,917 | (2,498,962) | 4,765,100 |
| Office Expense | 29,028 | 11,775 | 17,253 | 244,787 | 117,750 | 127,037 | 141,300 |
| Business Meals | 2,128 | 3,242 | (1,114) | 26,544 | 32,416 | (5,873) | 38,900 |
| Noncapitalized Equipment | 387,936 | 102,301 | 285,635 | 898,669 | 183,651 | 715,019 | 1,766,400 |
| Total Books & Supplies | 444,544 | 886,493 | (441,948) | 3,450,536 | 7,965,261 | (4,514,725) | 11,215,400 |
| Subagreement Services | | | | | | | |
| Special Education | 632,136 | 375,508 | 256,628 | 3,069,454 | 3,755,083 | (685,629) | 4,506,100 |
| Substitute Teacher | 0 | 10,184 | (10,183) | 1,060 | 101,833 | (100,773) | 122,200 |
| Security | 199 | 0 | 198 | 1,228 | 0 | 1,227 | 0 |
| Other Educational Consultants | 0 | 40,106 | (40,106) | (18,890) | 71,998 | (90,887) | 692,500 |
| Instructional Services | 0 | 27,308 | (27,308) | 0 | 273,084 | (273,083) | 327,700 |
| Total Subagreement Services | 632,335 | 453,106 | 179,229 | 3,052,852 | 4,201,998 | (1,149,145) | 5,648,500 |
| Professional/Consulting Services | | | | | | | |
| IT | 42,221 | 196,467 | (154,246) | 425,477 | 1,964,666 | (1,539,190) | 2,357,600 |
| Audit and Tax | 1,197 | 0 | 1,197 | 50,908 | 177,600 | (126,692) | 177,600 |
| Legal | 32,140 | 19,900 | 12,240 | (129,666) | 199,000 | (328,667) | 238,800 |
| Professional Development | 5,723 | 68,767 | (63,044) | 115,387 | 687,667 | (572,279) | 825,200 |
| General Consulting | 23,412 | 110,041 | (86,629) | 142,725 | 1,100,417 | (957,692) | 1,320,500 |
| Special Activities | 12,956 | 12,520 | 435 | 56,213 | 22,476 | 33,737 | 216,179 |

Southern California

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|--------------------------|--------------------------|----------------------------|------------------------|-------------------|------------------------|-------------------|
| Bank Charges | 243 | 350 | (107) | 1,208 | 3,500 | (2,292) | 4,200 |
| Printing | 0 | 150 | (150) | 357 | 1,500 | (1,143) | 1,800 |
| Other Taxes and Fees | 1,371 | 6,342 | (4,971) | 51,077 | 63,416 | (12,340) | 76,100 |
| Payroll Service Fee | 0 | 0 | 0 | (17,901) | 0 | (17,900) | 0 |
| Management Fee | 70,105 | 122,100 | (51,995) | 1,110,549 | 1,221,003 | (110,454) | 1,465,203 |
| District Oversight Fee | 41,187 | 46,786 | (5,599) | 458,941 | 484,929 | (25,988) | 627,747 |
| SELPA Fees | 0 | 0 | 0 | 28,152 | 0 | 28,152 | 0 |
| Public Relations | 49,763 | 85,809 | (36,045) | 314,265 | 858,083 | (543,818) | 1,029,700 |
| Total Professional/Consulting Services | 280,318 | 669,232 | (388,914) | 2,607,692 | 6,784,257 | (4,176,566) | 8,340,629 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | 20,881 | 34,308 | (13,427) | 212,613 | 343,084 | (130,470) | 411,700 |
| Additional Rent | 4,736 | 12,108 | (7,372) | 85,681 | 121,083 | (35,403) | 145,300 |
| Equipment Leases | 3,180 | 1,417 | 1,763 | 14,058 | 14,167 | (109) | 17,000 |
| Other Leases | 31,904 | 13,450 | 18,454 | 151,940 | 134,500 | 17,440 | 161,400 |
| Repairs and Maintenance | 0 | 950 | (950) | 15,847 | 9,500 | 6,347 | 11,400 |
| Total Facilities, Repairs & Other Leases | 60,701 | 62,233 | (1,532) | 480,139 | 622,334 | (142,195) | 746,800 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel Expense | 12,278 | 23,475 | (11,197) | 439,074 | 234,750 | 204,325 | 281,700 |
| Dues & Memberships | 58,553 | 10,817 | 47,736 | 437,982 | 108,166 | 329,815 | 129,800 |
| Insurance | 10,033 | 10,300 | (267) | 159,981 | 103,000 | 56,980 | 123,600 |
| Utilities | 1,071 | 2,150 | (1,079) | 6,914 | 21,500 | (14,586) | 25,800 |
| Janitorial/Trash Removal | 583 | 1,666 | (1,083) | 14,803 | 16,667 | (1,863) | 20,000 |
| Miscellaneous Expense | 0 | 0 | 0 | 912 | 0 | 912 | 0 |
| Communications | 86,684 | 2,934 | 83,750 | 160,248 | 29,333 | 130,914 | 35,200 |
| Postage and Shipping | 18,303 | 12,358 | 5,944 | 32,215 | 123,584 | (91,368) | 148,300 |
| Total Operations & Housekeeping | 187,505 | 63,700 | 123,804 | 1,252,129 | 637,000 | 615,129 | 764,400 |
| Depreciation | | | | | | | |
| Depreciation Expense | 180 | 200 | (19) | 1,807 | 2,000 | (193) | 2,400 |
| Total Depreciation | 180 | 200 | (19) | 1,807 | 2,000 | (193) | 2,400 |
| Total Expenses | 4,992,187 | 5,859,774 | (867,587) | 50,332,760 | 56,864,937 | (6,532,177) | 70,942,436 |
| Change in Net Assets | (1,660,282) | | | 1,925,887 | | | |
| Net Assets, Beginning of Period | 20,435,549 | | | 16,849,381 | | | |
| Net Assets, End of Period | \$ 18,775,268 | | | \$ 18,775,268 | | | |

Central Valley

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|---------------------|------------------|---------------------|-------------------|
| Revenue | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF Revenue | \$ 606,012 | \$ 718,499 | \$ (112,488) | \$ 6,074,769 | \$ 5,823,933 | \$ 250,836 | \$ 7,799,332 |
| Economic Protection Account Funding | 321,625 | 0 | 321,625 | 1,135,255 | 2,116,803 | (981,548) | 3,002,510 |
| State Aid - Prior Year | (2,733) | 0 | (2,733) | (9,922) | 0 | (9,922) | 0 |
| In Lieu of Property Taxes | 0 | 34,164 | (34,163) | 359,966 | 385,292 | (25,326) | 487,782 |
| Total State Aid - Revenue Limit | 924,904 | 752,663 | 172,241 | 7,560,068 | 8,326,028 | (765,960) | 11,289,624 |
| Federal Revenue | | | | | | | |
| Federal Special Education - IDEA | 0 | 9,477 | (9,477) | 0 | 76,818 | (76,818) | 105,250 |
| Title I, Part A - Basic Low Income | 64,605 | 0 | 64,605 | 122,998 | 143,239 | (20,241) | 143,239 |
| Title II, Part A - Teacher Quality | 0 | 0 | 0 | 7,735 | 22,752 | (15,017) | 22,752 |
| Title V, Part B - Charter School Grants | 299 | 0 | 299 | 3,018 | 11,187 | (8,169) | 11,187 |
| Federal - Prior Year Adjustments | 0 | 0 | 0 | 60,220 | 0 | 60,220 | 0 |
| Total Federal Revenue | 64,904 | 9,477 | 55,427 | 193,971 | 253,996 | (60,025) | 282,428 |
| Other State Revenue | | | | | | | |
| State Special Education - AB602 | 62,294 | 65,355 | (3,061) | 568,406 | 529,745 | 38,662 | 725,808 |
| State - Mandated Cost Reimbursement | 0 | 0 | 0 | 28,124 | 28,251 | (128) | 28,252 |
| State - State Lottery | 63,684 | 50,378 | 13,306 | 113,741 | 100,756 | 12,984 | 201,593 |
| Prior Year Revenues | 3,733 | 0 | 3,733 | 11,928 | 0 | 11,929 | 0 |
| State - Other State Revenue | 8,724 | 122,557 | (113,833) | 45,327 | 386,293 | (340,966) | 516,136 |
| Total Other State Revenue | 138,435 | 238,290 | (99,855) | 767,526 | 1,045,045 | (277,519) | 1,471,789 |
| Other Local Revenue | | | | | | | |
| Interest Revenue | 118 | 0 | 117 | 5,271 | 0 | 5,271 | 0 |
| Other Local Revenue | 0 | 0 | 0 | 2,025 | 0 | 2,025 | 0 |
| Total Other Local Revenue | 118 | 0 | 117 | 7,296 | 0 | 7,296 | 0 |
| Total Revenue | 1,128,361 | 1,000,430 | 127,930 | 8,528,861 | 9,625,069 | (1,096,208) | 13,043,841 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Certificated Teachers' Salaries | 346,524 | 285,388 | 61,136 | 3,304,944 | 2,853,878 | 451,066 | 3,424,653 |
| Certificated Teachers' Extra Duties/Stipends | 21,509 | 92,467 | (70,957) | 894,175 | 832,200 | 61,974 | 1,017,134 |
| Certificated Pupil Support Salaries | 46,559 | 30,824 | 15,734 | 528,684 | 308,245 | 220,440 | 369,894 |
| Certificated Supervisors' and Administrators' Salaries | 38,705 | 39,388 | (683) | 436,973 | 393,881 | 43,092 | 472,657 |
| Total Certificated Salaries | 453,297 | 448,067 | 5,230 | 5,164,776 | 4,388,204 | 776,572 | 5,284,338 |
| Classified Salaries | | | | | | | |
| Classified Instructional Salaries | 0 | 1,757 | (1,757) | 0 | 17,570 | (17,571) | 25,301 |
| Classified Support Salaries | 1,318 | 0 | 1,318 | 15,327 | 0 | 15,328 | 0 |
| Classified Supervisors' and Administrators' Salaries | 8,464 | 5,062 | 3,402 | 136,201 | 50,621 | 85,581 | 72,894 |
| Clerical, Technical, and Office Staff Salaries | 10,553 | 1,565 | 8,988 | 85,004 | 15,651 | 69,352 | 22,538 |
| Total Classified Salaries | 20,335 | 8,384 | 11,951 | 236,532 | 83,842 | 152,690 | 120,733 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 78,063 | 85,581 | (7,518) | 776,174 | 838,147 | (61,973) | 1,009,308 |
| OASDI/Medicare/Alternative, certificated positions | 3,183 | 433 | 2,750 | 34,776 | 4,332 | 30,444 | 5,198 |
| Medicare certificated positions | 6,615 | 6,594 | 21 | 81,452 | 64,603 | 16,849 | 77,791 |
| Health and Welfare Benefits, certificated positions | 72,817 | 50,934 | 21,883 | 499,940 | 509,339 | (9,399) | 611,207 |
| State Unemployment Insurance, certificated positions | 172 | 11,893 | (11,720) | 10,923 | 214,068 | (203,145) | 237,853 |
| Workers' Compensation Insurance, certificated positions | 4,835 | 6,366 | (1,533) | 33,476 | 62,376 | (28,899) | 75,109 |
| Other Benefits, certificated positions | 15,392 | 3,636 | 11,757 | 177,135 | 35,622 | 141,512 | 42,895 |
| Total Benefits | 181,077 | 165,437 | 15,640 | 1,613,876 | 1,728,487 | (114,611) | 2,059,361 |
| Books & Supplies | | | | | | | |
| Textbooks and Core Curricula Materials | 1,349 | 7,084 | (5,734) | 98,026 | 70,833 | 27,193 | 85,000 |
| Books and Other Reference Materials | 0 | 51,450 | (51,450) | 0 | 514,500 | (514,500) | 617,400 |
| School Supplies | 1,426 | 1,636 | (210) | 41,111 | 2,131 | 38,981 | 9,600 |
| Software | 1,650 | 61,200 | (59,550) | 232,904 | 612,000 | (379,096) | 734,400 |
| Office Expense | 5,324 | 1,600 | 3,723 | 39,841 | 16,000 | 23,841 | 19,200 |
| Business Meals | 377 | 483 | (106) | 2,654 | 4,833 | (2,180) | 5,799 |
| Noncapitalized Equipment | 74,865 | 82,841 | (7,977) | 164,734 | 107,860 | 56,874 | 486,101 |
| Total Books & Supplies | 84,991 | 206,294 | (121,304) | 579,270 | 1,328,157 | (748,887) | 1,957,500 |
| Subagreement Services | | | | | | | |
| Special Education | 166,842 | 70,617 | 96,226 | 573,737 | 706,166 | (132,429) | 847,400 |
| Substitute Teacher | 0 | 1,692 | (1,692) | 205 | 16,917 | (16,712) | 20,300 |
| Security | 39 | 0 | 39 | 222 | 0 | 222 | 0 |
| Other Educational Consultants | 0 | 135,178 | (135,178) | (3,109) | 176,002 | (179,110) | 793,200 |
| Instructional Services | 0 | 2,025 | (2,025) | 0 | 20,250 | (20,250) | 24,300 |
| Total Subagreement Services | 166,881 | 209,512 | (42,630) | 571,055 | 919,335 | (348,279) | 1,685,200 |
| Professional/Consulting Services | | | | | | | |
| IT | 7,553 | 46,075 | (38,522) | 69,499 | 460,750 | (391,252) | 552,900 |
| Audit and Tax | 231 | 0 | 231 | 9,078 | 62,400 | (53,321) | 62,400 |
| Legal | 2,449 | 650 | 1,800 | 13,018 | 6,500 | 6,517 | 7,800 |
| Professional Development | 1,105 | 9,191 | (8,088) | 19,162 | 91,916 | (72,754) | 110,300 |
| General Consulting | 4,518 | 14,502 | (9,983) | 25,402 | 145,017 | (119,615) | 174,020 |
| Special Activities | 2,346 | 4,778 | (2,432) | 13,439 | 6,222 | 7,217 | 28,039 |
| Bank Charges | 0 | 92 | (92) | 0 | 916 | (917) | 1,100 |

Central Valley

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|--|----------------------------------|----------------------------------|------------------------------------|--------------------------------|-------------------|--------------------------------|---------------------|
| Printing | 0 | 25 | (25) | 56 | 250 | (193) | 300 |
| Other Taxes and Fees | 20 | 675 | (655) | 3,390 | 6,750 | (3,360) | 8,100 |
| Payroll Service Fee | 0 | 0 | 0 | (4,160) | 0 | (4,161) | 0 |
| Management Fee | 14,170 | 21,740 | (7,570) | 198,994 | 217,398 | (18,403) | 260,877 |
| District Oversight Fee | 0 | 7,526 | (7,527) | 0 | 83,260 | (83,260) | 112,896 |
| SELPA Fees | 0 | 0 | 0 | 4,606 | 0 | 4,606 | 0 |
| Public Relations | 9,603 | 11,325 | (1,721) | 42,909 | 113,250 | (70,341) | 135,900 |
| Total Professional/Consulting Services | 41,995 | 116,579 | (74,584) | 395,393 | 1,194,629 | (799,237) | 1,454,632 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | 3,916 | 684 | 3,233 | 36,765 | 6,833 | 29,932 | 8,200 |
| Additional Rent | 873 | 933 | (61) | 10,806 | 9,334 | 1,472 | 11,200 |
| Equipment Leases | 0 | 208 | (209) | 0 | 2,083 | (2,083) | 2,500 |
| Other Leases | 0 | 1,342 | (1,341) | 14,184 | 13,417 | 767 | 16,100 |
| Repairs and Maintenance | 0 | 33 | (34) | 125 | 333 | (208) | 400 |
| Total Facilities, Repairs & Other Leases | 4,789 | 3,200 | 1,588 | 61,880 | 32,000 | 29,880 | 38,400 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel Expense | 1,998 | 42 | 1,957 | 73,118 | 417 | 72,701 | 500 |
| Dues & Memberships | 6,116 | 1,625 | 4,491 | 72,437 | 16,250 | 56,187 | 19,500 |
| Insurance | 1,936 | 1,242 | 694 | 26,727 | 12,416 | 14,311 | 14,900 |
| Utilities | 163 | 50 | 113 | 215 | 500 | (286) | 600 |
| Janitorial/Trash Removal | (215) | 100 | (315) | 28 | 1,000 | (971) | 1,200 |
| Miscellaneous Expense | 0 | 0 | 0 | 38 | 0 | 38 | 0 |
| Communications | 14,498 | 200 | 14,299 | 23,910 | 2,000 | 21,910 | 2,400 |
| Postage and Shipping | 3,279 | 2,250 | 1,029 | 3,770 | 22,500 | (18,731) | 27,000 |
| Total Operations & Housekeeping | 27,775 | 5,509 | 22,268 | 200,243 | 55,083 | 145,159 | 66,100 |
| Total Expenses | 981,140 | 1,162,982 | (181,841) | 8,823,025 | 9,729,737 | (906,713) | 12,666,264 |
| Change in Net Assets | 147,220 | | | (294,163) | | | |
| Net Assets, Beginning of Period | 3,353,251 | | | 3,794,634 | | | |
| Net Assets, End of Period | \$ 3,500,471 | | | \$ 3,500,471 | | | |

Northern California

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|---------------------|-------------------|---------------------|-------------------|
| Revenue | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF Revenue | \$ 847,142 | \$ 1,694,421 | \$ (847,279) | \$ 10,162,572 | \$ 13,737,994 | \$ (3,575,422) | \$ 12,762,207 |
| Economic Protection Account Funding | 575,649 | 0 | 575,649 | 2,319,539 | 260,835 | 2,058,704 | 6,406,835 |
| State Aid - Prior Year | 22,079 | 0 | 22,079 | 37,556 | 0 | 37,556 | 0 |
| In Lieu of Property Taxes | 0 | 204,500 | (204,500) | 0 | 2,306,939 | (2,306,939) | 2,920,439 |
| Total State Aid - Revenue Limit | 1,444,870 | 1,898,921 | (454,051) | 12,519,667 | 16,305,768 | (3,786,101) | 22,089,481 |
| Federal Revenue | | | | | | | |
| Federal Special Education - IDEA | 0 | 20,352 | (20,352) | 0 | 165,004 | (165,004) | 226,057 |
| Title I, Part A - Basic Low Income | 135,690 | 0 | 135,690 | 217,985 | 236,916 | (18,931) | 236,916 |
| Title II, Part A - Teacher Quality | 0 | 0 | 0 | 13,428 | 45,289 | (31,861) | 45,289 |
| Title V, Part B - Charter School Grants | 491 | 0 | 491 | 4,957 | 18,901 | (13,944) | 18,901 |
| Federal - Prior Year Adjustments | 0 | 0 | 0 | 58,632 | 0 | 58,632 | 0 |
| Total Federal Revenue | 136,181 | 20,352 | 115,829 | 295,002 | 466,110 | (171,108) | 527,163 |
| Other State Revenue | | | | | | | |
| State Special Education - AB602 | 134,432 | 140,344 | (5,912) | 1,226,480 | 1,137,878 | 88,601 | 1,558,911 |
| State - Mandated Cost Reimbursement | 0 | 0 | 0 | 63,837 | 62,039 | 1,798 | 62,039 |
| State - State Lottery | 138,309 | 108,220 | 30,089 | 247,018 | 216,441 | 30,579 | 432,987 |
| Prior Year Revenues | 8,106 | 0 | 8,106 | 31,591 | 0 | 31,590 | 0 |
| State - Other State Revenue | 8,234 | 218,042 | (209,808) | 95,436 | 694,120 | (598,684) | 927,812 |
| Total Other State Revenue | 289,081 | 466,606 | (177,525) | 1,664,362 | 2,110,478 | (446,116) | 2,981,749 |
| Other Local Revenue | | | | | | | |
| Interest Revenue | 0 | 2,680 | (2,680) | 45,313 | 26,800 | 18,513 | 32,160 |
| Other Local Revenue | 0 | 0 | 0 | 4,350 | 0 | 4,350 | 0 |
| School Fundraising | 0 | 358 | (359) | 0 | 2,900 | (2,900) | 3,259 |
| Total Other Local Revenue | 0 | 3,038 | (3,039) | 49,663 | 29,700 | 19,963 | 35,419 |
| Total Revenue | 1,870,132 | 2,388,917 | (518,786) | 14,528,694 | 18,912,056 | (4,383,362) | 25,633,812 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Certificated Teachers' Salaries | 692,833 | 614,908 | 77,926 | 6,784,521 | 6,149,077 | 635,445 | 7,378,892 |
| Certificated Teachers' Extra Duties/Stipends | 43,019 | 199,232 | (156,214) | 1,869,675 | 1,793,092 | 76,583 | 2,191,557 |
| Certificated Pupil Support Salaries | 93,117 | 66,416 | 26,702 | 1,091,463 | 664,156 | 427,305 | 796,988 |
| Certificated Supervisors' and Administrators' Salaries | 77,423 | 84,867 | (7,445) | 901,748 | 848,672 | 53,077 | 1,018,406 |
| Total Certificated Salaries | 906,392 | 965,423 | (59,031) | 10,647,407 | 9,454,997 | 1,192,410 | 11,385,843 |
| Classified Salaries | | | | | | | |
| Classified Instructional Salaries | 0 | 3,786 | (3,785) | 0 | 37,857 | (37,857) | 54,514 |
| Classified Support Salaries | 2,636 | 0 | 2,635 | 31,660 | 0 | 31,660 | 0 |
| Classified Supervisors' and Administrators' Salaries | 16,927 | 10,906 | 6,021 | 282,563 | 109,068 | 173,494 | 157,059 |
| Clerical, Technical, and Office Staff Salaries | 21,106 | 3,373 | 17,734 | 174,799 | 33,724 | 141,077 | 48,561 |
| Total Classified Salaries | 40,669 | 18,065 | 22,605 | 489,022 | 180,649 | 308,374 | 260,134 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 156,127 | 184,396 | (28,270) | 1,598,697 | 1,805,904 | (207,208) | 2,174,696 |
| OASDI/Medicare/Alternative, certificated positions | 6,366 | 933 | 5,433 | 71,792 | 9,333 | 62,458 | 11,200 |
| Medicare certificated positions | 13,229 | 14,207 | (978) | 168,415 | 139,197 | 29,219 | 167,612 |
| Health and Welfare Benefits, certificated positions | 145,632 | 108,488 | 37,144 | 1,044,685 | 1,084,876 | (40,191) | 1,301,850 |
| State Unemployment Insurance, certificated positions | 345 | 11,931 | (11,586) | 22,467 | 214,767 | (192,300) | 238,630 |
| Workers' Compensation Insurance, certificated positions | 9,669 | 13,718 | (4,049) | 69,100 | 134,396 | (65,296) | 161,832 |
| Other Benefits, certificated positions | 30,785 | 7,834 | 22,951 | 365,771 | 76,754 | 289,016 | 92,422 |
| Total Benefits | 362,153 | 341,507 | 20,645 | 3,340,927 | 3,465,227 | (124,302) | 4,148,242 |
| Books & Supplies | | | | | | | |
| Textbooks and Core Curricula Materials | 2,698 | 18,533 | (15,835) | 204,542 | 185,334 | 19,209 | 222,400 |
| Books and Other Reference Materials | 0 | 144,984 | (144,983) | 0 | 1,449,833 | (1,449,833) | 1,739,800 |
| School Supplies | 2,719 | 1,208 | 1,509 | 86,914 | 12,483 | 74,431 | 14,900 |
| Software | 3,300 | 140,192 | (136,891) | 473,079 | 1,401,917 | (928,838) | 1,682,300 |
| Office Expense | 11,187 | 4,542 | 6,645 | 87,431 | 45,417 | 42,014 | 54,500 |
| Business Meals | 844 | 1,225 | (380) | 7,086 | 12,250 | (5,164) | 14,700 |
| Noncapitalized Equipment | 149,730 | 27,622 | 122,107 | 336,091 | 285,354 | 50,736 | 340,600 |
| Total Books & Supplies | 170,478 | 338,306 | (167,828) | 1,195,143 | 3,392,588 | (2,197,445) | 4,069,200 |
| Subagreement Services | | | | | | | |
| Special Education | 263,084 | 144,200 | 118,884 | 1,126,985 | 1,442,000 | (315,014) | 1,730,400 |
| Substitute Teacher | 0 | 3,225 | (3,225) | 409 | 32,250 | (31,841) | 38,700 |
| Security | 77 | 9 | 68 | 866 | 84 | 783 | 100 |
| Other Educational Consultants | 0 | 17,404 | (17,404) | (6,676) | 179,791 | (186,469) | 214,600 |
| Instructional Services | 0 | 4,383 | (4,383) | 0 | 43,834 | (43,833) | 52,600 |
| Total Subagreement Services | 263,161 | 169,221 | 93,940 | 1,121,584 | 1,697,959 | (576,374) | 2,036,400 |
| Professional/Consulting Services | | | | | | | |
| IT | 15,107 | 62,708 | (47,602) | 145,110 | 627,083 | (481,973) | 752,500 |
| Audit and Tax | 462 | 0 | 463 | 18,696 | 57,700 | (39,004) | 57,700 |
| Legal | 39,584 | 4,467 | 35,117 | (109,608) | 44,667 | (154,274) | 53,600 |
| Professional Development | 2,209 | 20,975 | (18,766) | 39,640 | 209,750 | (170,111) | 251,700 |
| General Consulting | 9,036 | 37,533 | (28,497) | 52,237 | 375,333 | (323,096) | 450,400 |
| Special Activities | 4,941 | 0 | 4,940 | 80,156 | 0 | 80,156 | 0 |

Northern California

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|--------------------------|--------------------------|----------------------------|------------------------|-------------------|------------------------|-------------------|
| Bank Charges | 102 | 167 | (64) | 322 | 1,667 | (1,345) | 2,000 |
| Printing | 0 | 50 | (50) | 121 | 500 | (379) | 600 |
| Other Taxes and Fees | 40 | 6,150 | (6,110) | 6,980 | 61,500 | (54,520) | 73,800 |
| Payroll Service Fee | 0 | 0 | 0 | (8,087) | 0 | (8,087) | 0 |
| Management Fee | 26,132 | 42,723 | (16,591) | 399,307 | 427,230 | (27,923) | 512,677 |
| District Oversight Fee | 0 | 18,989 | (18,989) | 9,384 | 163,058 | (153,674) | 220,894 |
| SELPA Fees | 0 | 0 | 0 | 9,940 | 0 | 9,940 | 0 |
| Public Relations | 19,207 | 22,600 | (3,393) | 90,736 | 226,000 | (135,264) | 271,200 |
| Total Professional/Consulting Services | 116,820 | 216,362 | (99,542) | 734,934 | 2,194,488 | (1,459,554) | 2,647,071 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | 7,914 | 2,583 | 5,331 | 76,976 | 25,833 | 51,143 | 31,000 |
| Additional Rent | 1,745 | 600 | 1,144 | 21,631 | 6,000 | 15,631 | 7,200 |
| Equipment Leases | 0 | 284 | (283) | 0 | 2,833 | (2,833) | 3,400 |
| Other Leases | 9,263 | 6,583 | 2,680 | 83,908 | 65,834 | 18,074 | 79,000 |
| Repairs and Maintenance | 0 | 975 | (975) | 2,482 | 9,750 | (7,267) | 11,700 |
| Total Facilities, Repairs & Other Leases | 18,922 | 11,025 | 7,897 | 184,997 | 110,250 | 74,748 | 132,300 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel Expense | 4,539 | 5,925 | (1,386) | 162,488 | 59,250 | 103,237 | 71,100 |
| Dues & Memberships | 13,555 | 3,783 | 9,772 | 153,729 | 37,833 | 115,896 | 45,400 |
| Insurance | 3,873 | 3,075 | 797 | 54,389 | 30,750 | 23,639 | 36,900 |
| Utilities | 729 | 217 | 513 | 4,343 | 2,167 | 2,176 | 2,600 |
| Janitorial/Trash Removal | 1,022 | 1,008 | 14 | 9,749 | 10,083 | (334) | 12,100 |
| Miscellaneous Expense | 0 | 0 | 0 | 81 | 0 | 81 | 0 |
| Communications | 31,843 | 984 | 30,859 | 65,785 | 9,833 | 55,952 | 11,800 |
| Postage and Shipping | 7,104 | 4,566 | 2,538 | 24,202 | 45,667 | (21,464) | 54,800 |
| Total Operations & Housekeeping | 62,665 | 19,558 | 43,107 | 474,766 | 195,583 | 279,183 | 234,700 |
| Depreciation | | | | | | | |
| Depreciation Expense | 4,671 | 5,450 | (780) | 46,705 | 54,500 | (7,796) | 65,400 |
| Total Depreciation | 4,671 | 5,450 | (780) | 46,705 | 54,500 | (7,796) | 65,400 |
| Total Expenses | 1,945,931 | 2,084,917 | (138,987) | 18,235,485 | 20,746,241 | (2,510,756) | 24,979,290 |
| Change in Net Assets | (75,799) | | | (3,706,791) | | | |
| Net Assets, Beginning of Period | (229,297) | | | 3,401,695 | | | |
| Net Assets, End of Period | \$ (305,096) | | | \$ (305,096) | | | |

North Bay
Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|---------------------|------------------|---------------------|------------------|
| Revenue | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF Revenue | \$ 67,314 | \$ 116,318 | \$ (49,004) | \$ 867,943 | \$ 942,953 | \$ (75,010) | \$ 1,338,965 |
| Economic Protection Account Funding | 4,227 | 0 | 4,227 | 20,570 | 23,697 | (3,127) | 32,686 |
| State Aid - Prior Year | (200) | 0 | (200) | 599 | 0 | 599 | 0 |
| In Lieu of Property Taxes | 83,789 | 50,521 | 33,268 | 513,744 | 569,840 | (56,096) | 746,291 |
| Total State Aid - Revenue Limit | 155,130 | 166,839 | (11,709) | 1,402,856 | 1,536,490 | (133,634) | 2,117,942 |
| Federal Revenue | | | | | | | |
| Federal Special Education - IDEA | 0 | 1,849 | (1,849) | 0 | 14,990 | (14,990) | 20,538 |
| Title I, Part A - Basic Low Income | 12,920 | 0 | 12,920 | 22,472 | 32,602 | (10,130) | 32,602 |
| Title II, Part A - Teacher Quality | 0 | 0 | 0 | 1,340 | 4,749 | (3,409) | 4,749 |
| Title V, Part B - Charter School Grants | 0 | 0 | 0 | 2,500 | 10,000 | (7,500) | 10,000 |
| Federal - Prior Year Adjustments | 0 | 0 | 0 | 17,248 | 0 | 17,248 | 0 |
| Total Federal Revenue | 12,920 | 1,849 | 11,071 | 43,560 | 62,341 | (18,781) | 67,889 |
| Other State Revenue | | | | | | | |
| State Special Education - AB602 | 12,709 | 12,751 | (42) | 115,964 | 103,372 | 12,591 | 141,627 |
| State - Mandated Cost Reimbursement | 0 | 0 | 0 | 6,281 | 5,945 | 337 | 5,944 |
| State - State Lottery | 0 | 9,831 | (9,831) | 10,379 | 19,662 | (9,283) | 39,337 |
| Prior Year Revenues | 0 | 0 | 0 | 2,580 | 0 | 2,580 | 0 |
| State - Other State Revenue | 776 | 30,098 | (29,322) | 19,015 | 94,050 | (75,035) | 125,618 |
| Total Other State Revenue | 13,485 | 52,680 | (39,195) | 154,219 | 223,029 | (68,810) | 312,526 |
| Other Local Revenue | | | | | | | |
| Interest Revenue | 17 | 10 | 7 | 2,803 | 101 | 2,702 | 122 |
| Other Local Revenue | 0 | 0 | 0 | 409 | 0 | 408 | 0 |
| Total Other Local Revenue | 17 | 10 | 7 | 3,212 | 101 | 3,110 | 122 |
| Total Revenue | 181,552 | 221,378 | (39,826) | 1,603,847 | 1,821,961 | (218,115) | 2,498,479 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Certificated Teachers' Salaries | 62,981 | 55,901 | 7,080 | 635,157 | 559,007 | 76,150 | 670,808 |
| Certificated Teachers' Extra Duties/Stipends | 3,909 | 18,112 | (14,203) | 177,346 | 163,008 | 14,338 | 199,233 |
| Certificated Pupil Support Salaries | 8,465 | 6,038 | 2,427 | 102,373 | 60,378 | 41,994 | 72,453 |
| Certificated Supervisors' and Administrators' Salaries | 7,039 | 7,715 | (675) | 84,503 | 77,152 | 7,352 | 92,583 |
| Total Certificated Salaries | 82,394 | 87,766 | (5,371) | 999,379 | 859,545 | 139,834 | 1,035,077 |
| Classified Salaries | | | | | | | |
| Classified Instructional Salaries | 0 | 344 | (345) | 0 | 3,442 | (3,442) | 4,955 |
| Classified Support Salaries | 240 | 0 | 240 | 2,970 | 0 | 2,970 | 0 |
| Classified Supervisors' and Administrators' Salaries | 1,539 | 991 | 547 | 26,611 | 9,915 | 16,696 | 14,279 |
| Clerical, Technical, and Office Staff Salaries | 1,919 | 307 | 1,613 | 16,326 | 3,066 | 13,260 | 4,414 |
| Total Classified Salaries | 3,698 | 1,642 | 2,055 | 45,907 | 16,423 | 29,484 | 23,648 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 14,192 | 16,763 | (2,571) | 149,546 | 164,173 | (14,626) | 197,700 |
| OASDI/Medicare/Alternative, certificated positions | 579 | 85 | 494 | 6,730 | 848 | 5,881 | 1,018 |
| Medicare certificated positions | 1,203 | 1,292 | (89) | 15,811 | 12,655 | 3,156 | 15,237 |
| Health and Welfare Benefits, certificated positions | 13,236 | 9,862 | 3,374 | 96,490 | 98,625 | (2,134) | 118,350 |
| State Unemployment Insurance, certificated positions | 31 | 3,127 | (3,095) | 2,099 | 56,275 | (54,177) | 62,528 |
| Workers' Compensation Insurance, certificated positions | 879 | 1,247 | (369) | 6,321 | 12,218 | (5,896) | 14,712 |
| Other Benefits, certificated positions | 2,799 | 712 | 2,087 | 34,298 | 6,977 | 27,320 | 8,402 |
| Total Benefits | 32,919 | 33,088 | (169) | 311,295 | 351,771 | (40,476) | 417,947 |
| Books & Supplies | | | | | | | |
| Textbooks and Core Curricula Materials | 245 | 1,516 | (1,271) | 19,366 | 15,167 | 4,200 | 18,200 |
| Books and Other Reference Materials | 0 | 20,700 | (20,700) | 0 | 207,000 | (207,000) | 248,400 |
| School Supplies | 334 | 151 | 183 | 8,515 | 1,358 | 7,156 | 46,200 |
| Software | 300 | 12,733 | (12,433) | 42,926 | 127,333 | (84,407) | 152,800 |
| Office Expense | 968 | 308 | 659 | 7,712 | 3,084 | 4,628 | 3,700 |
| Business Meals | 62 | 17 | 46 | 548 | 166 | 382 | 200 |
| Noncapitalized Equipment | 13,612 | 96 | 13,516 | 30,892 | 867 | 30,024 | 29,500 |
| Total Books & Supplies | 15,521 | 35,521 | (20,000) | 109,959 | 354,975 | (245,017) | 499,000 |
| Subagreement Services | | | | | | | |
| Special Education | 26,587 | 10,967 | 15,620 | 92,878 | 109,667 | (16,788) | 131,600 |
| Substitute Teacher | 0 | 291 | (291) | 37 | 2,917 | (2,880) | 3,500 |
| Security | 7 | 0 | 7 | 43 | 0 | 43 | 0 |
| Other Educational Consultants | 0 | 82 | (82) | (628) | 735 | (1,363) | 25,000 |
| Instructional Services | 0 | 400 | (400) | 0 | 4,000 | (4,000) | 4,800 |
| Total Subagreement Services | 26,594 | 11,740 | 14,854 | 92,330 | 117,319 | (24,988) | 164,900 |
| Professional/Consulting Services | | | | | | | |
| IT | 1,373 | 6,325 | (4,951) | 13,308 | 63,250 | (49,942) | 75,900 |
| Audit and Tax | 42 | 0 | 42 | 1,749 | 5,400 | (3,651) | 5,400 |
| Legal | 445 | 308 | 137 | 3,121 | 3,083 | 38 | 3,700 |
| Professional Development | 201 | 1,800 | (1,600) | 3,724 | 18,000 | (14,276) | 21,600 |
| General Consulting | 822 | 5,592 | (4,770) | 4,879 | 55,917 | (51,038) | 67,100 |
| Special Activities | 426 | 0 | 427 | 1,267 | 0 | 1,267 | 0 |
| Bank Charges | 4 | 25 | (21) | 33 | 250 | (217) | 300 |

North Bay
Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|--|--------------------------|--------------------------|----------------------------|------------------------|------------------|------------------------|------------------|
| Printing | 0 | 8 | (9) | 12 | 83 | (72) | 100 |
| Other Taxes and Fees | 4 | 633 | (629) | 650 | 6,333 | (5,682) | 7,600 |
| Payroll Service Fee | 0 | 0 | 0 | (720) | 0 | (720) | 0 |
| Management Fee | 2,571 | 4,164 | (1,593) | 37,966 | 41,642 | (3,675) | 49,970 |
| District Oversight Fee | 0 | 1,669 | (1,669) | 0 | 15,365 | (15,365) | 21,179 |
| SELPA Fees | 0 | 0 | 0 | 940 | 0 | 940 | 0 |
| Public Relations | 1,746 | 1,883 | (137) | 8,190 | 18,833 | (10,644) | 22,600 |
| Total Professional/Consulting Services | 7,634 | 22,407 | (14,773) | 75,119 | 228,156 | (153,037) | 275,449 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | 727 | 450 | 277 | 7,167 | 4,500 | 2,667 | 5,400 |
| Additional Rent | 159 | 67 | 92 | 1,986 | 667 | 1,319 | 800 |
| Equipment Leases | 0 | 408 | (409) | 0 | 4,083 | (4,083) | 4,900 |
| Other Leases | (300) | 8 | (308) | 3,871 | 83 | 3,788 | 100 |
| Repairs and Maintenance | 0 | 17 | (17) | 25 | 167 | (142) | 200 |
| Total Facilities, Repairs & Other Leases | 586 | 950 | (365) | 13,049 | 9,500 | 3,549 | 11,400 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel Expense | 347 | 8 | 340 | 14,045 | 83 | 13,962 | 100 |
| Dues & Memberships | 1,112 | 450 | 662 | 14,804 | 4,500 | 10,304 | 5,400 |
| Insurance | 352 | 259 | 94 | 5,174 | 2,583 | 2,591 | 3,100 |
| Utilities | 30 | 0 | 29 | 40 | 0 | 39 | 0 |
| Janitorial/Trash Removal | (18) | 33 | (51) | 5 | 334 | (328) | 400 |
| Communications | 2,891 | 42 | 2,849 | 4,743 | 416 | 4,326 | 500 |
| Postage and Shipping | 596 | 425 | 171 | 693 | 4,250 | (3,556) | 5,100 |
| Total Operations & Housekeeping | 5,310 | 1,217 | 4,094 | 39,504 | 12,166 | 27,338 | 14,600 |
| Total Expenses | 174,656 | 194,331 | (19,675) | 1,686,542 | 1,949,855 | (263,313) | 2,442,021 |
| Change in Net Assets | 6,896 | | | (82,696) | | | |
| Net Assets, Beginning of Period | 809,661 | | | 899,253 | | | |
| Net Assets, End of Period | \$ 816,557 | | | \$ 816,557 | | | |

Monterey Bay

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|---------------------|------------------|---------------------|------------------|
| Revenue | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF Revenue | \$ 84,556 | \$ 305,961 | \$ (221,405) | \$ 2,040,059 | \$ 2,481,631 | \$ (441,572) | \$ 3,399,520 |
| Economic Protection Account Funding | 8,426 | 0 | 8,426 | 64,463 | 84,003 | (19,540) | 112,004 |
| State Aid - Prior Year | (15,517) | 0 | (15,517) | (31,034) | 0 | (31,034) | 0 |
| In Lieu of Property Taxes | 0 | 246,304 | (246,304) | 1,455,280 | 2,779,642 | (1,324,362) | 3,518,552 |
| Total State Aid - Revenue Limit | 77,465 | 552,265 | (474,800) | 3,528,768 | 5,345,276 | (1,816,508) | 7,030,076 |
| Federal Revenue | | | | | | | |
| Federal Special Education - IDEA | 0 | 6,552 | (6,552) | 0 | 53,146 | (53,146) | 72,803 |
| Title I, Part A - Basic Low Income | 0 | 0 | 0 | 0 | 45,923 | (45,923) | 45,923 |
| Title II, Part A - Teacher Quality | 0 | 0 | 0 | 0 | 9,763 | (9,763) | 9,763 |
| Total Federal Revenue | 0 | 6,552 | (6,552) | 0 | 108,832 | (108,832) | 128,489 |
| Other State Revenue | | | | | | | |
| State Special Education - AB602 | 43,574 | 45,186 | (1,612) | 397,577 | 366,496 | 31,081 | 502,053 |
| State - Mandated Cost Reimbursement | 0 | 0 | 0 | 21,030 | 20,752 | 278 | 20,752 |
| State - State Lottery | 44,774 | 34,860 | 9,914 | 79,967 | 69,722 | 10,245 | 139,445 |
| Prior Year Revenues | 2,625 | 0 | 2,624 | 9,455 | 0 | 9,455 | 0 |
| State - Other State Revenue | 1,988 | 54,923 | (52,935) | 29,575 | 177,649 | (148,074) | 237,612 |
| Total Other State Revenue | 92,961 | 134,969 | (42,009) | 537,604 | 634,619 | (97,015) | 899,862 |
| Other Local Revenue | | | | | | | |
| Interest Revenue | 258 | 857 | (598) | 13,226 | 8,572 | 4,654 | 10,286 |
| Other Local Revenue | 0 | 0 | 0 | 1,400 | 0 | 1,400 | 0 |
| Total Other Local Revenue | 258 | 857 | (598) | 14,626 | 8,572 | 6,054 | 10,286 |
| Total Revenue | 170,684 | 694,643 | (523,959) | 4,080,998 | 6,097,299 | (2,016,301) | 8,068,713 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Certificated Teachers' Salaries | 188,943 | 197,124 | (8,181) | 1,988,420 | 1,971,235 | 17,185 | 2,365,482 |
| Certificated Teachers' Extra Duties/Stipends | 11,731 | 63,868 | (52,137) | 572,750 | 574,819 | (2,069) | 702,557 |
| Certificated Pupil Support Salaries | 25,396 | 21,291 | 4,105 | 324,082 | 212,912 | 111,170 | 255,494 |
| Certificated Supervisors' and Administrators' Salaries | 21,125 | 27,207 | (6,082) | 267,416 | 272,062 | (4,646) | 326,474 |
| Total Certificated Salaries | 247,195 | 309,490 | (62,295) | 3,152,668 | 3,031,028 | 121,640 | 3,650,007 |
| Classified Salaries | | | | | | | |
| Classified Instructional Salaries | 0 | 1,213 | (1,213) | 0 | 12,136 | (12,136) | 17,476 |
| Classified Support Salaries | 719 | 0 | 719 | 9,411 | 0 | 9,412 | 0 |
| Classified Supervisors' and Administrators' Salaries | 4,616 | 3,497 | 1,120 | 84,915 | 34,964 | 49,950 | 50,349 |
| Clerical, Technical, and Office Staff Salaries | 5,757 | 1,081 | 4,675 | 51,375 | 10,811 | 40,564 | 15,567 |
| Total Classified Salaries | 11,092 | 5,791 | 5,301 | 145,701 | 57,911 | 87,790 | 83,392 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 42,580 | 59,112 | (16,533) | 471,829 | 578,926 | (107,097) | 697,152 |
| OASDI/Medicare/Alternative, certificated positions | 1,736 | 300 | 1,437 | 21,311 | 2,992 | 18,319 | 3,590 |
| Medicare certificated positions | 3,608 | 4,554 | (946) | 50,192 | 44,623 | 5,569 | 53,732 |
| Health and Welfare Benefits, certificated positions | 39,718 | 34,778 | 4,940 | 316,640 | 347,783 | (31,143) | 417,340 |
| State Unemployment Insurance, certificated positions | 94 | 10,213 | (10,119) | 6,607 | 183,835 | (177,228) | 204,261 |
| Workers' Compensation Insurance, certificated positions | 2,637 | 4,398 | (1,761) | 19,609 | 43,084 | (23,475) | 51,879 |
| Other Benefits, certificated positions | 8,396 | 2,511 | 5,885 | 108,645 | 24,606 | 84,039 | 29,628 |
| Total Benefits | 98,769 | 115,866 | (17,097) | 994,833 | 1,225,849 | (231,016) | 1,457,582 |
| Books & Supplies | | | | | | | |
| Textbooks and Core Curricula Materials | 736 | 5,134 | (4,398) | 62,344 | 51,333 | 11,011 | 61,600 |
| Books and Other Reference Materials | 0 | 34,800 | (34,800) | 0 | 348,000 | (348,000) | 417,600 |
| School Supplies | 853 | 267 | 586 | 24,200 | 2,588 | 21,612 | 39,500 |
| Software | 900 | 41,575 | (40,675) | 153,660 | 415,750 | (262,090) | 498,900 |
| Office Expense | 2,904 | 1,183 | 1,720 | 24,480 | 11,833 | 12,647 | 14,200 |
| Business Meals | 188 | 350 | (161) | 1,275 | 3,500 | (2,225) | 4,200 |
| Noncapitalized Equipment | 40,836 | 1,186 | 39,650 | 96,455 | 11,464 | 84,991 | 175,000 |
| Total Books & Supplies | 46,417 | 84,495 | (38,078) | 362,414 | 844,468 | (482,054) | 1,211,000 |
| Subagreement Services | | | | | | | |
| Special Education | 75,206 | 38,675 | 36,532 | 344,857 | 386,750 | (41,893) | 464,100 |
| Substitute Teacher | 0 | 1,033 | (1,034) | 111 | 10,333 | (10,222) | 12,400 |
| Security | 21 | 0 | 21 | 133 | 0 | 133 | 0 |
| Other Educational Consultants | 0 | 468 | (468) | (2,151) | 4,527 | (6,677) | 69,100 |
| Instructional Services | 0 | 2,192 | (2,192) | 0 | 21,916 | (21,917) | 26,300 |
| Total Subagreement Services | 75,227 | 42,368 | 32,859 | 342,950 | 423,526 | (80,576) | 571,900 |
| Professional/Consulting Services | | | | | | | |
| IT | 4,120 | 18,733 | (14,613) | 44,284 | 187,334 | (143,050) | 224,800 |
| Audit and Tax | 126 | 0 | 126 | 5,514 | 22,400 | (16,885) | 22,400 |
| Legal | 1,336 | 833 | 503 | 7,953 | 8,333 | (381) | 10,000 |
| Professional Development | 603 | 6,400 | (5,798) | 11,828 | 64,000 | (52,172) | 76,800 |
| General Consulting | 2,464 | 16,117 | (13,652) | 15,354 | 161,167 | (145,812) | 193,400 |
| Special Activities | 1,280 | 0 | 1,280 | 3,874 | 0 | 3,874 | 0 |
| Bank Charges | 0 | 8 | (9) | 0 | 83 | (84) | 100 |
| Printing | 0 | 17 | (16) | 39 | 167 | (128) | 200 |
| Other Taxes and Fees | 10 | 1,817 | (1,806) | 2,057 | 18,166 | (16,109) | 21,800 |

Monterey Bay

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|----------------------------------|----------------------------------|------------------------------------|--------------------------------|-------------------|--------------------------------|---------------------|
| Payroll Service Fee | 0 | 0 | 0 | (2,032) | 0 | (2,032) | 0 |
| Management Fee | 7,583 | 13,447 | (5,865) | 119,789 | 134,479 | (14,690) | 161,374 |
| District Oversight Fee | 0 | 5,523 | (5,523) | (69,049) | 53,453 | (122,501) | 70,301 |
| SELPA Fees | 0 | 0 | 0 | 3,220 | 0 | 3,220 | 0 |
| Public Relations | 5,239 | 6,400 | (1,161) | 26,164 | 64,000 | (37,837) | 76,800 |
| Total Professional/Consulting Services | 22,761 | 69,295 | (46,534) | 168,995 | 713,582 | (544,587) | 857,975 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | 2,221 | 875 | 1,346 | 23,482 | 8,750 | 14,732 | 10,500 |
| Additional Rent | 476 | 158 | 318 | 6,192 | 1,583 | 4,609 | 1,900 |
| Equipment Leases | 0 | 25 | (25) | 0 | 250 | (250) | 300 |
| Other Leases | 0 | 42 | (42) | 9,754 | 417 | 9,338 | 500 |
| Repairs and Maintenance | 0 | 25 | (25) | 82 | 250 | (169) | 300 |
| Total Facilities, Repairs & Other Leases | 2,697 | 1,125 | 1,572 | 39,510 | 11,250 | 28,260 | 13,500 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel Expense | 1,219 | 33 | 1,185 | 41,583 | 333 | 41,250 | 400 |
| Dues & Memberships | 3,336 | 1,200 | 2,136 | 45,700 | 12,000 | 33,700 | 14,400 |
| Insurance | 1,056 | 884 | 173 | 18,303 | 8,833 | 9,470 | 10,600 |
| Utilities | 89 | 50 | 39 | 121 | 500 | (380) | 600 |
| Janitorial/Trash Removal | (59) | 116 | (175) | 15 | 1,167 | (1,151) | 1,400 |
| Miscellaneous Expense | 0 | 0 | 0 | 26 | 0 | 26 | 0 |
| Communications | 9,343 | 142 | 9,201 | 15,288 | 1,417 | 13,872 | 1,700 |
| Postage and Shipping | 1,788 | 1,325 | 463 | 2,105 | 13,250 | (11,146) | 15,900 |
| Total Operations & Housekeeping | 16,772 | 3,750 | 13,022 | 123,141 | 37,500 | 85,641 | 45,000 |
| Total Expenses | 520,930 | 632,180 | (111,250) | 5,330,212 | 6,345,114 | (1,014,902) | 7,890,356 |
| Change in Net Assets | (350,246) | | | (1,249,214) | | | |
| Net Assets, Beginning of Period | (580,121) | | | 318,847 | | | |
| Net Assets, End of Period | \$ (930,367) | | | \$ (930,367) | | | |

Central Coast

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|---------------------|------------------|---------------------|------------------|
| Revenue | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF Revenue | \$ 10,095 | \$ 78,873 | \$ (68,778) | \$ 490,238 | \$ 639,725 | \$ (149,487) | \$ 876,343 |
| Economic Protection Account Funding | 0 | 0 | 0 | 15,633 | 20,621 | (4,988) | 27,494 |
| State Aid - Prior Year | (16,158) | 0 | (16,158) | (48,474) | 0 | (48,474) | 0 |
| In Lieu of Property Taxes | 0 | 59,069 | (59,069) | 352,537 | 666,613 | (314,076) | 843,820 |
| Total State Aid - Revenue Limit | (6,063) | 137,942 | (144,005) | 809,934 | 1,326,959 | (517,025) | 1,747,657 |
| Federal Revenue | | | | | | | |
| Federal Special Education - IDEA | 0 | 1,608 | (1,608) | 0 | 13,045 | (13,045) | 17,871 |
| Title I, Part A - Basic Low Income | 0 | 0 | 0 | 0 | 14,751 | (14,751) | 14,751 |
| Title II, Part A - Teacher Quality | 0 | 0 | 0 | 0 | 2,946 | (2,946) | 2,946 |
| Total Federal Revenue | 0 | 1,608 | (1,608) | 0 | 30,742 | (30,742) | 35,568 |
| Other State Revenue | | | | | | | |
| State Special Education - AB602 | 10,490 | 11,092 | (602) | 95,718 | 89,963 | 5,755 | 123,238 |
| State - Mandated Cost Reimbursement | 0 | 0 | 0 | 4,951 | 5,019 | (68) | 5,019 |
| State - State Lottery | 0 | 8,557 | (8,557) | 18,980 | 17,115 | 1,865 | 34,229 |
| Prior Year Revenues | 0 | 0 | 0 | 1,606 | 0 | 1,607 | 0 |
| State - Other State Revenue | 492 | 12,813 | (12,321) | 7,636 | 41,599 | (33,964) | 55,649 |
| Total Other State Revenue | 10,982 | 32,462 | (21,480) | 128,891 | 153,696 | (24,805) | 218,135 |
| Other Local Revenue | | | | | | | |
| Interest Revenue | 10,582 | 877 | 9,706 | 21,987 | 8,767 | 13,219 | 10,521 |
| Other Local Revenue | 0 | 0 | 0 | 343 | 0 | 344 | 0 |
| Total Other Local Revenue | 10,582 | 877 | 9,706 | 22,330 | 8,767 | 13,563 | 10,521 |
| Total Revenue | 15,501 | 172,889 | (157,387) | 961,155 | 1,520,164 | (559,009) | 2,011,881 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Certificated Teachers' Salaries | 62,980 | 50,016 | 12,963 | 532,417 | 500,164 | 32,253 | 600,197 |
| Certificated Teachers' Extra Duties/Stipends | 3,909 | 16,206 | (12,296) | 136,685 | 145,850 | (9,165) | 178,261 |
| Certificated Pupil Support Salaries | 8,465 | 5,402 | 3,063 | 85,020 | 54,022 | 30,998 | 64,826 |
| Certificated Supervisors' and Administrators' Salaries | 7,033 | 6,903 | 130 | 70,600 | 69,031 | 1,569 | 82,837 |
| Total Certificated Salaries | 82,387 | 78,527 | 3,860 | 824,722 | 769,067 | 55,655 | 926,121 |
| Classified Salaries | | | | | | | |
| Classified Instructional Salaries | 0 | 308 | (308) | 0 | 3,079 | (3,079) | 4,434 |
| Classified Support Salaries | 240 | 0 | 240 | 2,467 | 0 | 2,467 | 0 |
| Classified Supervisors' and Administrators' Salaries | 1,539 | 887 | 651 | 21,529 | 8,872 | 12,658 | 12,775 |
| Clerical, Technical, and Office Staff Salaries | 1,919 | 275 | 1,645 | 13,931 | 2,743 | 11,187 | 3,950 |
| Total Classified Salaries | 3,698 | 1,470 | 2,228 | 37,927 | 14,694 | 23,233 | 21,159 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 14,193 | 14,998 | (806) | 126,365 | 146,891 | (20,526) | 176,890 |
| OASDI/Medicare/Alternative, certificated positions | 578 | 76 | 503 | 5,610 | 760 | 4,850 | 911 |
| Medicare certificated positions | 1,203 | 1,156 | 47 | 13,054 | 11,322 | 1,732 | 13,633 |
| Health and Welfare Benefits, certificated positions | 13,236 | 8,824 | 4,412 | 89,185 | 88,243 | 942 | 105,892 |
| State Unemployment Insurance, certificated positions | 31 | 2,810 | (2,779) | 1,790 | 50,584 | (48,794) | 56,204 |
| Workers' Compensation Insurance, certificated positions | 879 | 1,116 | (237) | 5,676 | 10,931 | (5,256) | 13,163 |
| Other Benefits, certificated positions | 2,799 | 637 | 2,161 | 28,545 | 6,244 | 22,302 | 7,518 |
| Total Benefits | 32,919 | 29,617 | 3,301 | 270,225 | 314,975 | (44,750) | 374,211 |
| Books & Supplies | | | | | | | |
| Textbooks and Core Curricula Materials | 245 | 1,442 | (1,196) | 15,121 | 14,416 | 705 | 17,300 |
| Books and Other Reference Materials | 0 | 7,767 | (7,767) | 0 | 77,667 | (77,667) | 93,200 |
| School Supplies | 334 | 26 | 307 | 5,893 | 192 | 5,701 | 3,400 |
| Software | 300 | 9,575 | (9,275) | 37,059 | 95,750 | (58,691) | 114,900 |
| Office Expense | 968 | 359 | 610 | 6,486 | 3,583 | 2,903 | 4,300 |
| Business Meals | 74 | 83 | (9) | 429 | 834 | (405) | 1,000 |
| Noncapitalized Equipment | 13,611 | 196 | 13,416 | 29,214 | 1,417 | 27,796 | 25,100 |
| Total Books & Supplies | 15,532 | 19,448 | (3,914) | 94,202 | 193,859 | (99,658) | 259,200 |
| Subagreement Services | | | | | | | |
| Special Education | 22,417 | 7,591 | 14,824 | 66,593 | 75,917 | (9,323) | 91,100 |
| Substitute Teacher | 0 | 484 | (483) | 38 | 4,833 | (4,796) | 5,800 |
| Security | 7 | 0 | 7 | 37 | 0 | 37 | 0 |
| Other Educational Consultants | 0 | 128 | (129) | (528) | 933 | (1,460) | 16,500 |
| Instructional Services | 0 | 300 | (300) | 0 | 3,000 | (3,000) | 3,600 |
| Total Subagreement Services | 22,424 | 8,503 | 13,919 | 66,140 | 84,683 | (18,542) | 117,000 |
| Professional/Consulting Services | | | | | | | |
| IT | 1,373 | 7,725 | (6,351) | 11,553 | 77,250 | (65,697) | 92,700 |
| Audit and Tax | 42 | 0 | 42 | 1,479 | 4,700 | (3,220) | 4,700 |
| Legal | 445 | 192 | 253 | 2,041 | 1,916 | 123 | 2,300 |
| Professional Development | 201 | 1,508 | (1,307) | 3,059 | 15,084 | (12,024) | 18,100 |
| General Consulting | 822 | 3,617 | (2,795) | 4,162 | 36,166 | (32,004) | 43,400 |
| Special Activities | 426 | 0 | 426 | 1,209 | 0 | 1,208 | 0 |
| Bank Charges | 0 | 58 | (58) | 0 | 584 | (583) | 700 |
| Printing | 0 | 0 | 0 | 9 | 0 | 10 | 0 |
| Other Taxes and Fees | 4 | 509 | (505) | 21,692 | 5,083 | 16,609 | 6,100 |

Central Coast

Budget vs Actual

For the period ended April 30, 2025

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|----------------------------------|----------------------------------|------------------------------------|--------------------------------|-------------------|--------------------------------|---------------------|
| Payroll Service Fee | 0 | 0 | 0 | (800) | 0 | (801) | 0 |
| Management Fee | 1,934 | 4,000 | (2,066) | 31,538 | 40,000 | (8,462) | 48,000 |
| District Oversight Fee | 0 | 1,379 | (1,379) | 0 | 13,269 | (13,269) | 17,476 |
| SELPA Fees | 0 | 0 | 0 | 776 | 0 | 776 | 0 |
| Public Relations | 1,746 | 1,958 | (212) | 6,745 | 19,584 | (12,839) | 23,500 |
| Total Professional/Consulting Services | 6,993 | 20,946 | (13,952) | 83,463 | 213,636 | (130,173) | 256,976 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | 686 | 167 | 519 | 6,327 | 1,666 | 4,661 | 2,000 |
| Additional Rent | 159 | 75 | 84 | 1,787 | 750 | 1,037 | 900 |
| Equipment Leases | 0 | 392 | (392) | 0 | 3,917 | (3,917) | 4,701 |
| Other Leases | 0 | 8 | (8) | 2,519 | 83 | 2,435 | 99 |
| Repairs and Maintenance | 0 | 8 | (9) | 18 | 84 | (64) | 100 |
| Total Facilities, Repairs & Other Leases | 845 | 650 | 194 | 10,651 | 6,500 | 4,152 | 7,800 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel Expense | 690 | 259 | 433 | 13,267 | 2,583 | 10,683 | 3,100 |
| Dues & Memberships | 1,112 | 350 | 762 | 14,416 | 3,500 | 10,916 | 4,200 |
| Insurance | 352 | 208 | 143 | 4,313 | 2,083 | 2,229 | 2,500 |
| Utilities | 30 | 8 | 22 | 38 | 84 | (44) | 100 |
| Janitorial/Trash Removal | (12) | 25 | (37) | 5 | 250 | (245) | 300 |
| Miscellaneous Expense | 0 | 0 | 0 | 22 | 0 | 21 | 0 |
| Communications | 2,191 | 34 | 2,158 | 3,661 | 333 | 3,328 | 400 |
| Postage and Shipping | 597 | 358 | 238 | 671 | 3,583 | (2,912) | 4,300 |
| Total Operations & Housekeeping | 4,960 | 1,242 | 3,719 | 36,393 | 12,416 | 23,976 | 14,900 |
| Total Expenses | 169,758 | 160,403 | 9,355 | 1,423,723 | 1,609,830 | (186,107) | 1,977,367 |
| Change in Net Assets | (154,256) | | | (462,568) | | | |
| Net Assets, Beginning of Period | (51,710) | | | 256,601 | | | |
| Net Assets, End of Period | \$ (205,967) | | | \$ (205,967) | | | |

California Online Public Schools

Statement of Financial Position

April 30, 2025

| | Southern California | Central Valley | Northern California | North Bay | Monterey Bay | Central Coast | Total |
|---|----------------------|---------------------|---------------------|---------------------|---------------------|-------------------|----------------------|
| Assets | | | | | | | |
| Current Assets | | | | | | | |
| Cash & Cash Equivalents | \$ 9,601,282 | \$ 8,244,755 | \$ 11,203,217 | \$ 2,117,974 | \$ 4,987,325 | \$ 1,742,319 | \$ 37,896,872 |
| Accounts Receivable | 128 | 6 | 11 | 1 | 3 | 1 | 149 |
| Public Funding Receivables | 319,357 | 1,090,425 | 82,356 | 0 | 264,953 | 43,940 | 1,801,031 |
| Due To/From Related Parties | 19,682,042 | (3,916,793) | (7,828,764) | (724,967) | (5,507,629) | (1,703,889) | 0 |
| Prepaid Expenses | 461,750 | 65,391 | 165,181 | 12,389 | 39,810 | 11,328 | 755,850 |
| Total Current Assets | 30,064,559 | 5,483,784 | 3,622,001 | 1,405,397 | (215,538) | 93,699 | 40,453,902 |
| Long-term Assets | | | | | | | |
| Property & Equipment, Net | 18,068 | 0 | 42,034 | 0 | 0 | 0 | 60,101 |
| Right-of-Use Asset, Net | 1,085,442 | 140,056 | 367,651 | 35,013 | 105,043 | 17,508 | 1,750,714 |
| Deposits | 21,287 | 100 | 0 | 0 | 0 | 0 | 21,387 |
| Total Long-term Assets | 1,124,797 | 140,156 | 409,685 | 35,013 | 105,043 | 17,508 | 1,832,202 |
| Total Assets | \$ 31,189,356 | \$ 5,623,940 | \$ 4,031,686 | \$ 1,440,410 | \$ (110,495) | \$ 111,207 | \$ 42,286,104 |
| Liabilities | | | | | | | |
| Current Liabilities | | | | | | | |
| Accounts Payable | \$ (676) | \$ 0 | \$ 0 | \$ 0 | \$ (9,000) | \$ 0 | \$ (9,676) |
| Accrued Liabilities | 1,204,957 | 238,767 | 568,505 | 151,307 | 109,864 | 46,457 | 2,319,857 |
| Deferred Revenue | 10,113,052 | 1,743,185 | 3,396,794 | 437,167 | 612,870 | 253,026 | 16,556,095 |
| Operating Lease Liability, Current Portion | 215,197 | 27,769 | 72,890 | 6,942 | 20,827 | 3,472 | 347,095 |
| Total Current Liabilities | 11,532,530 | 2,009,721 | 4,038,189 | 595,416 | 734,561 | 302,955 | 19,213,371 |
| Long-term Liabilities | | | | | | | |
| Operating Lease Liability, Net of Current Portion | 881,559 | 113,749 | 298,592 | 28,437 | 85,311 | 14,218 | 1,421,867 |
| Total Long-term Liabilities | 881,559 | 113,749 | 298,592 | 28,437 | 85,311 | 14,218 | 1,421,867 |
| Total Liabilities | 12,414,089 | 2,123,470 | 4,336,781 | 623,853 | 819,872 | 317,173 | 20,635,238 |
| Net Assets, End of Period | 18,775,268 | 3,500,471 | (305,096) | 816,557 | (930,367) | (205,967) | 21,650,866 |
| Liabilities & Net Assets | \$ 31,189,356 | \$ 5,623,940 | \$ 4,031,686 | \$ 1,440,410 | \$ (110,495) | \$ 111,207 | \$ 42,286,104 |

California Online Public Schools

Statement of Cash Flows

For the period ended April 30, 2025

| | Southern California | Central Valley | Northern California | North Bay | Monterey Bay | Central Coast | Total |
|---|---------------------|---------------------|----------------------|---------------------|---------------------|---------------------|----------------------|
| Cash Flows from Operating Activities | | | | | | | |
| Change in Net Assets | \$ (1,660,282) | \$ 147,220 | \$ (75,799) | \$ 6,896 | \$ (350,246) | \$ (154,256) | \$ (2,086,467) |
| Adjustments | | | | | | | |
| Depreciation | 181 | 0 | 4,671 | 0 | 0 | 0 | 4,851 |
| (Increase) Decrease in Operating Assets | | | | | | | |
| Public Funding Receivables | 477,045 | (404,463) | 0 | 0 | 0 | 0 | 72,582 |
| Grants, Contributions & Pledges Receivable | 474 | 91 | 183 | 17 | 50 | 16 | 832 |
| Due from Related Parties | (3,407,375) | 882,382 | 1,730,862 | 157,656 | 480,283 | 156,193 | 0 |
| Prepaid Expenses | (88,350) | (17,050) | (34,100) | (3,100) | (9,300) | (3,100) | (155,000) |
| Increase (Decrease) in Operating Liabilities | | | | | | | |
| Accounts Payable | (70,207) | (15,711) | (20,077) | (1,588) | (14,128) | (1,743) | (123,452) |
| Accrued Expenses | 588,148 | 0 | 0 | 0 | 0 | 3,714 | 591,861 |
| Deferred Revenue | 69,123 | 24,476 | 24,161 | 2,277 | 7,273 | 1,858 | 129,168 |
| Total Cash Flows from Operating Activities | (4,091,243) | 616,945 | 1,629,901 | 162,158 | 113,932 | 2,682 | (1,565,625) |
| Change in Cash and Cash Equivalents | (4,091,243) | 616,945 | 1,629,901 | 162,158 | 113,932 | 2,682 | (1,565,625) |
| Cash & Cash Equivalents, Beginning of Period | 13,692,525 | 7,627,810 | 9,573,315 | 1,955,816 | 4,873,393 | 1,739,637 | 39,462,497 |
| Cash & Cash Equivalents, End of Period | \$ 9,601,282 | \$ 8,244,755 | \$ 11,203,217 | \$ 2,117,974 | \$ 4,987,325 | \$ 1,742,319 | \$ 37,896,872 |

Southern California

Accounts Payable Aging

For the period ended April 30, 2025

| Vendor Name | Invoice/Credit Number | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-----------------------------------|-----------------------|------------|-------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| San Diego Gas & Electric-1889 | SAND030625-1889 | 03/26/2025 | \$ - | \$ - | \$ (676) | \$ - | \$ - | \$ (676) |
| Total Outstanding Invoices | | | \$ - | \$ - | \$ (676) | \$ - | \$ - | \$ (676) |

Central Valley

Accounts Payable Aging

For the period ended April 30, 2025

| Vendor Name | Invoice/Credit Number | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-----------------------------------|-----------------------|----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Total Outstanding Invoices | | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

Northern California

Accounts Payable Aging

For the period ended April 30, 2025

| Vendor Name | Invoice/Credit Number | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-----------------------------------|-----------------------|----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Total Outstanding Invoices | | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

North Bay

Accounts Payable Aging

For the period ended April 30, 2025

| Vendor Name | Invoice/Credit Number | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-------------|-----------------------|----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
|-------------|-----------------------|----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|

Total Outstanding Invoices

| | | | | | | | | | |
|----|---|----|---|----|---|----|---|----|---|
| \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|----|---|----|---|----|---|----|---|----|---|

Monterey Bay

Accounts Payable Aging

For the period ended April 30, 2025

| Vendor Name | Invoice/Credit Number | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|---|-----------------------|------------|-------------------|----------------------|-----------------------|-----------------------|-----------------------|-------------------|
| Effectual Educational Consulting Services | 010417 | 05/28/2025 | \$ (9,000) | \$ - | \$ - | \$ - | \$ - | \$ (9,000) |
| Total Outstanding Invoices | | | \$ (9,000) | \$ - | \$ - | \$ - | \$ - | \$ (9,000) |

Central Coast

Accounts Payable Aging

For the period ended April 30, 2025

| Vendor Name | Invoice/Credit Number | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-------------|-----------------------|----------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
|-------------|-----------------------|----------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|

Total Outstanding Invoices

| | | | | | | | | | |
|----|---|----|---|----|---|----|---|----|---|
| \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|----|---|----|---|----|---|----|---|----|---|

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|--|-------------------------------------|------------|--------------|
| 13793 | Adapted Childs Play LLC | SpEd Svcs - 02/25 | 04/03/2025 | \$ 379.30 |
| 13794 | Alena Liamachka | Grad Nite Ticket Refund ST: 13902 | 04/03/2025 | 248.00 |
| 13795 | AspirEDU Inc. | Subscription - 02/18/25-06/16/25 | 04/03/2025 | 1,959.12 |
| 13796 | Behavioral Autism Therapies | SpEd Svcs - 02/25 | 04/03/2025 | 110.00 |
| 13797 | Breanna Burns | ISP Reimbursement - 12/1 - 2/28 | 04/03/2025 | 50.85 |
| 13798 | Brenda Arambula | ISP Reimbursement - 12/1 - 2/28 | 04/03/2025 | 50.85 |
| 13799 | Brett Creason | ISP Reimbursement - 12/1 - 2/28 | 04/03/2025 | 50.85 |
| 13800 | Casa Pacifica | SpEd Svcs - 02/25 | 04/03/2025 | 36,663.92 |
| 13801 | Cecily Brotherton | ISP Reimbursement - 12/1 - 2/28 | 04/03/2025 | 50.85 |
| 13802 | Charter Impact, LLC | Business Mgmt Svcs - 04/25 | 04/03/2025 | 122,495.00 |
| 13803 | Christopher Chu | ISP Reimbursement - 12/1 - 2/28 | 04/03/2025 | 50.85 |
| 13804 | Christopher Funk | ISP Reimbursement - 12/1 - 2/28 | 04/03/2025 | 50.85 |
| 13805 | Department of Justice | Fingerprinting Svcs - 02/25 | 04/03/2025 | 147.00 |
| 13806 | Dian Chen Poe | Grad Nite Ticket Refund ST: 17541 | 04/03/2025 | 124.00 |
| 13807 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 | 04/03/2025 | 219,974.72 |
| 13808 | Every Special Child LLC | SpEd Svcs - 02/25 | 04/03/2025 | 10,856.00 |
| 13809 | FeldCare Connects | SpEd Svcs - 02/25 | 04/03/2025 | 978.00 |
| 13810 | Hiddleson Listening, Language, and Speech Center | SpEd Svcs - 02/25 | 04/03/2025 | 847.90 |
| 13811 | Honey Rose Pacheco | Grad Nite Ticket Refund ST: 17184 | 04/03/2025 | 124.00 |
| 13812 | Instructure, Inc. | Software - 02/25 | 04/03/2025 | 34.23 |
| 13813 | Marshall Cavendish Corporation | Textbooks | 04/03/2025 | 5,535.44 |
| 13814 | PC Connection Sales Corp | Noncap Equipment - Laptop (5) | 04/03/2025 | 9,892.53 |
| 13815 | Richard Gierman | Event Photography Svcs - Prom | 04/03/2025 | 750.00 |
| 13816 | San Joaquin County Office of Education | SEIS Integration Set-Up | 04/03/2025 | 4,000.00 |
| 13817 | School Services of California Inc. | Consulting Svcs - 02/25 | 04/03/2025 | 650.00 |
| 13818 | SOFTMSP LLC | IT Svcs | 04/03/2025 | 44,137.46 |
| 13819 | Specialized Therapy Services Inc | SpEd Svcs - 02/25 | 04/03/2025 | 200.00 |
| 13820 | Stepping Stones Therapy & Learning Academy | SpEd Svcs - 02/25 | 04/03/2025 | 2,500.00 |
| 13821 | US Bank Equipment Finance | Equipment Lease - 03/08/25-04/08/25 | 04/03/2025 | 1,617.60 |
| 13822 | Variations Psychology | SpEd Svcs - 03/25 | 04/03/2025 | 6,000.00 |
| 13823 | Yolanda Rojo | Grad Nite Ticket Refund ST: 15890 | 04/03/2025 | 248.00 |
| 13824 | Angelina Johns | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13825 | Angelina Rangel | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13826 | Angelina Romero | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13827 | Angelina Vargas | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13828 | Angelina Winters | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13829 | Angeline Paguirigan | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13830 | Angelique Niles | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13831 | Angelita Morales | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13832 | Angelita Zacarias | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13833 | Angie Stanley | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13834 | Ani Nazarian | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13835 | ANITA VASQUEZ | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13836 | Anitra Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13837 | Ann Jandia | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13838 | Ann Kuo | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13839 | Ann Martin | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13840 | Ann OConnor | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13841 | Ann-Marie Busby | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13842 | Anna Filipp | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13843 | Anna Jones | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13844 | Anna Khamushkina | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13845 | Anna Vazquez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13846 | Anna Wang | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13847 | Annabel Martin | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13848 | Annette Lavonne Llamas Haro | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13849 | Annette Watson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13850 | Annie Dao | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13851 | Annie Wan Yu Tseng | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13852 | Anter Alghazali | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13853 | Anthony Ashoori | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13854 | Anthony Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13855 | Anthony Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13856 | Anthony Miracle | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13857 | Anthony Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13858 | Antina Callahan-Howard | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13859 | Antoinique Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13860 | Antoniette Beard | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13861 | Antonio Gallegos | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-----------------------|---------------------------------|------------|--------------|
| 13862 | Antonio Monarrez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13863 | April Alaniz | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13864 | April Davison | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13865 | April Gamboa | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13866 | April Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13867 | April Lizarraga | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13868 | April Lowe | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13869 | April O'Hara | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13870 | Araceli Solis | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13871 | Araceli Tovar | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13872 | Ararat Sahakyan | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13873 | Arasely Cobian | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13874 | Bradley Andersen | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13875 | Bradly Steward | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13876 | Brady Hemminger | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 16.95 |
| 13877 | Brandee Guzman | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13878 | Brandi Gooden | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13879 | Brandi Haeefe | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13880 | Brandi Hopper | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13881 | Brandi Purcell | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 16.95 |
| 13882 | Brandon Strange | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13883 | Brandy Jiles | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13884 | Brandy Nagle | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13885 | Brandy Powell | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13886 | BRAYDEN SANCHEZ | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13887 | Breana Richardson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13888 | Bree Dennis | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13889 | Breeanna Mascareno | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13890 | Brenda Feregrino | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13891 | Brenda Mays | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13892 | Bria Van Fossen | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13893 | Brian Duva | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13894 | Brianna Dornan | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13895 | Brianna Murphy | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13896 | Brianna Robledo | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13897 | Brianna Tye | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13898 | Brianna-Chelsea Perez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13899 | Bridget Schulz | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13900 | Brileen O'Neal | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13901 | Brittany Alberto | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13902 | Brittany Baker | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13903 | Brittany Barham | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13904 | BRITTANY JARRETT | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13905 | Brittany Nichols | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13906 | Brittany O'Neal | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13907 | Brittnee Tucker | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13908 | Brittnee Willetts | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13909 | Brittney Parker | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13910 | Brittney McDaniel | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13911 | Brooke Pyo | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13912 | Brooke Williams | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13913 | Bruce Tran | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13914 | Bryan Blaszak | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 16.95 |
| 13915 | Bryan Cendejas | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13916 | Bryan Fuentes | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13917 | Bryan Jones | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13918 | Bryan Williams | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13919 | Bryce Doyal | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13920 | BRYIN GOODMAN | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13921 | Bushra Salman | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13922 | Ca'Laura Smith | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13923 | Caleb Davie | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13924 | Cali T Hugelen | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13925 | Cameron Perry | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13926 | Camila Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13927 | Camille Daley | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13928 | Candace Herr | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13929 | Candace Radcliff | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13930 | Candice Cheatham | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13931 | Candice Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|--------------------------|---------------------------------|------------|--------------|
| 13932 | Candice Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13933 | Canieshia Kahn | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13934 | canon Rummel | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13935 | Caprice Manalac | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13936 | Carina Sarabia | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13937 | Carissa Ellis | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13938 | Carla Beaumont | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13939 | Carla Ibarra | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13940 | Carlita Hodges | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13941 | Carlos Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13942 | Carlos Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13943 | Carlos Martinez Gamboa | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13944 | Carlos Osorio | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13945 | Carlos R. Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13946 | Carlos Ramos | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13947 | Carlos Rodriguez Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13948 | Carlton Hubbard | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13949 | Carmela Pastori | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13950 | Carmen Aguirre | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13951 | Carmen Artea | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13952 | Carmen Brown | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13953 | Carmen Freire | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13954 | Carmen Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13955 | Carmen Majied-Muhammad | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13956 | Carmen Yvonne Ibanez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13957 | Carol Delgado | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13958 | Carole Beltran | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13959 | Carole Micozzi | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13960 | Carolina Alvarez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13961 | Carolina E Lagan | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13962 | Carolina Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13963 | Caroline Tseng | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13964 | Carolyn Brookins | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13965 | Carolyn DuClair | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13966 | Carolyn Franco | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 13967 | Carolyn Travis-Daniels | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13968 | Carolynn Herman | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13969 | Carrie Carter | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13970 | Carrie Faustino | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13971 | Carrie Hopping | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13972 | Carrie Manyen | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 16.95 |
| 13973 | Carrie May | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13974 | Carrie Migliore | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13975 | Carrine Sibanda | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13976 | Cassandra Larios | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13977 | Casey Pinheiro | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13978 | Cash Lane | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13979 | Cassandra Cook | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13980 | Cassandra Tinsley | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13981 | Cassie Moreno | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13982 | Catalina Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13983 | Catalina Stewart | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13984 | Catherine Baltazar | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13985 | Catherine BELL | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13986 | Catherine Devera | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13987 | Catherine Gueits | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13988 | Catherine Harrison | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13989 | Catherine Lage-Woods | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13990 | Catherine Lauster | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13991 | Cathrina Estolano | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13992 | Cecilia Escalera | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13993 | Cecilia Fuentes | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13994 | Celei Alvarado | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13995 | Celena Elias | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13996 | Celia Thompson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13997 | Celina Duffy | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13998 | Celishea McNeal | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 13999 | Centhia Gorbet | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14000 | Cerianne Granger | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14001 | Cesar Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-------------------------|-----------------------------------|------------|--------------|
| 14002 | Cesar Tovar | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14003 | Chad Hanley | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14004 | Chad Zissos | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14005 | Chamiya Williams | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14006 | Chan Kwak | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14007 | Chandra Alley | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14008 | Chandrashekar Basavaiah | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14009 | Chanel Barrera-Wolf | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14010 | Chantel Smith | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14011 | Charbel Kobrossly | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14012 | Charete Ihna Salazar | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14013 | Charise Rivera | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14014 | Charity Soules | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14015 | Charlene Tellez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14016 | Charles D Renfrow II | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14017 | Charlotte Billings | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14018 | Charmione Patterson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14019 | Chase Williams | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14020 | Cherice Henderson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14021 | Cherry Jeffers | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14022 | Cherryl Dela Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14023 | Cherrylin Dugan | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14024 | Cheryl Guenther | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14025 | Cheryl Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14026 | Chih Hung Liao | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14027 | China Exum | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14028 | Chingwell Mutombu | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14029 | Chintra Sat | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14030 | Chloe Mesa | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14031 | Choco Emminger | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 16.95 |
| 14032 | Chrishnique Robinson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14033 | Christa Daniels | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14034 | Christian Alvarez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 14035 | Christian Hall | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14036 | Christian m plata | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14037 | Christie Duenas | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14038 | Christie Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14039 | Christienne Shultz | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14040 | Christina Amaro-Acuna | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14041 | Christina Bright | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 33.90 |
| 14042 | Christina Gardner | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14043 | Christina Jimenez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14044 | Christina Karavolos | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14045 | Christina Kiriakos | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14046 | Christina Kitchen | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14047 | Christina Mendoza | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14048 | Christina Munoz | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14049 | Christina Naranjo | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14050 | Christina Paige | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14051 | Christina Williams | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14052 | Christina Zoucha | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14053 | Christine Benson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14054 | Christine Berger | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14055 | Christine Carrillo | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14056 | Christine Curtis | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14057 | Christine ODell | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14058 | Christine Sablan | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14059 | Christine Valdez | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14060 | Christopher Brock | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 16.95 |
| 14061 | Christopher Drymon | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14062 | Christopher Earl | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14063 | Christopher Park | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14064 | Christopher Rosales | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14065 | Christopher Sotello | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14066 | Christopher Vigil | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14067 | Christy Hanson | ISP Reimbursement - 12/1 - 2/28 | 04/04/2025 | 50.85 |
| 14068 | Cristal Patnett | ISP Reimbursement - 09/24 - 11/24 | 04/04/2025 | 50.85 |
| 14069 | Cynthia Mendez | ISP Reimbursement - 09/24 - 11/24 | 04/04/2025 | 50.85 |
| 14070 | Kate B Rhaburn | ISP Reimbursement - 09/24 - 11/24 | 04/04/2025 | 50.85 |
| 14071 | Melissa Townley | ISP Reimbursement - 09/24 - 11/24 | 04/04/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------------|-----------------------------------|------------|--------------|
| 14072 | Suzanna Philbrook | ISP Reimbursement - 09/24 - 11/24 | 04/04/2025 | 50.85 |
| 14073 | Christy Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14074 | Chrystal Davis | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14075 | Chrystina Halfin | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14076 | Chun Wong | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14077 | Cicely Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14078 | Cicie Tang | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14079 | Ciera Thornton | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14080 | Cindi Denton | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14081 | Cindy Cornejo | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14082 | Cindy Licea | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14083 | Cindy Medina | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14084 | Cindy Ngo | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14085 | Cindy Valle | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14086 | Cintia Molina | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14087 | Claire Kosinski | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14088 | Claribel Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14089 | Clarissa Berry | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14090 | Clatrina Cooper | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14091 | Claudette Striplin | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14092 | Claudia Arends | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14093 | Claudia Banuelos | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14094 | Claudia Cosio | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14095 | Claudia Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14096 | Claudia Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14097 | Claudia Guzman | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14098 | Claudia Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14099 | Claudia Parra | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14100 | Claudia Pereira | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 16.95 |
| 14101 | Claudia Ramirez Flores | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14102 | Claudia Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14103 | Claudia Roque | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14104 | Clemente Lara | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14105 | Cody Buck | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14106 | Cody Mortensen | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14107 | Constance Aumiller-Mendoza | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14108 | Cora Campbell | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14109 | Cora Kern | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14110 | Corin Bradford | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14111 | Corina Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14112 | Corina McTeer | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14113 | Corinne Perry | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14114 | Corran Ezell | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14115 | Cory Belanger | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14116 | Courtney Eaton | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14117 | Courtney Jarquin | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14118 | Courtney King | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14119 | Courtney Lucas | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14120 | Courtney Nafus | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14121 | Courtney Williams | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14122 | Craig Castro | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14123 | Craig Proffitt | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14124 | Cristal Flaten | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14125 | Cristal Patnett | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14126 | Cristin Barron | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14127 | Cristina Cortez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14128 | Cristina Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14129 | Cristine Pacheco | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14130 | Crystal Arriaga Valencia | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 16.95 |
| 14131 | Crystal Ayala | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14132 | Crystal Branch | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14133 | Crystal Dodson-Galindo | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14134 | Crystal Harnden | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14135 | Crystal Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14136 | Crystal Smith | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14137 | Curtis Walker | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14138 | Curtistine Scott | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14139 | Cynthia Alvarado | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14140 | Cynthia Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14141 | Cynthia Cornejo | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-------------------------|---------------------------------|------------|--------------|
| 14142 | Cynthia Davis | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14143 | Cynthia Garcia-Potter | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14144 | Cynthia Gray | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14145 | Cynthia Mendez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14146 | Cynthia Parr | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14147 | Cynthia Preimesberger | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14148 | Cynthia Reshaw | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14149 | Cynthia Rueda Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14150 | cynthia Salazar | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14151 | Cynthia Sebastian | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14152 | Cynthia Solis | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14153 | Cynthia Torres | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14154 | Cyrina Brass | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14155 | Dabbasheth Drake | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14156 | Dae Hee Kwon | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14157 | Dagmar Christensen | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14158 | Dahab Jamaledin | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14159 | Daisy Frias | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 16.95 |
| 14160 | Daisy Ledesma | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14161 | Daisy Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14162 | Dalana Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14163 | Dalila Espinoza | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14164 | Dalila Hawkins | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14165 | DaLynne Mann | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14166 | Damian Dominguez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14167 | Dana Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14168 | Dana Spencer | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14169 | Dana Tudor | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14170 | Danae Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14171 | Dane Swanson | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14172 | Danette Gladfelder | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14173 | Daniel Britto | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14174 | Daniel Brown | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14175 | Daniel Calderon | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14176 | Daniel Morales | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14177 | Daniel Ngo | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14178 | Daniel Ochoa | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14179 | Daniel Somerville | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14180 | Danielle Ali | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14181 | Danielle Anderson | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14182 | Danielle Denise Walker | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14183 | Danielle Dungan | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14184 | Danielle Holmes | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.9 |
| 14185 | Danielle Nodland | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14186 | Danielle Paige | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14187 | Danielle Romero | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14188 | Danielle Saltarelli | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14189 | Danika Andrews | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14190 | Dannielle Fontela | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14191 | Danyel Bradley | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14192 | Daphne Stewart | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14193 | Darcell Crayton | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14194 | Darci Kincanon | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14195 | Daren Burke | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14196 | Dario Santucci | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14197 | Darlene Lout | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14198 | Darlene Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14199 | Darren Edwards | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14200 | Daryl Ann Robinson | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14201 | Dasha Seltzer | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14202 | Davana Louis | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14203 | David Carus | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14204 | David Chang | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14205 | David Garner | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14206 | David Jackson | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14207 | David Liao | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14208 | David Linell | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 33.90 |
| 14209 | David Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14210 | David Lopez (San Diego) | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14211 | David Mitchell | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|---|--|------------|--------------|
| 14212 | David Montes | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14213 | David Olivas | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14214 | David Ro | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14215 | David Torres | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14216 | Davina Scheetz | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14217 | Dawn Briggs | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14218 | Dawn Hunt | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14219 | Dawn Ortega | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14220 | Dawn Pagan | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14221 | Dawn Swanson | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14222 | Dawna Buller | ISP Reimbursement - 12/1 - 2/28 | 04/07/2025 | 50.85 |
| 14223 | Branche Jones | Consulting Svcs - 03/25 | 04/09/2025 | 4,000.00 |
| 14224 | Carrot Fertility Inc | Employee Benefit - 05/25 | 04/09/2025 | 3,790.80 |
| 14225 | Commerce Bank - Commercial Cards | CC pmt - Car Rental - 02/28/25-03/27/25 | 04/09/2025 | 395.43 |
| 14226 | Cox Business | Communications Svcs - 04/25 | 04/09/2025 | 1,100.90 |
| 14227 | Crown Facility Solutions Inc | Janitorial Svcs - 04/25 | 04/09/2025 | 1,356.91 |
| 14228 | Effectual Educational Consulting Services | SpEd Svcs - 02/25 | 04/09/2025 | 88,159.46 |
| 14229 | Follett Higher Education Group, LLC | Curriculum | 04/09/2025 | 2,450.50 |
| 14230 | Gympass US LLC | Gym Subscription Benefit - 03/28/25-04/27/25 | 04/09/2025 | 6,196.76 |
| 14231 | Photo Booth Social | Photography Svcs - 05/28/25 - Final Pmt | 04/09/2025 | 1,417.50 |
| 14232 | Law Offices of Michelle Won | Legal Svcs - 03/25 | 04/09/2025 | 805.00 |
| 14233 | N-Effect Productions | Facilities Rental - 06/07/25 - Final Pmt | 04/09/2025 | 14,350.00 |
| 14234 | Netrix | IT Svcs | 04/09/2025 | 3,080.00 |
| 14235 | Oxford Consulting Services Inc. | SpEd Svcs - 02/25 | 04/09/2025 | 172,712.93 |
| 14236 | PC Connection Sales Corp | Office Supplies | 04/09/2025 | 22.19 |
| 14237 | SOFTMSP LLC | SpEd Svcs | 04/09/2025 | 1,124.94 |
| 14238 | T-Mobile | Communication Svcs - 02/21/25-03/20/25 - MKV | 04/09/2025 | 6,645.49 |
| 14239 | T-Mobile - 0979 | Communication Svcs - 02/21/25-03/20/25 | 04/09/2025 | 320.32 |
| 14240 | Top Hat Balloon Werks LLC | Event Supplies | 04/09/2025 | 2,668.71 |
| 14241 | Zoom Communications Inc | Communication Svcs - 04/25 | 04/09/2025 | 414.51 |
| 14242 | OC Fair and Event Center | EOY Festival Venue Rental - 05/28/25 | 04/11/2025 | 16,758.50 |
| 14243 | AT10 Education LLC | SpEd Svcs - 02/25-04/25 | 04/16/2025 | 2,475.00 |
| 14244 | CliftonLarsonAllen LLP | Audit Svcs | 04/16/2025 | 2,100.00 |
| 14245 | Community Therapy Services | SpEd Svcs - 01/25 | 04/16/2025 | 11,505.00 |
| 14246 | Concur Technologies Inc | Software - 04/25 | 04/16/2025 | 9,494.12 |
| 14247 | Corodata Records Management Inc. | Storage Rental - 03/25 | 04/16/2025 | 329.61 |
| 14248 | CSC | Consulting Svcs | 04/16/2025 | 2,774.21 |
| 14249 | Dawna Cash | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14250 | Dayana Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14251 | Dayina Darby | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14252 | Dean Alhassen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14253 | Dean Dominguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14254 | Deana Vasquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14255 | Deandre Poe | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14256 | DeAnna Blase | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14257 | Debbie Laib | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14258 | Debbie Panussi | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14259 | Debony Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14260 | Debora Ebanks | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14261 | Deborah Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14262 | Debra Briseno | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14263 | Debra Harvey | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14264 | Debra Vanasden | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14265 | DeeAnn Cisneros | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14266 | Deirdre Finn | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14267 | Delfin Manuel | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14268 | Delia Handy | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14269 | Delilah Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14270 | DeLolita Severan Campbell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14271 | Demerra Conway | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14272 | Demetrius Thomas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14273 | Dena Wright | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14274 | Denice Dabeiba Castaneda | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14275 | Denis Lukianenko | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14276 | Denise Aguilar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14277 | Denise Alamo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14278 | Denise Fingado | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14279 | Denise Hale | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14280 | Denise Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14281 | Denise Vlasís Gascon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------------|---------------------------------|------------|--------------|
| 14282 | Denisse Godfrey | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14283 | Denni Wibowo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14284 | Dennis Cariaga | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14285 | Dennis Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14286 | Dennise Renteria | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14287 | Derresha Ghist | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14288 | Deseree Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14289 | Desha Thompson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14290 | Desire DeLaCruz Janikowski | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14291 | Desiree Kincanon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14292 | Desiree Naujock | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14293 | Desiree Romero | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14294 | Desiree Sloyer | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14295 | Desmond Lias | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14296 | Destanie Ochs | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14297 | Destiny Montalvo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14298 | Destiny Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14299 | Destiny Soberanis | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14300 | Destiny Tobler | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14301 | Detria Baker | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14302 | Devlyn Arnold | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14303 | Devona Garrigus | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14304 | Devone Woods-Hall | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14305 | Diana Avila | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14306 | Diana Delgado | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14307 | Diana Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14308 | Diana S GARCIA | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14309 | Diana Schley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14310 | Diane Keilberg | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14311 | Diane Mejia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14312 | Dianna Nunez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14313 | Diego Aguinaga | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14314 | Dina Elwan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14315 | Dina M. Gonzales | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14316 | Dina Olsen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14317 | Dina Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14318 | Dina Shabranskaya | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14319 | Dinora Castaneda Letona | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14320 | Dixie Bailon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14321 | Dolores Guardado | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14322 | Dominic Benjamin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14323 | Dominique Williams | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14324 | Domonic Teal | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14325 | Domonique Bingham | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14326 | Donald Conde | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14327 | Donald Tillman II | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14328 | Donica Santos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14329 | Dora Castillo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14330 | Dora Escalante | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14331 | Dorinda Palato | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14332 | Doris C Estrada | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14333 | Dorissa Yancik | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14334 | Dorthula Dottie Damazo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14335 | Dulce Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14336 | Dulce M Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14337 | Duniya Noorani | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14338 | Dylan Dougal | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14339 | Earlene Silva | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14340 | Ebonie Young | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14341 | Ebony Boreaux | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14342 | Ebony Henry | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14343 | Eddie Velasco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14344 | Edgility Consulting | Consulting Svcs | 04/16/2025 | 9,000.00 |
| 14345 | Edith Perez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14346 | Edith Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14347 | Edward Gurrrola | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14348 | EDWARD KANON | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14349 | Edward Vasquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14350 | Eileen Argueta-Escobar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14351 | Ekaterina Kalenova | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------|---------------------------------|------------|--------------|
| 14352 | Elaine Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14353 | Elaine Clark | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14354 | Elaine Hinojos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14355 | Elaine Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14356 | Elena Bacon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14357 | Elena Biggs | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14358 | Elena Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14359 | Elena Repetto | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14360 | Elena Reyna | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14361 | Elias Herrera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14362 | Elisa M Jones | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14363 | Elizabeth Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14364 | Elizabeth Ryan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14365 | Elise Fonseca | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14366 | Elisha Braswell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14367 | Elizabeth Anguiano | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14368 | Elizabeth Bowman | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14369 | Elizabeth Cacho | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14370 | Elizabeth Ceballos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14371 | Elizabeth Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14372 | Elizabeth Escalera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14373 | Elizabeth Gianini | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14374 | Elizabeth Gridley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14375 | Elizabeth Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14376 | Elizabeth M Parada | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14377 | Elizabeth Paulo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14378 | Elizabeth Perez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14379 | Elizabeth Rosario | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14380 | Elizabeth Steele | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14381 | Elizabeth Stevens | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14382 | Elizabeth Tedesco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14383 | Elizabeth Villarreal | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14384 | Ella Jones | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14385 | Ellen Thornhill | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14386 | Elma Alonzo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14387 | Elmer Plancarte | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14388 | Eloisa Melo Perez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14389 | Eloisa Perez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14390 | Elsa Castillo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14391 | Elsa Valdez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14392 | Elyce Gray | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14393 | Emerald Brooks | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14394 | Emilia Heredia Acevedo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14395 | Emilia Ionashku | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14396 | Emilio Godinez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14397 | Emily Ball | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14398 | Emily Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14399 | Emily Huynh | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14400 | Emily Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14401 | Emily Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14402 | Emily S. Doyle | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14403 | Emily Seifert | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14404 | Emily Trujillo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14405 | Emma Barry | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14406 | Emma Cortez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14407 | Emma Kazaryan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14408 | Emma Valdez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14409 | Emmalee Allison | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14410 | Emmanuel Mathis | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14411 | Emmanuel Ruiz Serrano | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14412 | Enrique Rocha | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14413 | Enzo Nguyen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14414 | Eric Corral | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14415 | ERIC GARDNER | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14416 | Eric Gunn | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14417 | Eric Messner | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14418 | Eric Paisfe | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14419 | Eric Turner | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14420 | Erica Dioses Smith | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14421 | Erica Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------------|---------------------------------|------------|--------------|
| 14422 | Erica Herrera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14423 | Erica Marin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14424 | Erik Burns | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14425 | Erik Demchesen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14426 | Erik Dubois | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14427 | Erika Acosta | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14428 | Erika Cabadas-Matias | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14429 | Erika Cole | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14430 | Erika De Anda | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14431 | Erika Escobedo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14432 | Erika Faison | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14433 | Erika Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14434 | Erika Moon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14435 | Erika Scott | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14436 | Erika Williams-Jackson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14437 | Erin Cole | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14438 | Erin Crouch | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14439 | Erin Fujinami | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14440 | Erin Horpayak | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14441 | Erin McNerney | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14442 | Erin ODonnell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14443 | Erin Walker | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14444 | Ernest Jimenez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14445 | Ernie Vuong | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14446 | Erwin A Alaan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14447 | Erwin Biter | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14448 | Esmeralda Figueroa | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14449 | Esmeralda Herrera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14450 | Esmeralda Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14451 | Esmeralda Naranjo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14452 | Esmeralda Santos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14453 | Esperanza Alonso | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14454 | Esperanza Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14455 | Esperanza Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14456 | Esperanza Ortega De Garza | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14457 | Essam Shaaban | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14458 | Estafana Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14459 | Estela Tolentino | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14460 | Eugene-Correen McQueen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14461 | Eva Vokolek | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14462 | Evangelina Ledesma | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14463 | Evaristo Arrillaga Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14464 | Evelin De Santiago | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14465 | Evelyn Fisher | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14466 | Evelyn Salazar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14467 | Evelyn Salinas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14468 | Evelyn Ventura | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14469 | Every Special Child LLC | SpEd Svcs - 03/25 | 04/16/2025 | 5,704.00 |
| 14470 | Evelt Ferguson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14471 | Evgeniya Grigoreva | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14472 | Eyela Gammons | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14473 | Eyvone Reynolds | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14474 | Fabiola Nora Cuyuch de Ortiz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14475 | Faith Brown | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14476 | Fanny Segovia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14477 | Farah Krim | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14478 | Farhan Fadoo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14479 | FATOS YUKSEL | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14480 | Faustina Mason | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14481 | Fausto Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14482 | Felicia Butts | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14483 | Felicia Duarte | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14484 | Felicitas Galo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14485 | Feltina Holmes | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14486 | Feras Droubi | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14487 | Fernando Ortiz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14488 | Fernando Siordia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14489 | Flor Estrella | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14490 | Florence Jasmin Goedtel | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14491 | Florene Chan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-------------------------------------|---------------------------------|------------|--------------|
| 14492 | Floyd Layher | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14493 | Follett Higher Education Group, LLC | Textbooks | 04/16/2025 | 84.50 |
| 14494 | Forest Berry | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14495 | Fouad Abuodeh | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14496 | Frances Woodward | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14497 | Francine Bucog | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14498 | Francisca Arrocha | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14499 | Francisca Solis | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14500 | Francisco Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14501 | Francois Craig | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14502 | Frank Tu | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14503 | Frederick McCray | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14504 | Fresca Carboni | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14505 | Freshta Amin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14506 | Frida Purdy | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14507 | Fuhling Ng | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14508 | Gabriel De La Rosa | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14509 | Gabriel Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14510 | Gabriela Dillon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14511 | Gabriela Estrada | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14512 | Gabriela Magana | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14513 | Gabriela Popa | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14514 | Gabriela Quezada | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14515 | Gabrielle Modesti | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14516 | Gary Castillo JR | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14517 | Gena Wakefield | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14518 | Genesis Rios Gonzales | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14519 | Genevieve Flores | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14520 | Genevieve Jenkins | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14521 | Genna-Marie N Grove | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14522 | Geoffrey James | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14523 | Georg Baerje | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14524 | George Bonilla | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14525 | George Linares | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14526 | George Romero | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14527 | George Vazquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14528 | Georgette Cones | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14529 | Georgette Hardiman | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14530 | Georgia Neese | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14531 | Georgiana Pitts | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14532 | Georgina Solares | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14533 | Geraldine Macco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14534 | Gerardo Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14535 | Ghulam Farid | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14536 | Giang Pham | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14537 | Gianina Koval | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14538 | GiGi Neiman | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14539 | Gilberto M. Wilson Jr. | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14540 | Gilbaldo Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14541 | Gina Arehart | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14542 | Gina Beijer | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14543 | Gina Hearn | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14544 | Gina Horn | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14545 | Gina Mendicino | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14546 | Gina Segal Cantrell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14547 | Gina Tuione | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14548 | Gina Turley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14549 | Gina Velazquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14550 | Ginger Moyer | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14551 | Ginger Tuitele | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14552 | Ginny Mccoy | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14553 | Gio Iniguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14554 | Giovanni Flores | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14555 | Giovanni Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14556 | Giselda Cainas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14557 | Giselle Almendarez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14558 | Giselle Mendoza Leonardo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14559 | Gladys Pimentel | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14560 | Gladys Van Dyne | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14561 | Gloria Butenko | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|--------------------|---------------------------------|------------|--------------|
| 14562 | Gloria Hercules | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14563 | Godfrey Rivera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14564 | Gourav Auluck | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14565 | Gracie Goodson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14566 | Graziano Pena | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 84.75 |
| 14567 | Graziella Quevedo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14568 | Grecia Corzo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14569 | Gregg Emmel | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14570 | Gregory Darby | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14571 | Gregory Jorgensen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14572 | Gregory L Lewis II | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14573 | Gricelda Godinez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14574 | Griscel Sandoval | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14575 | Grisel Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14576 | Guadalupe Gallardo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14577 | Guadalupe Lozano | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14578 | Guadalupe Menjivar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14579 | Guadalupe Miranda | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14580 | Guadalupe Perez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14581 | Guadalupe Rosas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14582 | Guillermo Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14583 | Gunter Kruger | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14584 | Gwen McGee | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14585 | Halie Wood | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14586 | Halonnah Kay | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14587 | Hana Ahmad | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14588 | Hanh Burns | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14589 | Hanh Chau | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14590 | Hani Alaghbari | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14591 | Hannah Spring | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14592 | Harold Hicks | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14593 | Hassina Pashtoon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14594 | Haydee A Mixco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14595 | Hayley Holcomb | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14596 | Haza Saeed | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14597 | Headstand | Marketing Svcs 02/25 | 04/16/2025 | 72,001.60 |
| 14598 | Heather Benavides | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14599 | Heather Bertolucci | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14600 | Heather Bradley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14601 | Heather Evans | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14602 | Heather Forbis | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14603 | Heather Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14604 | Heather Haley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14605 | Heather Knight | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14606 | Heather Marcial | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14607 | Heather Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14608 | Heather Morton | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14609 | Heather Mundy | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14610 | Heather Ruggles | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14611 | Heather Smith | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14612 | Heather Valadez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14613 | Heather Zepeda | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14614 | Heidi Correa | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14615 | Heidi Pelak | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14616 | Heidi Vredenburg | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14617 | Heidi Whitely | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14618 | Henry Alva Alva | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14619 | Heriberto Duran | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14620 | Herman Rhaburn | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14621 | Hesham Diab | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14622 | Hilary Astete | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14623 | Hilary Kosty | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14624 | Hilda Salvador | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14625 | Hiram Romero | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14626 | Hiroaki Tokuda | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14627 | Hjalmar Isabelle | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14628 | Hogaie Mohammed | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14629 | Holly Randles | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14630 | Holly Watts | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14631 | Honey Rose Pacheco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-----------------------|---------------------------------|------------|--------------|
| 14632 | HONGLU ZHANG | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14633 | HONGSHI XIAO | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14634 | Hope Carreira | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14635 | Hortencia Arellano | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14636 | Houda Mowatt | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14637 | Hoyong Kim | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14638 | Hubert Catlett | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14639 | Hubert Manalo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14640 | Huei-Li Barker | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14641 | Hugo Chavez Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14642 | Hunter Estephan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14643 | Ibrahim Hugais | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14644 | Idalia Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14645 | Isha Reeves | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14646 | Ignacio Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14647 | ilene Landeros | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14648 | Iliana Andrade | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14649 | Imane Boudlal | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14650 | Imran Khan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14651 | Ingrid Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14652 | Inna Zvorikina | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14653 | Inocencio Luna | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14654 | Instructure, Inc. | Subscription - 01/25 - 12/25 | 04/16/2025 | 958.33 |
| 14655 | Irasema Fausto | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14656 | Irene Alfaro Zarco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14657 | Irene Espanola | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14658 | Irene Lozano | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14659 | Irene Moreno | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14660 | Irene Pascual | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14661 | Irene Ritchie | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14662 | Irina Golikova | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14663 | Irina Larina | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14664 | Iris Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14665 | Irma Perez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14666 | Isabel Gamino | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14667 | Isabel Marquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14668 | Isabel Urbano | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14669 | Isabella Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14670 | Isabelle Flores | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14671 | Isabelle Marshall | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14672 | Isela Cerritos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14673 | Isha Burns | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14674 | Ishakeyva Arnaud | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14675 | Isidra-Lynn Holt | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14676 | Israel Omotade | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14677 | Israel Osuna | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14678 | Itzel Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14679 | Ivan Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14680 | Ivon Valle | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14681 | Izabella Arakelyan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14682 | Jabar Pollins | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14683 | Jacinda Moore Woodard | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14684 | Jack Pebley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14685 | Jacki Nodland | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14686 | Jackie Cox | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14687 | Jackie Liu | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14688 | Jacklyn Vasquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14689 | Jaclyn Qualls | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14690 | Jacob Burke | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14691 | Jacob Gibson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14692 | Jacque Harper | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14693 | Jacqueline Buller | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14694 | Jacqueline Cahayag | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14695 | Jacqueline Chavira | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14696 | Jacqueline Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14697 | Jacqueline Henriquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14698 | Jacqueline Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14699 | Jacqueline Torres | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14700 | Jacquelyn Valdenarro | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14701 | Jacquelyn Wenzel | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------|---------------------------------|------------|--------------|
| 14702 | Jacquiline Cuenca | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14703 | Jael Soukkaseum | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14704 | Jafeth Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14705 | Jaime Hunter | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14706 | Jaime smith | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14707 | Jaime Yslava | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14708 | Jake Reisender | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14709 | Jake Seo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14710 | Jamal Thabata | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14711 | Jamelly Castillo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14712 | James Dutton | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14713 | James Fields | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14714 | James Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14715 | James Price | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14716 | James Skrinska | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14717 | James Stahl | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14718 | James VanderSys | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14719 | Jamey Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14720 | Jamie Burton | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14721 | Jamie LeRoy | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14722 | Jamie Levels | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14723 | Jamie Mank | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14724 | Jamie McDonald | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14725 | Jamie Pizzo-Pierce | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14726 | Jamie Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14727 | Jana Al-Imam | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14728 | Janeene White | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14729 | Janelle Buzon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14730 | Janene Burdick | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14731 | Janesse Eubanks | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14732 | Janet Bernabe | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14733 | Janet Mangum | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14734 | Janet Santiago | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14735 | Janet Valencia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14736 | Janet Villarreal | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14737 | Janeth Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14738 | Janette Arroyo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14739 | Janette Johns | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14740 | Janette Pineda | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14741 | Janice Kinney | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14742 | Janine Baygents | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14743 | Janitha Smith | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14744 | Janna Escabar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14745 | Janney Pichia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14746 | Janny Ker | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14747 | Januarhee Atianzar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14748 | Janyne Mirelez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14749 | Jaquelin Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14750 | Jaqueline Pineda | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14751 | Jared Adams | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14752 | Jared Damato | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14753 | Jared Rowell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14754 | Jarmaine Morris-Srey | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14755 | Jashun McGee | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14756 | Jasmine Alquiza | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14757 | Jasmine Cheesman | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14758 | Jasmine Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14759 | Jasmine Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14760 | Jasmine Mamasig | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14761 | Jasmine Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14762 | Jasmine Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14763 | Jason Beard | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14764 | Jason Berkenmeier | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14765 | Jason Santos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14766 | Javier Valencia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14767 | Jay Rivera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14768 | Jayla Lambuth | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14769 | Jaylene Marotte | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14770 | Jayson Santos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14771 | Jazmine Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------|---------------------------------|------------|--------------|
| 14772 | Jazmyn Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14773 | Jazmien Flores | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14774 | Jazzmin Salinas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14775 | Jeanne Clark | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14776 | Jeanne Quinn | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14777 | Jeannette Evers | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14778 | Jeannette Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14779 | Jeannie Brattrud | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14780 | Jeanny Oh | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14781 | Jeff Jen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14782 | Jeffrey Allan Prescott | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14783 | Jeffrey Bedard | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14784 | Jeffrey Kelloway | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14785 | Jenifer Coffin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14786 | Jenifer Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14787 | Jenifer Orozco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14788 | jenifer Solorio | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14789 | Jenilee Allawos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14790 | Jenn Schoener | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14791 | Jenna O'Shea | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14792 | Jennifer Adame | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14793 | Jennifer Briseno | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14794 | Jennifer Brown | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14795 | Jennifer Browne | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14796 | Jennifer Brueggemann | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14797 | Jennifer Cadena | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14798 | Jennifer Cain | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14799 | Jennifer Cary | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14800 | Jennifer Cervantes | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14801 | Jennifer Denner | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14802 | Jovita Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14803 | Jennifer Eernisse | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14804 | Jennifer Gaul | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14805 | Jennifer Gillett | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14806 | Jennifer Griffin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14807 | Jennifer Hartley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14808 | Jennifer Hewitt | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14809 | Jennifer Jacobs | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14810 | Jennifer Jacquez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14811 | Jennifer Jennings | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14812 | Jennifer Jones | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14813 | Jennifer Labarta | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14814 | Jennifer Lundtoft | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14815 | Jennifer M Daggett | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14816 | Jennifer Murchet | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14817 | JENNIFER NEIENDAM | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14818 | Jennifer Nelson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14819 | Jennifer Prudencio | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14820 | Jennifer Reber | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14821 | Jennifer Search | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14822 | Jennifer Storck | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14823 | Jennifer Thomas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14824 | Jennifer Walker | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14825 | Jennifer Wren | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14826 | Jennifer Zamudio | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14827 | Jennifer Caldera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14828 | Jennine Perez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14829 | Jenny German | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14830 | Jenny Lemus | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14831 | Jenny Luna | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14832 | Jenny Yoo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14833 | Jeremiah Almonte | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14834 | Jeremie Bakken | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14835 | Jeremy Hockett | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14836 | Jeremy Olson-Shelton | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14837 | Jerica Rowe | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14838 | Jerome Washington | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14839 | Jerry Chang | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14840 | Jerry Poublon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14841 | Jesse Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------|---------------------------------|------------|--------------|
| 14842 | Jesse Hodge | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14843 | Jesse Meade | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14844 | Jesse Simmons | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14845 | Jessica Ahumada | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14846 | Jessica Andrews | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14847 | Jessica Arias | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14848 | Jessica Balladarez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14849 | Jessica Bustos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14850 | Jessica Ceja | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14851 | Jessica Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14852 | Jessica Duncan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14853 | Jessica Flores | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14854 | Jessica Hansen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14855 | Jessica Holliday | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14856 | Jessica Johnston | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14857 | Jessica Kaminski | Curriculum | 04/16/2025 | 240.00 |
| 14858 | Jessica Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14859 | Jessica McAuliffe | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14860 | Jessica McCue | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14861 | Jessica McRae | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14862 | Jessica Medina | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14863 | Jessica Phillips | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14864 | Jessica randin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14865 | Jessica Reed | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14866 | Jessica Rodman | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14867 | Jessica Romo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14868 | Jessica Roque | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14869 | Jessica Ruiz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14870 | Jessica Salinas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14871 | Jessica Sierra | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14872 | Jessica Smith | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14873 | Jessica Tan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14874 | Jessica Thiers | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14875 | Jessica Vargas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14876 | Jessica Williams | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14877 | Jessica Williams-Tell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14878 | Jessica Zavala | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14879 | Ji Hye Hong | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14880 | Jiaha Christina Harris | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14881 | JIAJIAN LI | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14882 | Jiei Nishii | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14883 | Jill Isbell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14884 | Jillian Juarez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14885 | Jimmy C Lawrence Jr | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14886 | Jinous Moayedi | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14887 | Jireh Canseco | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14888 | Joan Madrigal | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14889 | Joann Corpin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14890 | JoAnn Corrales | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14891 | JoAnne Candelas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14892 | Joanne Zamudio | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14893 | Jocelyn Croasmun | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14894 | Jocelyn Khan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14895 | Jocelyn Shaquri | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14896 | Jodi Takei | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14897 | Jodie Masterson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14898 | Jodie Nolan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14899 | Jody Butler | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14900 | Jody Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14901 | Jody Moreland | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14902 | JOELEN MAESTRO | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14903 | Joellanna Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14904 | John Flagg | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14905 | John Isaac | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14906 | John Rutledge | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14907 | John Wright | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14908 | John-Carlo Macasil | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14909 | JOHNATHAN CORTEZ | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14910 | Jolene Escobar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14911 | Jonathan Caceres | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|---------------------|---------------------------------|------------|--------------|
| 14912 | Jonathan Davidson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14913 | Jonathan Gabrio | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14914 | Jonathan Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14915 | Jonathan Rhein | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14916 | Jonelle Arellano | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14917 | Jorge Ortega | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14918 | Jorge Rangel | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14919 | Jose Arredondo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14920 | Jose Cervantes | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14921 | Jose Del Rio | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14922 | Jose Garfias | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14923 | Jose Guido | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14924 | Jose Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14925 | Jose Luna | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14926 | Jose Medina | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14927 | Jose Perez Marcial | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14928 | Josefa Ann San Juan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14929 | Joseph Aguilar | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14930 | Joseph Crosby | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14931 | JOSEPH DOOLEY | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14932 | Joseph Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14933 | Joseph Liberal | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14934 | Joseph Lopez-Clarke | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14935 | Joseph Rogers | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14936 | Joseph VanDine | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14937 | Josephine Lara | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14938 | Josette Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14939 | Joshline Brooks | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14940 | Joshua Byrd | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14941 | Joshua Stewart | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14942 | Josiah Byrd | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14943 | Josue Villalobos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14944 | Joy Beasley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14945 | Joy Valles | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14946 | Joyce bell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14947 | Joyce Chen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14948 | Joyce Yang | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14949 | Juan Juarez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14950 | Juan Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14951 | Juan Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14952 | Juan Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14953 | Juan Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14954 | Juana Mendoza | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14955 | Juanita Candia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14956 | Jude Ezeobijesi | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14957 | Judit Flores | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14958 | Judith Garza | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14959 | Judy Campbell | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14960 | Judy McElhenie | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14961 | Jufen Yeh | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14962 | Julia Bui | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14963 | Julia Davenport | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14964 | Julia Gaskill | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14965 | Julia Lugo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14966 | Julia Robles | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14967 | Julia Slipets | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14968 | Julian Funes | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14969 | Juliana Trujillo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 14970 | Julie Bursey | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14971 | Julie Deming | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14972 | Julie Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14973 | Julie Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14974 | Julie Mancha | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14975 | Julie Nguyen | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14976 | Julie Rabe | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14977 | Julie Travers | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14978 | Julie Vega | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14979 | Julieta Ellis | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14980 | Julissa Hickey | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14981 | Julissa Solval | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------------|---------------------------------|------------|--------------|
| 14982 | Jun Xue | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14983 | Jungsook Choi | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14984 | Justin Aquino | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14985 | Justin Inchausti | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14986 | Justina Delacruz | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14987 | Jyotika McDuffie | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14988 | Kacey Green | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14989 | Kahnema Diaz Torres | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14990 | Kailan Woillard | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14991 | Kaitlin Pickett | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14992 | Kalinda Williams | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14993 | Kalonni Tiffany | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14994 | Kaloyan Popyanchev | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14995 | Kalynda McLean | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14996 | Kamdin Dixon | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14997 | Kameron Smith | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 14998 | Kamille Magnone | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 14999 | Kamille Roschelle Mcmillan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15000 | Kara Doyle | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15001 | Kara Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15002 | Kareen McCarty | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15003 | Karen A Mathieu | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15004 | Karen Derival | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15005 | Karen Flores | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15006 | Karen Forte | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15007 | Karen Hanein | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15008 | Karen Lizarraga | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15009 | Karen Rivera | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15010 | Karen Steiber | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15011 | Karen Yanez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15012 | Kare'a Tylor | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 15013 | Karima Siddiq | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15014 | Karin Guerra | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 16.95 |
| 15015 | Karina Gomez Ibarra | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15016 | Karina Papin-Coy | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15017 | Karla Albis | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15018 | Karla Barnachea | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15019 | Karla Cardenas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15020 | Karla Mascorro | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15021 | Karla Romero | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15022 | Karman Towner | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 15023 | Karmela Tamayo | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15024 | Karrie Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15025 | Karter Bassham | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15026 | Kashaf Khan | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 15027 | Kasmere Adderley | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15028 | Kassandra Villalobos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15029 | Katey Hewes | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 15030 | Katharine Rose DeRoos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15031 | Katharine Zimmerman | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15032 | Katherine Buchmuller | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15033 | Katherine Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15034 | Katherine Jackson | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15035 | Katherine Kepper | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 33.90 |
| 15036 | Katherine Landry | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15037 | Katherine Lin | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15038 | Katherine Lyons | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15039 | Katherine Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15040 | Kathia Fuentes | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15041 | Kathleen Cross | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15042 | Kathleen Galvez | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15043 | Kathleen Jones | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15044 | Kathryn Wint | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15045 | Kathy Ramos | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15046 | Katie Dyer | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15047 | Katie Garbutt | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15048 | Katina Williams | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15049 | Katoya Bellamy | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15050 | Katreece Stone | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15051 | Katrina Barajas | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|---|----------------------------------|------------|--------------|
| 15052 | Katrina Cronce | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15053 | Katrina Haro | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15054 | Katrina Kratochvil | ISP Reimbursement - 12/1 - 2/28 | 04/16/2025 | 50.85 |
| 15055 | Law Offices of Young, Minney & Corr LLP | Legal Svcs - 01/25 - 03/25 | 04/16/2025 | 8,698.00 |
| 15056 | Marshall Cavendish Corporation | Textbooks | 04/16/2025 | 109.66 |
| 15057 | Milestones Therapy Group, A Prof. SLP Corporation | SpEd Svcs - 02/25 | 04/16/2025 | 111,328.71 |
| 15058 | Newfront | Consulting Svcs - 04/25 | 04/16/2025 | 1,980.85 |
| 15059 | OverDrive Inc | Curriculum | 04/16/2025 | 3,346.10 |
| 15060 | Philadelphia Insurance Companies | Insurance Premium - 10/01/24-25 | 04/16/2025 | 17,601.16 |
| 15061 | Pitney Bowes Inc | Office Supplies | 04/16/2025 | 300.65 |
| 15062 | Purchase Power | Postage Meter Refill | 04/16/2025 | 1,310.40 |
| 15063 | School Pathways LLC | Subscription - 01/01/25-03/31/25 | 04/16/2025 | 1,837.00 |
| 15064 | SMWD | Utility Svcs - 03/04/25-04/01/25 | 04/16/2025 | 225.77 |
| 15065 | Total Transportation Logistics Inc | Storage Svcs | 04/16/2025 | 4,886.58 |
| 15066 | Yessenia Gaines | Reimb - SpEd Mileage - 03/25 | 04/16/2025 | 126.00 |
| 15067 | Katrina Moore | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15068 | Kaurika Belk | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15069 | Kavonne Babbitt | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15070 | Kayelanirae Kaalekahi | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15071 | Kayla Brians | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15072 | Kayla Broyles | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15073 | Kayla Bushey | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15074 | Kayla Draughon | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15075 | Kayla Fitzgerald-Geren | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15076 | Kayla Hill | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15077 | Kayla Peters | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15078 | Kayla Seegers | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15079 | Kaylen hanson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15080 | Kayley Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15081 | Keachane Doyle | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15082 | Keefe Tan | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15083 | Keiko Suzuki | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15084 | Keira Alimon | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15085 | Keira Hilbelink | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15086 | Keisha Anglin | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15087 | Kelda Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15088 | Kelli Wakili | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15089 | Kellie Pimienta | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15090 | Kelly Biolos | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15091 | Kelly Castillo | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15092 | Kelly Harrington | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15093 | Kelly Nelson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15094 | Kelly O'Keefe | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15095 | Kelly Power | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15096 | Kelly Tribble | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15097 | Ken Benoit | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15098 | Kendra Kuhnel | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15099 | Kendrick Brown | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15100 | Kenneth Addie | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15101 | Kenneth Kester | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15102 | Kenneth Welch | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15103 | Keny Marroquin | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15104 | Keolane Renguul | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15105 | Kerri Naslund-Monday | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15106 | Keslin Isma | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15107 | Kessiah Hooper | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15108 | Kevin Berti | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15109 | Kevin Brusatori | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15110 | Kevon Scott | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15111 | Khadija Parwiz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15112 | Khon Lon | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15113 | Kim Dewhurst | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15114 | Kim Smith | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 16.95 |
| 15115 | Kimball Lin | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15116 | kimberlee Harris | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15117 | Kimberly Almaraz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15118 | Kimberly Barmer | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15119 | Kimberly Bowen | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15120 | Kimberly Boydston | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15121 | Kimberly Bruemmer | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------|---------------------------------|------------|--------------|
| 15122 | Kimberly Calhoun | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15123 | Kimberly Church | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15124 | Kimberly Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15125 | Kimberly Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15126 | Kimberly Gray | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15127 | Kimberly herrera | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 16.95 |
| 15128 | Kimberly Hesselman | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15129 | Kimberly King Martin | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15130 | Kimberly Lottman | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15131 | Kimberly Moreno | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15132 | Kimberly Strack | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15133 | Kimberly Vo | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15134 | Kira Shaylynn Martin | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15135 | Kirsten Hart-Guicho | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15136 | Kirsten Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15137 | Kirstie Albright | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15138 | Kisha Villa | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15139 | Kizzy Williams | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15140 | Kok Khiang Yeoh | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15141 | Kong Cha | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15142 | Konstantin Ossolodkov | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15143 | Koshi Kunimoto | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15144 | Kris Jordan | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15145 | Krishnaveni Bholanath | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15146 | Krista Ciari | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15147 | Krista Sweet | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15148 | Kristal Peterson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15149 | Kristal Torres | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15150 | Kristan Bling -Baer | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15151 | Kristen Velte | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15152 | Kristi Powell | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15153 | Kristi Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15154 | Kristie Feemster | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15155 | Kristin Dirksen-Gadbut | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15156 | Kristin Penaloza | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15157 | Kristin Perez | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15158 | Kristin Sakiyama Krugh | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15159 | Kristina Horn | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15160 | Kristina Mack | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15161 | Kristina Matevosian | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15162 | Kristina Snider | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15163 | Kristina Thompson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15164 | Kristine Rivers | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15165 | Kristopher Singleton | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15166 | Kristy Berry | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15167 | Kristy Hamby | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15168 | Kristy Webster | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15169 | Krystal Almanza | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15170 | krystal Chitty | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15171 | Krystal Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15172 | Krystal Izumi | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15173 | Krystal Upton | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15174 | Kukshena Thomas | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15175 | Kumpira Khieu | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15176 | Kylani Remick | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15177 | Kyungsu Kim | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15178 | La Bree Navarro | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15179 | La Toya Morton | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15180 | Labrea Grant | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15181 | Lacey Houseman | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15182 | Lacey Olsen | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15183 | Lachanda Porter | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15184 | Lacresha Palmer-Clough | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15185 | Lady Sarangaya | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15186 | Laila Jump | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15187 | Lakesha Thomas | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15188 | Lakisha Hightower | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15189 | Lalasauwera Derico | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15190 | Lanesha Marshall | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15191 | Lara Little | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------|---------------------------------|------------|--------------|
| 15192 | Lara Powell | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15193 | Lareab Khan | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15194 | LaRetha Moore | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15195 | LaRoshia Cooper | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15196 | Larrandza Crump | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15197 | Larry Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15198 | Larry Wyant | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15199 | Larysa Sledz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15200 | Lashonte King | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15201 | LaTanya D Young | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15202 | LaTanya Gilchrist | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15203 | Latanya Glass | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15204 | Latasha Edwards | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15205 | LaTasha Peatry | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15206 | Lateria Douglas | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15207 | Latinae Harris | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15208 | LaTona Bowie | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15209 | Latoya Davis | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15210 | Latoya Morland | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15211 | Latrice Smith | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 16.95 |
| 15212 | Latrishia Nelson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15213 | Laura Castagnoli | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15214 | Laura Hatten | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15215 | Laura Isarraras | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15216 | Laura Kinniburgh | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 33.90 |
| 15217 | Laura Lyman | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15218 | Laura Mckoy | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15219 | Laura Medina Navarro | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15220 | Laura Myones Ruf | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 16.95 |
| 15221 | Laura Ochoa | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15222 | Laura R Gonzales | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15223 | Laura Raygosa | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15224 | Laura Soliz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15225 | Lauren Carder | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15226 | Lauren Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15227 | Lauren Sloat | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15228 | Lauretta Hill | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15229 | Lavonne Santiago | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15230 | LaVonne Wright | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15231 | LaVonta Bolin | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15232 | Lawrence Chang | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15233 | Lawrence Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15234 | Lea Britton | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15235 | Leah Braly | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15236 | Leah Canepa | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15237 | Leah Stone | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15238 | Leanne Doore | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15239 | Leanne Pellum | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15240 | Leasha Peters | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15241 | Ledis D Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 16.95 |
| 15242 | Leenos Issa | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15243 | Leeona Brown | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15244 | Leigh Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15245 | Leighna Black | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15246 | Leilani Guerina | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15247 | Leilani Urbina | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15248 | Lejla Tricic | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15249 | Leland Razon | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15250 | LenaRei Luong | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15251 | Lenei Carter | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15252 | Lenise Richardson | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15253 | Lennon Lange | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15254 | Lenora Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15255 | Leo Licas Jr | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15256 | Leonardo Munoz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 16.95 |
| 15257 | Leotes Deloach | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15258 | Lesley Ortiz | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15259 | Lesli Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15260 | Leslie Fogwell | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15261 | Leslie Hallahan | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|---|--|------------|--------------|
| 15262 | Leslie Ramos | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15263 | Leticia Cuevas | ISP Reimbursement - 12/1 - 2/28 | 04/18/2025 | 50.85 |
| 15264 | AT&T | Communication Svcs - 04/07/25 - 05/06/25 | 04/24/2025 | 534.69 |
| 15265 | Behavioral Autism Therapies | SpEd Svcs - 03/25 | 04/24/2025 | 110.00 |
| 15266 | Bromberg & Associates, LLC | SpEd Svcs - 03/25 | 04/24/2025 | 4,620.00 |
| 15267 | Capistrano Unified School District | District Oversight Fees - 04/25 | 04/24/2025 | 41,187.00 |
| 15268 | Casa Pacifica | SpEd Svcs - 03/25 | 04/24/2025 | 40,300.00 |
| 15269 | Corodata Shredding Inc. | Shredding Svcs - 03/25 | 04/24/2025 | 102.27 |
| 15270 | CSC | Consulting Svcs | 04/24/2025 | 590.50 |
| 15271 | Department of Justice | Fingerprinting Svcs - 03/25 | 04/24/2025 | 32.00 |
| 15272 | Elevation Solutions | Consulting Svcs | 04/24/2025 | 2,250.00 |
| 15273 | FeldCare Connects | SpEd Svcs 03/25 | 04/24/2025 | 827.00 |
| 15274 | Jeanette Valvano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15275 | Jostens | Graduation Supplies | 04/24/2025 | 993.70 |
| 15276 | Kimberly Croom | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15277 | Kimberly Feilen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15278 | Language Line Services | Interpretation Svcs - 03/25 | 04/24/2025 | 17,217.76 |
| 15279 | Law Offices of Young, Minney & Corr LLP | Legal Svcs - SpEd - 02/25 | 04/24/2025 | 5,489.50 |
| 15280 | Law Offices of Young, Minney & Corr LLP | Legal Svcs - SpEd 12/24 - 03/25 | 04/24/2025 | 17,386.00 |
| 15281 | Leticia Evans | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15282 | Leticia Flores | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15283 | Leticia Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15284 | Leticia Jaquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15285 | Lewita Shatee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15286 | Lexi Blanchard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15287 | Leyla Hamidova | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15288 | Lichung Chu | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15289 | Liezel Martin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15290 | Ligia Mijangos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15291 | Lilia Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15292 | Lilia Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15293 | Liliana Carpio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15294 | Liliana Leiva | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15295 | Liliana Munoz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15296 | Lilit Petrosyan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15297 | Liliya Kargina | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15298 | Lillian Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15299 | Lily Pham | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15300 | Lily Torres | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15301 | Lilya Epstein | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15302 | Lina Obaidi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15303 | Linda Darwin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15304 | Linda Escudero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15305 | Linda Gallardo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15306 | linda Lafrenier | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15307 | Linda Montgomery | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15308 | Linda Muhammad | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15309 | Linda Pinedo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15310 | Lindsay Hawk | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15311 | Lindsay Stoltz-Ybarra | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15312 | Lindy Brenes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15313 | Ling li | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15314 | Lingai Zhang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15315 | LISA CONTI | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15316 | Lisa Freeman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15317 | Lisa Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15318 | Lisa Guerrero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15319 | Lisa Hall | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15320 | Lisa Kraschitzer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15321 | Lisa Lewis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15322 | Lisa Mossbarger | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15323 | Lisa Muroya | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15324 | Lisa Perra | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15325 | Lisa Reyna | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15326 | LISA SWINTON | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15327 | Lisa Tresner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15328 | Lisa Welch Wyman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15329 | Lisa West | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15330 | Lisa Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15331 | Liza Richards | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|---------------------------|---------------------------------|------------|--------------|
| 15332 | Liza Zacher | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15333 | Lizabeth Barragan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15334 | Lois Pittman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15335 | Lola Marks | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15336 | Londie Huggins | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15337 | Loneasha Stewart | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15338 | Lora Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15339 | Loradel Galleto | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15340 | Lorena Duran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15341 | Lorena Estrada | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15342 | Lorena Nuno | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15343 | Lorena Suarez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15344 | Loretta Van Luven | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15345 | Lori Fernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15346 | Lori Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15347 | LORI LIN FRANKLIN | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15348 | Lori Lowery | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15349 | Lori Norton | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15350 | Lorine Kaspar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15351 | Lorraine Estrada | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15352 | Losaline Pohahau | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15353 | Louie R. Trigueros | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15354 | Lourdene Flores | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15355 | Lucas Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15356 | Lucerito Tapia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15357 | Lucia Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15358 | Luciana Ordonez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15359 | Lucille Bussey | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15360 | Lucinda Chiszar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15361 | Lucretia Willams | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15362 | Lucy Bohorquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15363 | Lucy Honorato | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15364 | Lucy Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15365 | Ludgarda Veronica Eddings | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15366 | Luis Luna | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15367 | Luis Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15368 | Luisa Reyes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15369 | Luiza Grigoryan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15370 | Luke Kearney | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15371 | Lula Tewolde | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15372 | Lulette Mendoza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15373 | Lupe Montemayor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15374 | Lupita Betancourt-Solis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15375 | Luvette Jaime | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15376 | Luz Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15377 | Luz Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15378 | Luz M Morales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15379 | Luzana P Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15380 | Lydia D'Antoni | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15381 | Lydia Jimenez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15382 | Lyla Jacobson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15383 | Lyn-coya Daniels | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15384 | Lyna Warden-Sanders | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15385 | Lyndsey Toale | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15386 | Lynette Larson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15387 | Lynette Rimmel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15388 | Lynna Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15389 | Lyra Kimble | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15390 | Lyudmila Aleksandrova | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15391 | Lyudmila Kudishevich | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15392 | Ma Denise Dimson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15393 | Macie Villegas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15394 | Mackenzie Waters | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15395 | Madeliene Sari | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15396 | Madison Kang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15397 | MAGDALENA KOSMALA | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15398 | Magdalena Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15399 | Mahdi Nik | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15400 | Mai Xiong | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15401 | Maik Joseph | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-------------------------------|---------------------------------|------------|--------------|
| 15402 | Maikisha Holland | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15403 | Maiko Connette | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15404 | Malae Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15405 | Malaythone Inthabane | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15406 | Malikah Toney | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15407 | Malinee Romero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15408 | MaLisa Stevens | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15409 | Manao Davidson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15410 | Mandy Almendra | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15411 | Mandy Slater | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15412 | Manuel Castaneda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15413 | Manuel obay | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15414 | Manuel Wellner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15415 | Marc Julian Donini | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15416 | Marcey Chaves | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15417 | Marcia Plascencia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15418 | Marco Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15419 | Margaret Fowler | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15420 | Margaret Markwardt | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15421 | Margarita Aguilera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15422 | Margarita Fellez-Martine | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15423 | Marguerite Bardwell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15424 | Mari Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15425 | Mari Sweeting | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15426 | Maria Alvarado | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15427 | Maria Alvarez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15428 | Maria Avila | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15429 | Maria Beltran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15430 | Maria Calderon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15431 | Maria Camara | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15432 | Maria Casillas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15433 | Maria Ceja | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15434 | Maria Corazon Roque | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15435 | Maria Crosthwaite | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15436 | Maria Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15437 | Maria D Leon Maldonado | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15438 | Maria Elena Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15439 | Maria Escoto-Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15440 | Maria Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15441 | Maria H Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15442 | Maria Holliday | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15443 | Maria Ibarra | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15444 | Maria Irma Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15445 | Maria Lomeli | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15446 | Maria Lozano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15447 | Maria Luisa Miranda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15448 | Maria Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15449 | Maria Martinez - Martinez, CA | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15450 | Maria Mendoza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15451 | Maria Montano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15452 | Maria Rico | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15453 | Maria Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15454 | Maria Salceda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15455 | Maria Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15456 | Maria Shariff | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15457 | Maria Solorio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15458 | Maria Soriano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15459 | Maria Toure | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15460 | Maria Velasquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15461 | Marilyn Sibal | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15462 | Maria Yvette Padilla | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15463 | Mariah Anderson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15464 | Mariah Sosa | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15465 | Mariam Mahmood | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15466 | Mariam Sultana | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15467 | Mariana DeLaRiva | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15468 | Maribel Acosta | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15469 | Maribel Ayala | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15470 | Maribel Rivera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15471 | Maricela Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|--------------------------------|---------------------------------|------------|--------------|
| 15472 | Maricruz Meza baca | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15473 | Marie Gaitan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15474 | Marie Octavo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15475 | Mariela Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15476 | Mariela Vasquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15477 | Marilyn Nihipali | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15478 | Marina Flores | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15479 | Marina Kudishevich | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15480 | Marina Lisitsin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15481 | Mario Amigon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15482 | Mario Espinoza jr | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15483 | Mario Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15484 | Mario Trasvina | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15485 | Marion McWilliams | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15486 | Marisa Lee Carter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15487 | Marisol Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15488 | Marisol Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15489 | Marisol Gasper | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15490 | Marisol Richardson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15491 | Marisol Romero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15492 | Marissa Amador | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15493 | Marissa Ferguson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15494 | Marissa Foutz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15495 | Marissa Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15496 | Marissa Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15497 | Marissa Sopher | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15498 | Maritza Gerardo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15499 | Mari-a Aldrete | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15500 | Marjon Miller | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15501 | Marjorie White | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15502 | Mark Bump | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15503 | Mark Dennis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15504 | Mark Kha | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15505 | Mark Sitek | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15506 | Mark Varelzhan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15507 | Markeda Grey Harbin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15508 | Markeeara Hawkes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15509 | Markos Mkrtychyan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15510 | Marla Joyner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15511 | Marlene Noyola | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15512 | Marlene Victoria | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15513 | Marli Ortega | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15514 | Marlyn Alcantara | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15515 | Marlynn Navarro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15516 | Marni Rader | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15517 | Marquita Demary | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15518 | Marquita Williams | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15519 | Marsha Montantes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15520 | Marshall Cavendish Corporation | Curriculum | 04/24/2025 | 496.99 |
| 15521 | Marta Flores | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15522 | Marta Ramos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15523 | Martha Cervantes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15524 | Marvin Lyles | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15525 | Marwa Alemi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15526 | Mary Ann Mitchell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15527 | Mary Armstrong | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15528 | Mary Jane Tan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15529 | Mary Juliano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15530 | Mary Rose Nacional | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15531 | Mary Stanley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15532 | Mary Todd | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15533 | Maryam Ali | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15534 | Maryann Quon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15535 | Maryann Reynolds | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15536 | Maryeleithe Earll | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15537 | Matt Townley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15538 | Matthew Dattage | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15539 | Matthew Pope | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15540 | Matthew Tran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15541 | Maura Paasch | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-------------------------|---------------------------------|------------|--------------|
| 15542 | Mauricio Contreras | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15543 | Mauricio Larios | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15544 | Mauricio Nanez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15545 | Maurine Salazar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15546 | Maurissa Vigil | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15547 | Maximo Rossini | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15548 | Maxine Natapu | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15549 | Maxine Segovia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15550 | May Avelynn Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15551 | May Rubin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15552 | Maya Villanueva | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15553 | Mayra Loreda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15554 | Mayra Robles | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15555 | Mayra Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15556 | Mayra Villalobos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15557 | Mayuko Kawai | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15558 | McKinley Tennyson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15559 | Megan Agrimonti | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15560 | Megan Anderson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15561 | Megan Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15562 | Megan Lockmann | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15563 | Meihua Lee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15564 | Mekayla Salutan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15565 | Melania Rosales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15566 | Melanie Chu | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15567 | Melanie Dreyer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15568 | Melanie Luna | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15569 | Melanie Park | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15570 | Melanie Yap | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15571 | Melina Rivero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15572 | Melinda Barraza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15573 | Melinda McNairy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15574 | Melindia Robinson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15575 | Melissa Anderson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15576 | Melissa Arechiga | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15577 | Melissa Belmonte | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15578 | Melissa Bender | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15579 | Melissa Black | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15580 | Melissa Brewer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15581 | Melissa Cequena | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15582 | Melissa Del Real | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15583 | Melissa Dodge | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15584 | Melissa Duncan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15585 | Melissa Freeman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15586 | MELISSA HERNANDEZ | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15587 | Melissa Herrera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15588 | Melissa King | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15589 | Melissa Lizarraga | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15590 | Melissa Lynn Sparks | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15591 | Melissa M Wassenberg | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15592 | Melissa Magana | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15593 | Melissa Mitchell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15594 | Melissa Mokrynka | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15595 | Melissa Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15596 | Melissa Russell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15597 | Melissa Saldana | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15598 | Melissa Salinas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15599 | Melissa Salzman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15600 | Melissa Stephens | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15601 | Melissa Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15602 | Melissa Varela | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15603 | Melissa Welter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15604 | Meliza Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15605 | Melody Bradley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15606 | Melody Burkhart | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15607 | Melody Steward | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15608 | Mercedes Fantham | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15609 | Mercedes Ramos De Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15610 | Mercedes Ruby Pastrana | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15611 | Mercy Basumata | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|---------------------------|---------------------------------|------------|--------------|
| 15612 | Messiah Abdullah | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15613 | Meuy Robbins | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15614 | Mia Milbry | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15615 | Michael Armas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15616 | Michael Ayzenberg | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15617 | Michael Fields | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15618 | Michael Harrell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15619 | Michael Judkins | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15620 | Michael Minor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15621 | Michael Murphy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15622 | Michael Ray Mason | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15623 | Michael Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15624 | Michael Vigil | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15625 | Michalae Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15626 | Micheal Mouris | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15627 | Michele Blue | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15628 | Michele Winslow | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15629 | Michelle Anaya | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15630 | Michelle Banks | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15631 | Michelle Barajas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15632 | Michelle Burkes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15633 | Michelle Cabral | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15634 | Michelle Cherry | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15635 | Michelle DeHerrera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15636 | Michelle Denault | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15637 | Michelle Denice | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15638 | Michelle Dillard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15639 | Michelle Gallegos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15640 | Michelle Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15641 | Michelle Hoskins | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15642 | Michelle Jobe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15643 | Michelle Kassimov | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15644 | Michelle King | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15645 | Michelle LaGanga | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15646 | Michelle Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15647 | Michelle Madole | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15648 | Michelle Maldonado | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15649 | Michelle Martin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15650 | Michelle Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15651 | Michelle Moore | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15652 | Michelle Patton | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15653 | Michelle Phelan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15654 | Michelle Prentice | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15655 | Michelle R Wood | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15656 | Michelle Rathswohl | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15657 | Michelle Roberts | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15658 | Michelle Siles | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15659 | Michelle Sumlin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15660 | Michtham Henry | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15661 | Midore Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15662 | Miguel Angel Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15663 | Miguel Guerrero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15664 | Miguel Largaespada | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15665 | Miguel Mendiola | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15666 | Miguel Ortega | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15667 | Mike Pauley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15668 | Miki Baltazar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15669 | Mildred Brantley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15670 | Mina Tarik | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15671 | Minako Yamada | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15672 | MINGKU LIN | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15673 | Miranda Ann Ortiz-Ulbarri | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15674 | Miranda Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15675 | Miranda Rhodes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15676 | Mireya Valencia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15677 | Miriam carrete | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15678 | Mirna Alvarez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15679 | Mirna McKinney | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15680 | Mirna Mendoza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15681 | Mishawn Gullatt-Sims | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------------|---------------------------------|------------|--------------|
| 15682 | Mishon Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15683 | Misleidy Bueno | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15684 | Misty Alexander | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15685 | Misty Crider | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15686 | Misty Falcon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15687 | Misty Travis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15688 | Mohamah Abubaka | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15689 | Mohamed AAbdelkader | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15690 | Mohamed Abdullahi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15691 | Mohammad Behesht | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15692 | Mohammad Nazir | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15693 | Mohammad Nazir Omari | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15694 | Mohammed Al-Otoum | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15695 | Mohammed Khan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15696 | Mohammed Shaheed | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15697 | Moises Vanegas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15698 | Molly Hager | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15699 | Monica Aragon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15700 | Monica Contreras | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15701 | Monica Figueroa | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15702 | Monica Godinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15703 | Monica Huerta | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15704 | Monica Lugo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15705 | Monica Moga | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15706 | Monica Munoz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15707 | Monica Ortega | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15708 | Monica Ward | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15709 | Monika Grinius | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15710 | Monique Fuentes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15711 | Monique Oakes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15712 | Monique Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15713 | Monique Valencia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15714 | Monise Gallegos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15715 | Monserrath Anguiano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15716 | Moww Abdin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15717 | Muhammad Rashdan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15718 | Mungunoyun Undraltsog | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15719 | Myesha Love | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15720 | Myeshia Abdul Hakeem | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15721 | Mylene Dolatre | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15722 | Myllinda Baez-moyet | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15723 | MYNER MANGASEP | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15724 | Myra Zafra | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15725 | Nacess Coffey | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15726 | Nader Nassar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15727 | Nadia Chapman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15728 | Nadine Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15729 | Naghris Zamora | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15730 | Najeeba Mujahheedah Abdullah | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15731 | Najib Alemi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15732 | Nakia Hunter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15733 | Namah Esa | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15734 | Nancy Cosio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15735 | Nancy Enriquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15736 | Nancy Mendoza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15737 | Nancy Shannon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15738 | Nancy Williams | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15739 | Naomi Campbell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15740 | Naomi Galati | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15741 | Naomi Hom-Worrel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15742 | Naomi Knox | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15743 | Naomi Saldana | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15744 | Naomi Talamantez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15745 | Narine Akopyan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15746 | NASER Ghuneim | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15747 | NATALIA Acosta | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15748 | Natalia Dangelo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15749 | NATALIA GAMALYAN | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15750 | Natalie Ferro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15751 | Natalie Persel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-----------------------------|---------------------------------|------------|--------------|
| 15752 | Natalie Romero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15753 | Natalie Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15754 | Nataly Romo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15755 | Natasha Campanella | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15756 | NATASHA HUGHEY | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15757 | Natasha Rioux | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15758 | Natasha Ryan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15759 | Nathalia Pena | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15760 | Nathalie Acosta | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15761 | Nathalie Quinones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15762 | Nathan Kochly | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15763 | Nathaniel Mittower | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15764 | Natkosha Turner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15765 | Naveda Harris | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15766 | Negar Mohades | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15767 | Neilani Salazar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15768 | Neko Danstzler | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15769 | Nelly Aispuro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15770 | Nena Binyon Mohammed | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15771 | Neptali Gonzales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15772 | Nerissa Sutton | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15773 | Nichol Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15774 | Nicholas Agliano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15775 | Nicholas LaBeau | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15776 | Nicholas Malievsky | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15777 | Nichole Alderete | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15778 | Nichole Castaneda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15779 | Nichole Elizalde | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15780 | Nichole Pina | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15781 | Nicola Dietz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15782 | Nicolaus Campbell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15783 | Nicole Baker | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15784 | Nicole Campos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15785 | Nicole Chiarini | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15786 | Nicole Cowart | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15787 | Nicole Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15788 | Nicole Dominguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15789 | Nicole Fontenot Contrascere | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15790 | Nicole Garbutt | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15791 | Nicole Geiser | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15792 | Nicole Kerns | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15793 | Nicole Pineda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15794 | Nicole Sims | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15795 | Nicole Sparks | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15796 | Nicole Spildener | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15797 | Nicole Stacy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15798 | Nicole Trout-Lacy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15799 | Nicole Walker-Vaughn | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15800 | Nicolette Basemore | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15801 | Nicolette Rushing | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15802 | Nicolle Mitchell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15803 | Nidia Campos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15804 | Nidia Rayo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15805 | Nidie May Mamaril | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15806 | Nieasha Yates | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15807 | Nigel Edwards | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15808 | Nikima Armstrong | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15809 | Nina McKenny | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15810 | Nina Medrano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15811 | Nineka Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15812 | Niree Weatherly | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15813 | Nissa Shipp | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15814 | Nodirbek Khidirov | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15815 | Noha Obaid | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15816 | Nohemi Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15817 | Nora Aldana | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15818 | Noreen Canlapan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15819 | Norma Castellanos Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15820 | Norma Cortez-Ruiz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15821 | Norma Guillen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|--------------------------|---------------------------------|------------|--------------|
| 15822 | Norma Navarrete | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15823 | NWEA | School Supplies | 04/24/2025 | 2,508.50 |
| 15824 | Odis Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15825 | Ofelia Zamora | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15826 | Ojani Ochoa Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15827 | Oksana Tykha | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15828 | Olena Muzyra | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15829 | Olga Derbeneva | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15830 | Olga Lidia Navarro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15831 | Olha Sokolska | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15832 | Olivia Oliver | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15833 | Olujimi Greenwood | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15834 | Omar Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15835 | Omar Morales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15836 | Omid Rabbani | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15837 | Orlana Mejia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15838 | Oscar Sandoval | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15839 | Otmaro Alvarenga | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15840 | Oue Nabor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15841 | Paige Laws | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15842 | Pam Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15843 | Pam Ripley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15844 | Pamela Krol | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15845 | Pamela Sullivan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15846 | Pamela Ty | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15847 | Pantoula Botini | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15848 | Paola Ruiz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15849 | Parker Thompson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15850 | Parnaz Mehdizadeh | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15851 | Patrica Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15852 | Patrice Monteiro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15853 | Patricia Davis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15854 | Patricia Del Rio-Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15855 | Patricia Fields | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15856 | Patricia Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15857 | Patricia Monroe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15858 | Patricia Montano | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15859 | Patricia Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15860 | Patricia Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15861 | Patricia Sandoval | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15862 | Patricia Saravia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15863 | Patricia Shimkas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15864 | Patricia Vasquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15865 | Patrick Bowler | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15866 | Patrick Griffin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15867 | Patrick Hughes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15868 | Patrick Knight | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15869 | Patty Weisberg | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15870 | Paul Bates | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15871 | Paul Calabrese | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15872 | Paul Tobias | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15873 | Paula Caracoza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15874 | Paula Cavagnaro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15875 | Paula Ferguson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15876 | Paula L Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15877 | Pauline Biron | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15878 | PC Connection Sales Corp | School Supplies | 04/24/2025 | 88.50 |
| 15879 | Pearl Bray Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15880 | Peggy Saguchi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15881 | Peilun Tsai | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15882 | Perla Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15883 | Perla Halbert | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15884 | Perlita Alvarez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15885 | Perpetua Caban-Hang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15886 | Persephone Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15887 | Pete Suarez-Sellers | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15888 | Peter Trujillo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15889 | Petra Komposch | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15890 | Phaedra Sturdivant | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15891 | Phillip Lucas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-----------------------|--------------------------------------|------------|--------------|
| 15892 | Phillip Shirley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15893 | Phillippa Cain | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15894 | PHMG | Marketing Svcs - 04/15/25 - 05/14-25 | 04/24/2025 | 1,462.70 |
| 15895 | Phoebe White-Scharp | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15896 | Photo Booth Social | Prom 2025 Photo Booth | 04/24/2025 | 795.00 |
| 15897 | Phyllis Nelson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15898 | Pi Cheng | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15899 | PJ Belmont | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15900 | Poon Hung Yen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15901 | Porscha Patel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15902 | Porshay Beckett | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15903 | Pranav Tummala | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15904 | Princeton Chambers | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15905 | Priscila Ortiz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15906 | Priscilla Hidalgo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15907 | Qianna Gonzales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15908 | Qumaron Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15909 | Rabaa Saoud | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15910 | Rachael Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15911 | Rachael Virgen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15912 | Rachel Adams | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15913 | Rachel Druker | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15914 | Rachel Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15915 | Rachel Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15916 | Rachel Villegas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15917 | Rachelle Gianelli | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15918 | Rachelle Smittcamp | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15919 | Rae Pitts | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15920 | Raeline Morgan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15921 | Rafael Molo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15922 | Rafael Moreno | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15923 | Rakeia Chambers | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15924 | Ralph Wong | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15925 | Ramanpreet Kaur | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15926 | Ramis Nurgaliev | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15927 | Ramon Rossman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15928 | Ramona Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15929 | Ramona Gallardo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15930 | Ramona Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15931 | Randall S Lee Jr | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15932 | Randi Avila-Morrison | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15933 | RANDY MADRIGAL PORRAS | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15934 | Raphelle Gabriel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15935 | Raquel Desamito | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15936 | Rasheed Yusuf | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15937 | Rasheena Fairly | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15938 | Raul Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15939 | Raul Salazar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15940 | Raul Silva Rojas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15941 | Raven Espinoza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15942 | Raven Lee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15943 | Rawand radhe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15944 | Ray Bautista | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15945 | Raychel Lydon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15946 | Rebeca Estrada | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15947 | Rebecca Archer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15948 | Rebecca Cummings | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15949 | Rebecca Frazier | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15950 | Rebecca Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 15951 | Rebecca Hinojosa | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15952 | Rebecca Hobbs | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15953 | Rebecca Moreno | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15954 | Rebecca Payan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15955 | Rebecca Peterson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15956 | Reca Kaufman Olivares | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15957 | Reepol Reepolrujee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15958 | Regina Dominguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15959 | Regina Rafikova | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15960 | Regina Rojas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15961 | Reina Angelene | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|--------------------------|---------------------------------|------------|--------------|
| 15962 | Reina Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15963 | Remi Hamilton | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15964 | Rena Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15965 | Renee Ash | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15966 | Renee Dwyer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15967 | Renee Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15968 | Renee Stidham | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15969 | Retsel Alvarez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15970 | Reuben Tienda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15971 | Rey Robles | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15972 | Rhianon Lopatin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15973 | Rhoda Lin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15974 | Rhonda Chai | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 15975 | Ricardo Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15976 | Ricardo Padilla | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15977 | Ricardo Salazar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15978 | Richard Donaldson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15979 | Richard Navarro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15980 | Richard Park | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15981 | Richelle Domingo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15982 | Richelle Paulino | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15983 | Ricky Chang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15984 | Rienna Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15985 | Rikki McGoldrick | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15986 | Rita Padilla | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15987 | Ritchie Rubio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15988 | Riva Pollard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15989 | Roashona Daniel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15990 | Rob Geib | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15991 | Rob Hopkins | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15992 | Robert Cayou | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15993 | Robert Delcampo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15994 | Robert Freshwater | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15995 | Robert Ochoa | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15996 | Robert Parks | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15997 | Robert Whittingham | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15998 | Roberta Basquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 15999 | Roberta Jordan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16000 | Roberto Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16001 | Roberto Mata | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16002 | Robin Latham | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16003 | Robin Reyes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16004 | Robina Arroyo Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16005 | Robyn Cabrera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16006 | Robyn Poirier | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16007 | Rochedia Morris | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16008 | Rochelle Celevante | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16009 | Rochelle Howard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16010 | Rochelle Wallace | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16011 | Rocio Henriquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16012 | Rocio Quintana Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16013 | Rocsann Fraijo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16014 | Rodney Knox | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16015 | Rodnina Hallgren | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16016 | Rodrigo Hernandez Romero | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16017 | Rodrigo Olguin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16018 | Rodrigo Ruvalcaba | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16019 | Rodrigo Zavala | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16020 | Rodriguez Rizo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16021 | Roger Frijas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16022 | Rogielyn Vallejo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16023 | Roland Chi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16024 | Roliena Fernandes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16025 | Romey Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16026 | Ron Maldonado | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16027 | Ronald Mar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16028 | Ronald Reed | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16029 | Ronda DeGonia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16030 | Ronda Rios | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16031 | Roneisha Raynaldo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------------------|---------------------------------|------------|--------------|
| 16032 | Rosa Astts | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16033 | Rosa Baltazar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16034 | Rosa Black | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16035 | Rosa Cid | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16036 | Rosa Enciso | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16037 | Rosa Gutierrez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16038 | Rosa Guzman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16039 | Rosa M. Gonzalez De Cervantes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16040 | Rosa Rocha | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16041 | Rosa Torres | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16042 | Rosalva Carranza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16043 | Rosario Fernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16044 | Rosario Mendez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16045 | Rosario Moreno | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16046 | Rosaura Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16047 | Roseana Quezada | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16048 | Roseann Jasso | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16049 | Rosemarie Pharr | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16050 | Rosemarie Thomas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16051 | Rosemarry Venegas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16052 | Rosemary Gonzales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16053 | Rosendo Montalvo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16054 | Rosie Betancourt | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16055 | Rosie Ramirez-Andrade | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16056 | Rosie Welsh | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16057 | Rosita Valentine | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16058 | Roslyn Crowder-Arnold | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16059 | Rosselle Sobrepena | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16060 | Rossetta Mayorga | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16061 | Rossy Menendez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16062 | Rosy Casillas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16063 | Rovelyn Rivera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16064 | Roxana Avictia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16065 | Roxann Roque | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16066 | Roxanna Ivette Gutierrez -Torres | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16067 | Roxanne Farmer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16068 | Roxanne Kauhaahaa-Linstrom | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16069 | Roxanne Tornabene | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16070 | Roy Jenson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16071 | Roy Palacios | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16072 | Roy Wiseman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16073 | Rubab Anees | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16074 | RUBICELA PRIETO | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16075 | Ruby Dove | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16076 | Ruby Fierro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16077 | Ruby Jeffrie | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16078 | Ruby Mayfield | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16079 | Ruby Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16080 | Ruby Robles | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16081 | Ruelyn Ceniza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16082 | Rusanna Coyamin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16083 | Rusen Wu | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16084 | Ruslan Kenzhebekov | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16085 | Russell Bessent, Jr. | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16086 | Ruth Ann Stewart | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16087 | Ruth Fabian | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16088 | Ruth Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16089 | Ruth Raphael | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16090 | Ruth Rubio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16091 | Ruthie Henry | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16092 | Ruzanna Koloyan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16093 | Ryan Handy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16094 | Ryan R. Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16095 | Ryosuke Matsuzaki | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16096 | Saadiqah Rashadeen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16097 | Saba Imam | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16098 | Sabah sobh | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16099 | Sabina Domenici | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16100 | Sabrina Bernard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16101 | Sabrina Frailey | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------|---------------------------------|------------|--------------|
| 16102 | Sabrina Gatlin Paz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16103 | Sabrina Pearson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16104 | Sabrina Powell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16105 | Sabrina Rosamond | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16106 | Sadaf Hina | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16107 | Sadiyyah Wyllie-James | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16108 | Safia Harbane | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16109 | Sahily Villasenor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16110 | Sahira Khan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16111 | Saira Prudencio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16112 | Sajda Homran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16113 | Salahaldean Alamayri | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16114 | Salahaldeen Abdelhadi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16115 | Saleh Alqablani | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16116 | Sally Flores | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16117 | Salvador Cisneros | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16118 | Samantha Borges | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16119 | Samantha Cruz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16120 | Samantha Ditullio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16121 | Samantha Gayler | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16122 | Samantha Kenyon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16123 | Samantha Kitt | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16124 | Samantha Phillips | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16125 | Samantha Sabala | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16126 | Samantha Saez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16127 | Samantha Sigala | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16128 | Samantha Thomas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16129 | Samar Saeed | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16130 | Samer Hamtini | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16131 | Sanda Lichner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16132 | Sandeep Gill | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16133 | Sandra Amoroso | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16134 | Sandra Andrade | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16135 | Sandra Barahona | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16136 | Sandra Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16137 | Sandra Dennis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16138 | Sandra Godinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16139 | Sandra Herrera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16140 | Sandra Jeanne Green | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16141 | Sandra Latin-Rivera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16142 | Sandra Mercado | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16143 | Sandra Nieto | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16144 | Sandra Vieira | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16145 | Sandra Wilcken | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16146 | Sandro Alejo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16147 | Sandy Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16148 | Sandy Pulido | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16149 | Sandy V Rodela | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16150 | Sang Ea | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16151 | Sanga Arif | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16152 | Santiago Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16153 | Sara Escarcega | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16154 | Sara Harb | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16155 | Sara Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16156 | Sara Kowluk Richardson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16157 | Sara Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16158 | Sara Luz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16159 | Sara Sanchez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16160 | Sara Urquia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16161 | Sara Vega | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16162 | Sarah Bahadur | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16163 | Sarah Castaneda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16164 | Sarah Cisneros | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16165 | Sarah Delmont | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16166 | Sarah Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16167 | Sarah Gorman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16168 | Sarah Hendrickson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16169 | Sarah Jane Huerto | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16170 | Sarah Keeling | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16171 | Sarah Ludvickson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------------------|---------------------------------|------------|--------------|
| 16172 | Sarah Owens | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16173 | Sarah Robnett | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16174 | Sarah Thomson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16175 | Sarah Timm | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16176 | Sarah Villalpando | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16177 | Sarah Williams | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16178 | Sarah Zannotti | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16179 | Sarahy Miramontes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16180 | Sarai Gomez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16181 | Sarai Sutton | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16182 | Saramarie Pena | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16183 | Sasha Hickman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16184 | Satya Mansukhani | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16185 | Saundra Grayson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16186 | Savana Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16187 | Savanna Capeheart | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16188 | Savunn Yem | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16189 | Sayyed Speller | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16190 | Sbah Korin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16191 | Scarlet Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16192 | School Services of California Inc. | Consulting Svcs - 03/25 | 04/24/2025 | 1,300.00 |
| 16193 | Scott Anderson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16194 | Scott Gannon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16195 | Scott Keith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16196 | Scott Seise | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16197 | Scott Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16198 | Sean McCracken | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16199 | Seantavia Lyles | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16200 | Selena Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16201 | Selena Orozco | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16202 | Selene Chavez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16203 | Selina Gardner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16204 | Selisa Brothers | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16205 | Serena Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16206 | Serena Miasnikov | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16207 | Sergio Ramirez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16208 | Seyla Tes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16209 | Shabnam Sailab | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16210 | Shaeesha Lott | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16211 | Shafi Afridi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16212 | Shai Cottman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16213 | Shakhnoza Mukhidinova | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16214 | Shalice Bennett | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16215 | Shalonda Chappel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16216 | Shamajija Troupe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16217 | Shanaree Reid | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16218 | Shandell Clark | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16219 | Shaneice Hardaway | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16220 | Shaneice Stinson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16221 | Shanika Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16222 | Shanita Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16223 | Shanna Ramos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16224 | Shannan Fiorenza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16225 | Shannon Cutler | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16226 | Shannon Nelson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16227 | Shannon Rutz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16228 | Shantia Edwards | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16229 | Sharana Ali | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16230 | Sharay Marshall | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16231 | Shari Harris | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16232 | Sharihan Mohamed | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16233 | Sharla Primavera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16234 | Sharmaine Santiago | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16235 | Sharon Mair | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16236 | Sharoya Mcdowell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16237 | Sharrice Fletcher | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16238 | Shauna Hartley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16239 | Shaunice Maddox | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16240 | Shavneel Kumar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16241 | Shavonne Brown | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------------------|---------------------------------|------------|--------------|
| 16242 | Shavonne Handy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16243 | Shawn Aldrich | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16244 | Shawn Brieaddy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16245 | Shawn Sherrod | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16246 | Shawna Carter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16247 | Shawna Wilson Lawson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16248 | Shawndrell Miller | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16249 | Shay Lindsay | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16250 | Sheila Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16251 | Sheila Schneider | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16252 | Shellee Dieter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16253 | Shelley Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16254 | Shelley O'Sullivan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16255 | Shelly Grogan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16256 | Shelly Mayorga | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16257 | Shelly Walker | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16258 | Shera Bondurant | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16259 | Sheree LaNay Barnett | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16260 | Sheri Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16261 | Sherica Irving | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16262 | Sherion Shaw-Porter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16263 | Shermin Gordon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16264 | Sherre Bischoff | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16265 | Sherry Reeves | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16266 | Sherry Shen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16267 | Shianne Monroe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16268 | Shiela A Medina | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16269 | Shih-Lin Lan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16270 | Shihong An | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16271 | Shiloh Montuya | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16272 | Shira Hampton | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16273 | Shonte Brown | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16274 | Shontell St.Mary | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16275 | Shunnell Porea | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16276 | Sigrid Padios | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16277 | Silvia Guizar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16278 | Silvia Silverio | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16279 | Simeon MaGee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16280 | SIMON CRUZ | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16281 | Simone Meyer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16282 | Sin Nam | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16283 | Sirikit Tekawy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16284 | Skye Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16285 | Skylar Hersey | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16286 | Sloria Ashley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16287 | Smita Zubak | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16288 | SOFTMSP LLC | Shipping Svcs | 04/24/2025 | 46,903.46 |
| 16289 | Solace Fiadjoe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16290 | Somaly Kong | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16291 | Sona Chaparyan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16292 | Sondra Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16293 | Soni Foster-Jackson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16294 | Sonia Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16295 | Sonia Tobias | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16296 | Sonya Ramsey | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16297 | Soo Youn Lee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16298 | Sophia Contreras | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16299 | Sorie Kamara | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16300 | Sossity Riorddan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16301 | Souksavanh Vongprachanh | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16302 | Specialized Therapy Services Inc | SpEd Svcs - 03/25 | 04/24/2025 | 3,539.00 |
| 16303 | Sree Ghosh | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16304 | Stacey Bagneschi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16305 | Stacey Ells | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16306 | Stacey Hunt | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16307 | Stacey Lin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16308 | Stacey Reed | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16309 | Stacie Harper | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16310 | Stacy Doner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16311 | Stacy Ecklund | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------|---------------------------------|------------|--------------|
| 16312 | Stacy Fields | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16313 | Stacy Fudge | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16314 | Stacy Juarez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16315 | Stella Contreras | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16316 | Stella Ho-Nguyen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16317 | Stephan Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16318 | Stephanie Mizquez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16319 | Stephanie Carrasco | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16320 | Stephanie Cornish | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16321 | Stephanie Drake | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16322 | Stephanie Elmer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16323 | Stephanie Gallegos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16324 | Stephanie Gardea | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16325 | Stephanie Granum | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16326 | Stephanie Kelly | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16327 | Stephanie Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16328 | Stephanie M Alvarez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16329 | Stephanie Mohrbacher | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16330 | Stephanie Rekers | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16331 | Stephanie Resendez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16332 | Stephanie Sledge | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16333 | Stephanie Spinner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16334 | Stephanie Steiner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16335 | Stephanie Sun | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16336 | Stephanie Wright | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16337 | Stephany Arriola | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16338 | Steve Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16339 | Steve Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16340 | Steven Lindemann | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16341 | Steven Mitchell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16342 | Steven Tanabe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16343 | Stevie Koenig-Shreve | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16344 | Stuart Barela | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16345 | Su Yong Kim | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16346 | Sugehiry Evans | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16347 | Sultan Khan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16348 | Sumayyah Pollard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16349 | Summer Elliott-White | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16350 | Summer Legardy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16351 | Sunni King | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16352 | Susan Abbott | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16353 | Susan Cordova | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16354 | Susan Perdue | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16355 | Susan Sudmann | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16356 | Susana Castillo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16357 | Susana Medina | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16358 | Susanne Reinaldo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16359 | Suzanna Philbrook | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16360 | Suzette Fairley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16361 | Sydney Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16362 | Sylvia Cervantes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16363 | Sylvia Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16364 | Sylvia Landeros | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16365 | Sylvia Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16366 | Tabatha Braly | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16367 | Tabatha Luna | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16368 | Tabatha Lyman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16369 | Tabetha Pombo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16370 | Tabitha Howell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16371 | Tabitha Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16372 | Taccora McGee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16373 | Tadyam Ouedraogo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16374 | Tahira Lester | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16375 | Tahora Brown | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16376 | Talia Booker | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16377 | Talisha Kelly | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16378 | Talitha Green Ling | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16379 | Tamanika Crenshaw | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16380 | Tamara Ferguson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16381 | Tamara Mathus | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|------------------------|--|------------|--------------|
| 16382 | Tamara Palage | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16383 | Tamara Vierra | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16384 | Tamara Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16385 | Tami Simas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16386 | Tamia Trunnell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16387 | Tammy Nichols | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16388 | Tammy Weiss | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16389 | Tanae Levitan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16390 | Tang Trang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16391 | Tania Estephanie Duran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16392 | Tania Morales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16393 | Tanisha Freeman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16394 | Tanisha Vaughn | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16395 | Tannessa McCabe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16396 | Tanush Lal | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16397 | Tanya DeHoyos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16398 | Tanya Parker | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16399 | Tanya Toledo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16400 | Tanya Veliz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16401 | Tanya Washington | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16402 | Tanya Wiltz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16403 | Tanyia Tellez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16404 | Tara Griswold | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16405 | Tara Huston | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16406 | Tara Parsons | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16407 | Tariq Elsalanty | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16408 | Tatevik Khachikyan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16409 | Tatiana Rieger | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16410 | Tatianna Polk | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16411 | Tausha Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16412 | Tawnya Gardner | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16413 | Taylor Baker | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16414 | Taylor Vaughn-Gonser | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16415 | Teagan Hunt | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16416 | Teela Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16417 | Teena Giannini | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16418 | Tequilla Richmond | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16419 | Tequilla Rico | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16420 | Tequisha Oloizia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16421 | Teresa Aceves | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16422 | Teresa Franco | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16423 | Teresa Guadron | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16424 | Teresa Stuart | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16425 | Teresa Tovar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16426 | Teresa Victoria | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16427 | Teri Neuppert | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16428 | Terrell Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16429 | Terry Plett | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16430 | Tess requejo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16431 | Tess Roberson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16432 | Tessa O'Laughlin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16433 | Teweli Blackwell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16434 | Teyan Wilson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16435 | The Hartford | Workers Compensation - 07/01/24-07/01/25 | 04/24/2025 | 43,948.00 |
| 16436 | Thelma Narciso | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16437 | Thomas Choy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16438 | Thomas Maurer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16439 | Thomas O Frohling | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16440 | Thomas Swanson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16441 | Thy Tran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16442 | Tia Gartmon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16443 | Tia Waith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16444 | Tiana Correa | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16445 | Tiana Tobie | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16446 | Tiarra Sibley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16447 | Tifanie Bethune | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16448 | Tiffani Randolph | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16449 | Tiffanie Stearns | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16450 | Tiffany Atkinson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16451 | Tiffany Barnes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|-------------------------|---------------------------------|------------|--------------|
| 16452 | Tiffany Blaylock | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16453 | Tiffany Lavalliere | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16454 | Tiffany Martin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16455 | Tiffany McMahon-Shields | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16456 | Tiffany Mcneely | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16457 | Tiffany Miller | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16458 | Tiffany Patterson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16459 | Tiffany Rogers | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16460 | Tiffany Scott | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16461 | Tiffany Valdez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16462 | Tiffany Valencia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16463 | Tiffany Villalpando | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16464 | Tiffany Wang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16465 | Tiffany Wiggins | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16466 | Timothy Byrd | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16467 | Timothy Gielow | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16468 | Timothy Munther | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16469 | Timothy Redgewell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16470 | Tina Aragon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16471 | Tina Cioffi | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16472 | Tina Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16473 | Tina Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16474 | Tinee Carraker | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16475 | Tiperia Mamaia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16476 | Tirza Stewart | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16477 | Tishri Campa | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16478 | Titilayo Houseton | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16479 | Tom Lusey | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16480 | Toni Brown | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16481 | Toni Carrera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16482 | TONI CORTEZ | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16483 | Toni Malena | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16484 | Tonja Avila | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16485 | Tonya Burkhalter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16486 | Tori McDonald | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16487 | Tosin Atolagbe | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16488 | Touch Blevins | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16489 | Tracee Williams | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16490 | Tracey Topps | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16491 | Traci Roberts | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16492 | Tracie Stafford | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16493 | Tracy Duran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16494 | Tracy Kiggen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16495 | Tracy Meneses | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16496 | Tracy Murry | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16497 | Tracy Torres | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16498 | Trang Le | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16499 | Traona Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16500 | Travis Raymore | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16501 | Treavian Lee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16502 | Trelaine Pajonar | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16503 | Trina Duong | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16504 | Trina McGuire | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16505 | Trina Moffett | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16506 | Trinidad Moreno | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16507 | Trisha Calomino | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16508 | Troy Quigley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16509 | Tulasi Chandrada | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16510 | Tuoi Musharbash | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16511 | Tuongvan Nguyen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16512 | Tyesha Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16513 | Tylea Reed | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16514 | Tyler Thomas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16515 | Tyler thosychanh | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16516 | Tymarie Esteban Yanez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16517 | Tyra Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16518 | Tyrone Carpenter | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16519 | Tzietzel Ramos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16520 | Unaiza Jafri-Hillard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16521 | Unique Clay | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|--------------------------------|---------------------------------|------------|--------------|
| 16522 | Vadim Gorban | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16523 | Valentina Jelacic | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16524 | Valerie Balanza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16525 | Valerie Galiste | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16526 | Valerie Rower | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16527 | Valerie Tamulevich | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16528 | Valeriia Kanziuba | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16529 | Valine Pelaez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16530 | Vallery Bechere | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16531 | Valorie Jackson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16532 | VANESA NACHMAN | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16533 | Vanessa Arias | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16534 | Vanessa Calles | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16535 | Vanessa Castellanos | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16536 | Vanessa Cervantez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16537 | Vanessa Estrella | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16538 | Vanessa Gonzales | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16539 | Vanessa Hanley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16540 | Vanessa Hoegel-Pavelsky | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16541 | Vanessa Larios | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16542 | Vanessa Lumley | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16543 | Vanessa Madrigal | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16544 | Vanessa Masferrer | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16545 | Vanessa Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16546 | Vanessa Rivas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16547 | Vanessa Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16548 | Vanessa Roman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16549 | Vanessa Sanches | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16550 | Vanessa Vilchis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16551 | Vanessa Zamudio Valdez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16552 | Vannara Chap | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16553 | Vannie Takase | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16554 | Vazgeh Manoukian | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16555 | Veda Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16556 | Venessa Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16557 | Venessa Serna | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16558 | Vernon Krings | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16559 | Veronica Awodu | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16560 | Veronica Castro | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16561 | Veronica Diaz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16562 | Veronica Duran | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16563 | Veronica Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16564 | Veronica Gonzalez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16565 | Veronica Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16566 | Veronica Mejia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16567 | Veronica Mendez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16568 | Veronica Rodriguez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16569 | Viacheslav Popov | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16570 | Vicki Reale | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16571 | Vicky Aguayo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16572 | Vicky Crawford | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16573 | Victor Andres Armenta Martinez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |
| 16574 | Victoria Herrera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16575 | Victoria Ordaz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16576 | Victoria Soto-Mayor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16577 | Victoria Taylor | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16578 | Victoria Zeno | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16579 | Vincent Barrera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16580 | Vinisha Singireddy | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16581 | Virginia Bennett | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16582 | Virginia Moon | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16583 | Vivian Diab | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16584 | Vlada Bidlauskas | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16585 | Walita Powell | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16586 | Walnetta Jones | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16587 | Walt Retzlaff | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16588 | Walter Dueck | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16589 | Walter Thompson jr. | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16590 | Wavelet Avent | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16591 | Wayne Stedman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|----------------------|---------------------------------|------------|--------------|
| 16592 | Wendy Chiang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16593 | Wendy Miller | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16594 | Wendy Smith | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16595 | Wesley Howard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16596 | Whitney Dvorak | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16597 | Whitney Peterson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16598 | Wilber Quintanilla | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16599 | William Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16600 | William Goodwin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16601 | Wonanetta Graves | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16602 | Xerses Ducusin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16603 | Xi Xiao | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16604 | Xia Zhang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16605 | Xiaolei Astua | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16606 | Xochilt Naranjo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16607 | Yadgar Doster Haynes | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16608 | Yadira Dondiego | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16609 | Yaminah Akl | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16610 | Yaneth Garcia Lopez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16611 | Yanna Huang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16612 | Yaroslava Mekh | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16613 | Yegor Malyshev | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16614 | Yekaterina Nordyke | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16615 | Yelena Kalashnikova | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16616 | Yeny Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16617 | Yesenia Guzman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16618 | Yesenia Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16619 | Yesenia Nava | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16620 | Yesenia Serafin | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16621 | Yessenia Duque | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16622 | Yessenia Gaines | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16623 | Yessica Ruiz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16624 | Yoana Reyes Leal | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16625 | Yoko Kokubo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16626 | Yolanda Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16627 | Yolanda R Harris | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16628 | Yolanda Repreza | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16629 | Yolanda Ruiz | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16630 | Yosselin Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16631 | Youcef Hamida | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16632 | Youngna Lee | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16633 | Yovami Miranda | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16634 | Yovell Simmons | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16635 | Yu Thao | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16636 | Yue Li | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16637 | Yuliana Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16638 | Yunuen Del Castillo | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16639 | Yuridiana Contreras | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 33.90 |
| 16640 | Yusof Algahim | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16641 | Yvette Comparan | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16642 | Yvette Robinson | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16643 | Yvette Viera | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16644 | Yvonne Torres | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16645 | Zachia Walder | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16646 | Zaira Fernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16647 | Zarghoona Sanger | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16648 | Zarina Sears | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16649 | Zeeb Israel | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16650 | Zenaida Garcia | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16651 | Zeneyda Walla | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16652 | Zhan Wang | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16653 | Zheila Zorrilla | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16654 | Zhiying Ma | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16655 | Zhuqing Chen | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16656 | Zilvinas Vilutis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16657 | Zion Davis | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16658 | Zipporah Randle | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16659 | Zoe Tov | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16660 | Zuhaf Haseeb | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16661 | Zuleica Perez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 16.95 |

Southern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|--------------|---|--|----------------------------|----------------------------|
| 16662 | Zulema Hernandez | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16663 | Zulma Hoffman | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16664 | Zwah Beyard | ISP Reimbursement - 12/1 - 2/28 | 04/24/2025 | 50.85 |
| 16666 | Tanisha Johnson | ISP Reimbursement - 12/1 - 2/28 | 04/25/2025 | 50.85 |
| 16667 | Tawana Blanks | ISP Reimbursement - 12/1 - 2/28 | 04/25/2025 | 50.85 |
| 16668 | Jessica Flores | ISP Reimbursement - 12/1 - 2/28 | 04/25/2025 | 50.85 |
| 16669 | CSC | Office Expense | 04/29/2025 | 1,326.00 |
| 16670 | Law Offices of Young, Minney & Corr LLP | Legal Svcs - 03/25 | 04/29/2025 | 9,170.95 |
| 16671 | Milestones Therapy Group, A Prof. SLP Corporation | SpEd Svcs - 03/25 | 04/29/2025 | 132,066.30 |
| 16672 | N2Y, LLC | Software 04/18/25 - 07/31/25 | 04/29/2025 | 717.15 |
| 16673 | Pamela Krol | Reimb - Parking - 03/18/25-03/25/25 | 04/29/2025 | 8.70 |
| 16674 | PC Connection Sales Corp | School Supplies | 04/29/2025 | 87.50 |
| 16675 | Pitney Bowes Inc | Postage Meter Lease - 05/20/25 - 08/19/25 | 04/29/2025 | 841.28 |
| 16676 | SOFTMSP LLC | IT Supplies | 04/29/2025 | 478.02 |
| 16677 | US Bank Equipment Finance | Equipment Lease - Tax & Fees - 04/08/25-05/08/25 | 04/29/2025 | 1,050.53 |
| 16678 | Womble Bond Dickinson (US) LLP | Legal Svcs 03/25 | 04/29/2025 | 200.00 |
| ACH | Mindful Neuron Center PC | SpEd Svcs - 02/25 | 04/03/2025 | 2,031.25 |
| ACH | Brandastic, Inc. | Marketing Svcs | 04/09/2025 | 7,500.00 |
| ACH | Melissa Santander | SpEd Svcs - 03/25 | 04/09/2025 | 600.00 |
| ACH | NJA Therapy Services, Inc. | SpEd Svcs - 03/25 | 04/16/2025 | 9,139.41 |
| ACH | Mindful Neuron Center PC | SpEd Svcs - 03/25 | 04/16/2025 | 1,796.88 |
| ACH | InterPres Corporation | Rent | 04/24/2025 | 31,114.80 |
| ACH | Brandastic, Inc. | Marketing Svcs | 04/29/2025 | 6,340.00 |
| ACH | California Department of Tax and Fee Administration | Use Tax FY2024 | 04/14/2025 | 932.00 |
| ACH | Chase Bank - 7959 | Bank Fee | 04/15/2025 | 243.19 |
| VOID | Melissa Townley | ISP Reimbursement - 09/24 - 11/24 | 04/03/2025 | VOID |
| VOID | Cristal Patnett | ISP Reimbursement - 09/24 - 11/24 | 04/03/2025 | VOID |
| VOID | Cynthia Mendez | ISP Reimbursement - 09/24 - 11/24 | 04/03/2025 | VOID |
| VOID | Kate B Rhaburn | ISP Reimbursement - 09/24 - 11/24 | 04/03/2025 | VOID |
| VOID | Suzanna Philbrook | ISP Reimbursement - 09/24 - 11/24 | 04/03/2025 | VOID |
| VOID | Isabelle Flores | ISP Reimbursement - 12/1 - 2/28 | 04/25/2025 | VOID |
| VOID | Jacklyn Vasquez | ISP Reimbursement - 12/1 - 2/28 | 04/22/2025 | VOID |
| VOID | Isabelle Flores | ISP Reimbursement - 12/1 - 2/28 | 04/25/2025 | VOID |
| | | | Total Disbursements | <u>1,642,434.40</u> |

Central Valley

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|----------------------------|---|---------------------------|------------|-----------------------------|
| 40120 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 | 04/03/2025 | \$ 43,764.34 |
| 40121 | Specialized Therapy Services Inc | SpEd Svcs - 02/25 | 04/03/2025 | 45.00 |
| 40122 | Effectual Educational Consulting Services | SpEd Svcs - 01/25 | 04/09/2025 | 18,320.10 |
| 40123 | Oxford Consulting Services Inc. | SpEd Svcs - 02/25 | 04/09/2025 | 3,405.50 |
| 40124 | Community Therapy Services | SpEd Svcs - 01/25 | 04/16/2025 | 2,965.00 |
| 40125 | Jostens | Graduation Supplies | 04/24/2025 | 165.88 |
| 40126 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 - 02/25 | 04/29/2025 | 62,762.40 |
| Total Disbursements | | | | \$ <u>131,428.22</u> |

Northern California

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|----------------------------|--|---|------------|----------------------|
| 60381 | Alameda County Agricultural Fair Association | Facilities Rental - EOY Festival - Final Payment - 05/28/25 | 04/03/2025 | \$ 9,313.00 |
| 60382 | Bromberg & Associates, LLC | SpEd Svcs - 02/25 | 04/03/2025 | 1,540.00 |
| 60383 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 | 04/03/2025 | 90,249.62 |
| 60384 | Jessica Corona | Grad Nite Ticket Refund ST: 11261 | 04/03/2025 | 248.00 |
| 60385 | Charter Communications | Communication Svcs - 04/25 | 04/09/2025 | 419.96 |
| 60386 | Easy Envelopes | Office Supplies | 04/09/2025 | 347.00 |
| 60387 | Effectual Educational Consulting Services | SpEd Svcs - 02/25 | 04/09/2025 | 16,650.00 |
| 60388 | Oxford Consulting Services Inc. | SpEd Svcs - 02/25 | 04/09/2025 | 8,956.72 |
| 60389 | PG&E | Utilities Svcs - 02/25/25-03/26/25 | 04/09/2025 | 175.63 |
| 60390 | Sulthan Mubarak Syed | Reimb - SpEd Svcs - 04/25 | 04/09/2025 | 1,554.00 |
| 60391 | Community Therapy Services | SpEd Svcs - 01/25 | 04/16/2025 | 3,815.00 |
| 60392 | Law Offices of Young, Minney & Corr LLP | Legal Svcs - 10/24 - 12/24 - SpEd | 04/16/2025 | 34,650.00 |
| 60393 | Sulthan Mubarak Syed | SpEd Svcs - 02/25 | 04/16/2025 | 704.00 |
| 60394 | Alhambra | Office Supplies | 04/24/2025 | 57.44 |
| 60395 | AT&T - 6652 | Communication Svcs - 04/07/25 - 05/06/25 | 04/24/2025 | 1,080.42 |
| 60396 | Corodata Shredding Inc | Shredding Svcs - 03/25 | 04/24/2025 | 53.61 |
| 60397 | Jostens | Graduation Supplies | 04/24/2025 | 165.88 |
| 60398 | Specialized Therapy Services Inc | SpEd Svcs - 03/25 | 04/24/2025 | 326.00 |
| 60399 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 - 02/25 | 04/29/2025 | 83,837.35 |
| 60400 | GreenWorks Commerical Janitorial Services | Janitorial Svcs - 04/25 | 04/29/2025 | 1,250.00 |
| 60401 | Purchase Power-6016 | Postage Meter & Shipping - 02/25 | 04/29/2025 | 546.00 |
| ACH | Brekke Real Estate Inc | Rent - 04/25 | 04/02/2025 | 8,171.63 |
| ACH | Yardi Service Charge | Service fee for rent payment | 04/02/2025 | 0.95 |
| ACH | Chase Bank - 7975 | Bank Fee | 04/15/2025 | 101.83 |
| ACH | Modesto Irrigation District | Utility Svcs | 04/25/2025 | 227.35 |
| Total Disbursements | | | | \$ 264,441.39 |

North Bay

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|----------------------------|---|---------------------------|------------|----------------------------|
| 30079 | Effectual Educational Consulting Services | SpEd Svcs - 01/25 | 04/03/2025 | \$ 2,140.50 |
| 30080 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 | 04/03/2025 | 6,834.00 |
| 30081 | Effectual Educational Consulting Services | SpEd Svcs - 02/25 | 04/09/2025 | 1,350.50 |
| 30082 | Oxford Consulting Services Inc. | SpEd Svcs - 02/25 | 04/09/2025 | 1,469.00 |
| 30083 | Community Therapy Services | SpEd Svcs - 01/25 | 04/16/2025 | 780.00 |
| 30084 | Jostens | Graduation Supplies | 04/24/2025 | 104.46 |
| 30085 | Specialized Therapy Services Inc | SpEd Svcs - 03/25 | 04/24/2025 | 275.00 |
| 30086 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 - 02/25 | 04/29/2025 | 7,513.90 |
| 30087 | Moving With Confidence | SpEd Svcs - 03/25 - 04/25 | 04/29/2025 | 1,500.00 |
| Total Disbursements | | | | \$ <u>21,967.36</u> |

Monterey Bay

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|----------------------------|---|-------------------------|------------|----------------------------|
| 20092 | Effectual Educational Consulting Services | SpEd Svcs - 02/25 | 04/03/2025 | \$ 3,858.00 |
| 20093 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 | 04/03/2025 | 21,452.46 |
| 20094 | Effectual Educational Consulting Services | SpEd Svcs - 01/25 | 04/09/2025 | 3,025.00 |
| 20095 | Oxford Consulting Services Inc. | SpEd Svcs - 02/25 | 04/09/2025 | 1,984.56 |
| 20096 | Community Therapy Services | SpEd Svcs - 01/25 | 04/16/2025 | 1,735.00 |
| 20097 | Jostens | Graduation Supplies | 04/24/2025 | 165.88 |
| 20098 | Specialized Therapy Services Inc | SpEd Svcs - 03/25 | 04/24/2025 | 234.00 |
| 20099 | El Paseo Childrens Center Inc. | SpEd Svcs - 02/25 | 04/29/2025 | 31,570.03 |
| Total Disbursements | | | | \$ <u>64,024.93</u> |

Central Coast

Check Register

For the period ended April 30, 2025

| Check Number | Vendor Name | Transaction Description | Check Date | Check Amount |
|----------------------------|---|-------------------------|------------|----------------------------|
| 70068 | Effectual Educational Consulting Services | SpEd Svcs - 02/25 | 04/03/2025 | \$ 7,960.00 |
| 70069 | El Paseo Childrens Center Inc. | SpEd Svcs - 01/25 | 04/03/2025 | 3,414.60 |
| 70070 | Jostens | Graduation Supplies | 04/24/2025 | 104.46 |
| 70071 | El Paseo Childrens Center Inc. | SpEd Svcs - 02/25 | 04/29/2025 | 6,911.80 |
| Total Disbursements | | | | \$ <u>18,390.86</u> |

Coversheet

Educational Services Update

Section: III. Oral Reports
Item: E. Educational Services Update
Purpose: FYI

Submitted by:

Related Material:

2025_Local_Indicator_Self-Reflection_24-25_Indicators_California_Connections_Academy_Central_Valley_20250604.pdf

2025_Local_Indicator_Self-Reflection_24-25_Indicators_California_Connections_Academy_North_Bay_20250604.pdf

2025_Local_Indicator_Self-Reflection_24-25_Indicators_California_Connections_Academy_Southern_California_20250604 (1).pdf

2025_Local_Indicator_Self-Reflection_24-25_Indicators_California_Connections_Academy_Monterey_Bay_20250604.pdf

2025_Local_Indicator_Self-Reflection_24-25_Indicators_California_Connections_Academy_Northern_California_20250604 (2).pdf

2025_Local_Indicator_Self-Reflection_24-25_Indicators_California_Connections_Academy_Central_Coast_20250604.pdf



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 22-23 | 15.8 | 88.6 | 8.5 | 0 | 0 | 0.7 | 0 | 2.4 |

| 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 | N/A |
|--|---|---|---|---|---|-----|
| 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 | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

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: ¹

- 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. | 5 |
| 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | 4 |

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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 |
|--|---------------------|
| 9. 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 |
| 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. 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 |
| 12. 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 24-25 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: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

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 allow 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.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

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 24-25 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 Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

- 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 measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

- 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 California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

- 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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 22-23 | 3.3 | 84.3 | 10.5 | 0 | 0 | 0.6 | 0 | 4.6 |

| 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 | N/A |
|--|---|---|---|---|---|-----|
| 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 | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

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: ¹

- 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. | 5 |
| 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | 4 |

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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 |
|--|---------------------|
| 9. 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 |
| 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. 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 |
| 12. 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 24-25 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: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

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 allow 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.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

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 24-25 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 Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

- 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 measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

- 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 California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

- 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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 22-23 | 170.1 | 89.1 | 5.9 | 0.0 | 0.7 | 2.7 | 0 | 1.6 |

| 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 | N/A |
|--|---|---|---|---|---|-----|
| 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 | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

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: ¹

- 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. | 5 |
| 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | 4 |

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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 |
|--|---------------------|
| 9. 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 |
| 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. 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 |
| 12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 4 |

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

For the 24-25 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: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

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 allow 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.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

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 24-25 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 Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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 measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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 California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 22-23 | 11.0 | 85.5 | 9.2 | 0 | 0 | 1.3 | 0 | 3.7 |

| 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 | | | | 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 | N/A |
|--|---|---|---|---|---|-----|
| 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 | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

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: ¹

- 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. | 5 |
| 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | 4 |

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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 |
|--|---------------------|
| 9. 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 |
| 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. 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 |
| 12. 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 24-25 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: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

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 allow 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.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

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 24-25 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 Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

- 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 measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

- 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 California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

- 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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|--|--------------------------------------|---|
| California Online Public Schools Northern California | Dr. Richard Savage Superintendent | rsavage@californiaops.org (949) 461-1667 |

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 22-23 | 49.8 | 89.8 | 7 | 0.0 | 1.10.4 | 1.7 | 0 | 1.1 |

| 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 | N/A |
|--|---|---|---|---|---|-----|
| 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 | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

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: ¹

- 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. | 5 |
| 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | 4 |

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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 |
|--|---------------------|
| 9. 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 |
| 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. 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 |
| 12. 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 24-25 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: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

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 allow 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.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

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 24-25 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 Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

- 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 measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

- 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 California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

- 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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 22-23 | 1.6 | 86.6 | 9.8 | 0 | 0 | 0.6 | 0 | 4.9 |

| 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 | | | | 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 | N/A |
|--|---|---|---|---|---|-----|
| 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 | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

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: ¹

- 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. | 5 |
| 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | 4 |

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

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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 |
|--|---------------------|
| 9. 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 |
| 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. 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 |
| 12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 4 |

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

For the 24-25 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: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

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 allow 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.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

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 24-25 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 Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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 measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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 California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.

Coversheet

Approval of Minutes from the May 13, 2025 CalOPS Board Meeting (attached)

Section: IV. Consent Items
Item: A. Approval of Minutes from the May 13, 2025 CalOPS Board Meeting
(attached)
Purpose: Vote
Submitted by:
Related Material: 250513 CalOPS Board Minutes For Review.pdf

DRAFT



California Online Public Schools

California Online Public Schools

Minutes

California Online Public Schools (CalOPS) Board Meeting

Date and Time

Tuesday May 13, 2025 at 4:00 PM

Location

CalOPS NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366

CalOPS SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675

1201 Cara Road, Dinuba, CA 93618

32946 Calle San Marcos, San Juan Capistrano, 92675

3753 W. Norberry Street, Lancaster, CA 93536

9423 Reseda Blvd. Apt #230, Northridge, CA 91324

4108 W Avenue J6, Lancaster, CA 93536

Join Zoom Meeting

<https://californiaops-org.zoom.us/j/92843576813>

Meeting ID: 928 4357 6813

Dial In: +1 (669) 900-9128 ext. 928-4357-6813# US

This meeting is open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at www.californiaops.org/governance or contact the school offices: Dana Hohn (NorCal) or Eva McGahey (SoCal) at (800) 906-5166 at least 24 hours prior to the meeting. The board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

Directors Present

A. Pulsipher (remote), E. Wickliffe (remote), J. Stockdale (remote), M. Henjum (remote), P. Pulsipher (remote)

Directors Absent

D. Rivas

Guests Present

A. Larsen (remote), D. Hertzler (remote), Doreen Stringer (remote), E. McGahey, H. Tamayo (remote), J. Condon, J. Sitomer (remote), K. Eng (remote), L. Carter (remote), L. Dombek (remote), M. Brockway (remote), M. White (remote), R. Dreifus (remote), R. Romero (remote), R. Savage (remote), S. Ford (remote)

I. Opening Items

A. Roll Call

CalOPS Staff

Ashley Larsen - Administrative Assistant
Dan Hertzler - Director of Operations
Doreen Stringer - High School Teacher
Eva McGahey - Administrative Assistant - SoCal Office
Heather Tamayo - Middle School Principal
Jessica Condon - Assistant Director of Operations - NorCal Office
LaChelle Carter - Director of Finance
Leslie Dombek - Director of Educational Services
Marcus White - Elementary School Principal
Matt Brockway - High School Principal
Richard Savage - Superintendent
Richie Romero - Deputy Superintendent
Ryan Dreifus - Interim Director of Human Resources
Stephen Ford - Assistant Superintendent

Contracted Staff

Jason Sitomer - Charter Impact Managing Director
Kate Eng - Charter Impact Director of Client Finance

B. Call the Meeting to Order

J. Stockdale called a meeting of the board of directors of California Online Public Schools to order on Tuesday May 13, 2025 at 4:07 PM.

C. Approval of Agenda

E. Wickliffe made a motion to approve the agenda.

A. Pulsipher seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Stockdale Aye

A. Pulsipher Aye

P. Pulsipher Aye

D. Rivas Absent

M. Henjum Aye

E. Wickliffe Aye

S. Ford, Assistant Superintendent, joined meeting at 4:08 pm

II. Public Comment

A. Public Comment

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

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items. Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Open Meeting Policy, visit the CalOPS Governance Page at californiaops.org/governance.

No requests for public comment were submitted in advance. No member of the public was present in person.

III. Public Hearing

A.

CalOPS LCAP (and CSI) Plan Input (attached)

L. Dombek summarized the purpose of the LCAP and noted that this item provides the public with an opportunity to comment.

IV. Oral Reports

A. Superintendent's Report

Dr. R. Savage delivered his Superintendent's report. Regarding authorizing districts, a new superintendent was announced for the Ripon USD. Introductions will be made soon to maintain good relations with the CalOPS NorCal Authorizer. He also shared highlights from a recent meeting with the OCDE Superintendent, focused on exploring potential supports and building a positive relationship.

He noted the Graduation ceremony in SoCal will be held on June 12 at UC Irvine. The NorCal ceremony will be held on June 18 at UC Berkley. The CalOPS Board was invited to attend. He also noted that testing has been running smoothly with great participation rates.

On the topic of curriculum and training, there has been conversation occurring among leadership and vendors to ensure efficiency with processes and platforms. There will be more specific updates coming soon.

Staffing updates included a need for several special education teachers and a Director of Student Services. There has been great interest in both of these positions.

B. Principals' Report (attached)

M. Brockway offered updates at the High School level. He noted excitement for the end of year activities with Prom and Grad Night upcoming, as well as the End-of-Year festivals. He also emphasized the effort his team has made at communications with families regarding testing.

H. Tamayo offered updates at the Middle School level. She noted the excitement surrounding the new direction of virtual state testing and the positive response from staff and students. She also mentioned the work being done to refine processes at the MS level, and efforts put into supporting families through the ITR process.

M. White offered updates at the Elementary School level. He mentioned the engagement occurring between teachers and students/families to keep students going strong through the end of the Spring semester. He also noted the successful testing season and positive energy from staff.

C. Charter Impact Financial Report for CalOPS

J. Sitomer presented the monthly consolidated financial report.

Highlights

- **Attendance: 145 added ADA** based on P2 actuals
- **Revenue: +\$825K(+1%)**, driven by added ADA, offset by deferred specialty funds
- **Expenses:flat** to prior projection, with shifts from services to supplies
- **Surplus: \$4.6M(4%** of expenses)
- **Ending Fund balance: \$29M**
- **Cash: \$39.5M** as of 3/31

D. Policy, Compliance, and Legislative Updates

D. Hertzler offered policy and compliance updates. He noted that policies are being reviewed for compliance now.

AB 84 passed out of the Assembly Education Committee, though there was much opposition in the commentary from members of the public. This bill is currently in the Appropriations Committee. A few amendments have been added to the bill, but none that would positively affect charter schools. Efforts have been made to inform and educate family and staff on all legislation, and these efforts will be continued. SB 414 has passed through the Senate Education Committee and Judiciary Committee and is now sitting in the Appropriations Committee. This bill would affect school accountability, financial and performance audits, charter school authorization, oversight, and contracting. He is keeping an eye on a Supreme Court Case out of Oklahoma, looking at charter schools being part of public education or not. The ruling should be announced by July 4, with Justice Roberts as the swing vote.

E. Educational Services Update

L. Dombek offered updates regarding state testing and statistics on participation. She noted the success that remote testing has brought, raising participation as projected and the accessibility it offers to families.

She presented the Q3 School Enhancement Target (SET) Review.

V. Consent Items

- A. Approval of Minutes from the April 08, 2025 CalOPS Board Meeting (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

M. Henjum made a motion to approve the Consent Agenda, Items A-E.

E. Wickliffe seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

D. Rivas Absent

P. Pulsipher Aye

E. Wickliffe Aye

A. Pulsipher Aye

J. Stockdale Aye

M. Henjum Aye

VI. Action Items

A. Approval of Form 990 (attached)

M. Henjum made a motion to approve Action Item A, Approval of Form 990.

E. Wickliffe seconded the motion.

L. Carter informed the board that this item included the financial up through June 2024.

The board **VOTED** to approve the motion.

Roll Call

M. Henjum Aye

J. Stockdale Aye

D. Rivas Absent

A. Pulsipher Aye

E. Wickliffe Aye

P. Pulsipher Aye

VII. Information Items

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

D. Hertzler noted the proposed CalOPS Board Schedule for the 2025-26 school year will come to the Board for approval at next month's annual meeting.

VIII. Closing Items

A. Adjourn Meeting

M. Henjum made a motion to adjourn this board meeting and confirm the next scheduled CalOPS Board Meeting on June 10, 2025.

E. Wickliffe seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Stockdale Aye

Roll Call

- E. Wickliffe Aye
- M. Henjum Aye
- D. Rivas Absent
- P. Pulsipher Aye
- A. Pulsipher Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:55 PM.

Respectfully Submitted,
J. Stockdale

Coversheet

Ratification of Special Education Service Contracts (attached)

Section: IV. Consent Items
Item: C. Ratification of Special Education Service Contracts (attached)
Purpose: Vote
Submitted by:
Related Material:
250610 SPED Contracts.pdf
SPG 2024-25 Master Contract CalOPS - FULLY EXECUTED 2025-05-22.pdf
ACES 2024-25 CalOPS Service Agreement - FULLY EXECUTED 2025-05-09.pdf

SPED Contracts

June 10, 2025 CalOPS Board Meeting

| NEW CONTRACTS | |
|-------------------------------------|-----------------------------|
| 2024-25 SERVICE PROVIDERS/CONTRACTS | Contract Status |
| ACES 2020, LLC (Non-NPA) | FULLY EXECUTED 5/9/2025 |
| SPG Therapy & Education, PC. | FULLY EXECUTED 5/22/2025 |

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.

Table of Contents

| | |
|---|----|
| GENERAL PROVISIONS | 1 |
| 1. MASTER CONTRACT | 1 |
| 2. CERTIFICATION AND LICENSES | 1 |
| 3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS | 2 |
| 4. TERM OF MASTER CONTRACT | 2 |
| 5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION | 3 |
| 6. INDIVIDUAL SERVICE AGREEMENT (“ISA”)..... | 3 |
| 7. DEFINITIONS..... | 4 |
| ADMINISTRATION OF CONTRACT | 5 |
| 8. NOTICES..... | 5 |
| 9. MAINTENANCE OF RECORDS..... | 5 |
| 10. SEVERABILITY CLAUSE | 6 |
| 11. SUCCESSORS IN INTEREST | 6 |
| 12. VENUE AND GOVERNING LAW | 6 |
| 13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES..... | 6 |
| 14. TERMINATION..... | 6 |
| 15. INSURANCE..... | 7 |
| 16. INDEMNIFICATION AND HOLD HARMLESS | 9 |
| 17. INDEPENDENT CONTRACTOR..... | 9 |
| 18. SUBCONTRACTING | 9 |
| 19. CONFLICTS OF INTEREST..... | 10 |
| 20. NON-DISCRIMINATION | 10 |
| EDUCATIONAL PROGRAM | 11 |
| 21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE) | 11 |
| 22. GENERAL PROGRAM OF INSTRUCTION | 11 |
| 23. INSTRUCTIONAL MINUTES..... | 12 |
| 24. CLASS SIZE..... | 12 |
| 25. CALENDARS..... | 13 |
| 26. DATA REPORTING | 13 |
| 27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT | 14 |
| 28. STATEWIDE ACHIEVEMENT TESTING | 14 |
| 29. MANDATED ATTENDANCE AT LEA MEETINGS | 14 |

| | | |
|-----|--|----|
| 30. | POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS..... | 15 |
| 31. | STUDENT DISCIPLINE..... | 16 |
| 32. | IEP TEAM MEETINGS..... | 17 |
| 33. | SURROGATE PARENTS AND FOSTER YOUTH..... | 18 |
| 34. | DUE PROCESS PROCEEDINGS..... | 18 |
| 35. | COMPLAINT PROCEDURES..... | 18 |
| 36. | STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS..... | 18 |
| 37. | TRANSCRIPTS..... | 19 |
| 38. | STUDENT CHANGE OF RESIDENCE..... | 19 |
| 39. | WITHDRAWAL OF STUDENT FROM PROGRAM..... | 20 |
| 40. | PARENT ACCESS..... | 20 |
| 41. | LICENSED CHILDREN’S INSTITUTION (“LCI”) CONTRACTORS AND RESIDENTIAL TREATMENT CENTER (“RTC”) CONTRACTORS..... | 20 |
| 42. | STATE MEAL MANDATE..... | 21 |
| 43. | MONITORING..... | 21 |
| | PERSONNEL..... | 22 |
| 44. | CLEARANCE REQUIREMENTS..... | 22 |
| 45. | STAFF QUALIFICATIONS..... | 22 |
| 46. | VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS..... | 23 |
| 47. | STAFF ABSENCE..... | 24 |
| 48. | STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME..... | 24 |
| | HEALTH AND SAFETY MANDATES..... | 25 |
| 49. | HEALTH AND SAFETY..... | 25 |
| 50. | FACILITIES AND FACILITIES MODIFICATIONS..... | 25 |
| 51. | ADMINISTRATION OF MEDICATION..... | 25 |
| 52. | INCIDENT/ACCIDENT REPORTING..... | 25 |
| 53. | CHILD ABUSE REPORTING..... | 26 |
| 54. | SEXUAL HARASSMENT..... | 26 |
| 55. | REPORTING OF MISSING CHILDREN..... | 26 |
| | FINANCIAL..... | 26 |
| 56. | ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES..... | 26 |
| 57. | RIGHT TO WITHHOLD PAYMENT..... | 27 |
| 58. | PAYMENT FROM OUTSIDE AGENCIES..... | 28 |

59. PAYMENT FOR ABSENCES 29

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 29

61. INSPECTION AND AUDIT 30

62. RATE SCHEDULE 31

63. DEBARMENT CERTIFICATION 31

EXHIBIT A: 2024-2025 RATES..... 33

EXHIBIT B: 2024-2025 ISA 35

2024-2025

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: California Online Public Schools

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

SPG Therapy & Education, PC.

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on May 19, 2025, 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, California Online Public Schools Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and SPG Therapy & Education, PC.

(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, 2025 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). 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 (10th) 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.

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.

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 31st 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 (10th) 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 (5th) 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 May 19, 2025 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

CONTRACTOR

LEA

SPG Therapy & Education, PC.

California Online Public Schools

Nonpublic School/Agency

LEA Name

Signed by:
 By: Susan Stark 05/22/2025
15FABE0E0FEA48C...
Signature Date

DocuSigned by:
 By: Richie Romero, Ed.D. 05/22/2025
FE9DD366CFFD494...
Signature Date

Susan Stark

Dr. Richie Romero, Deputy Superintendent

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:

Susan Stark

Dr. Richie Romero, Deputy Superintendent

Name and Title

Name and Title

CCC-MS-SLP

California Online Public Schools

Nonpublic School/Agency/Related Service Provider

LEA

2021 Ygnacio Valley Road C-103

33272 Valle Road

Address

Address

walnut Creek ca 94598

San Juan Capistrano CA 92675

City

State

Zip

9259451768 9254641290

City

State

Zip

(800) 906-5166 (949)240-7895

Phone

Fax

9259451474

Phone

Fax

rromero@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: **SPG Therapy & Education, PC.**

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____

- 2) Inclusive Education Program
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: _____

- 3) Related Services

| <u>SERVICE</u> | <u>RATE</u> | <u>PERIOD</u> |
|---|-------------|---------------|
| <u>Intensive Individual Services (340)</u> | _____ | _____ |
| <u>Language and Speech (415)</u> | _____ | _____ |
| <u>Adapted Physical Education (425)</u> | _____ | _____ |
| <u>Health and Nursing: Specialized Physical Health Care (435)</u> | _____ | _____ |
| <u>Health and Nursing: Other Services (436)</u> | _____ | _____ |
| <u>Assistive Technology Services (445)</u> | _____ | _____ |
| <u>Occupational Therapy (450)</u> | _____ | _____ |
| <u>Physical Therapy (460)</u> | _____ | _____ |
| <u>Individual Counseling (510)</u> | _____ | _____ |
| <u>Counseling and Guidance (515)</u> | _____ | _____ |
| <u>Parent Counseling (520)</u> | _____ | _____ |
| <u>Social Work Services (525)</u> | _____ | _____ |
| <u>Psychological Services (530)</u> | _____ | _____ |
| <u>Behavior Intervention Services (535)</u> | _____ | _____ |
| <u>Specialized Services for Low Incidence Disabilities (610)</u> | _____ | _____ |
| <u>Specialized Deaf and Hard of Hearing (710)</u> | _____ | _____ |

| | | |
|---|---------------|-----------------------|
| Interpreter Services (715) | | |
| Audiological Services (720) | | |
| Specialized Vision Services (725) | | |
| Orientation and Mobility (730) | | |
| Specialized Orthopedic Services (740) | | |
| Reader Services (745) | | |
| Transcription Services (755) | | |
| Recreation Services, Including Therapeutic (760) | | |
| College Awareness (820) | | |
| Work Experience Education (850) | | |
| Job Coaching (855) | | |
| Mentoring (860) | | |
| Travel Training (870) | | |
| Other Transition Services (890) | | |
| Other (900) IEE - Speech and Language Assessment | 197.00 | per hour, up to 25hrs |
| Other (900) | | |

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 SS

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 SS

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 May 19, 2025 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone () _____ () _____
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

- Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
- Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (*Applies to nonpublic schools only*): Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

| SERVICE | Provider | | | # of Times per wk/mo/yr., Duration; or per IEP; or as needed | Cost per session | Maximum Number of Sessions | Estimated Maximum Total Cost for Contracted Period |
|--|----------|-----|---------------|--|------------------|----------------------------|--|
| | LEA | NPS | OTHER Specify | | | | |
| Intensive Individual Services (340) | | | | | | | |
| Language/Speech Therapy (415) a. Individual b. Group | | | | | | | |
| Adapted Physical Ed. (425) | | | | | | | |
| Health and Nursing: Specialized Physical Health Care (435) | | | | | | | |
| Health and Nursing Services: Other (436) | | | | | | | |
| Assistive Technology Services (445) | | | | | | | |
| Occupational Therapy (450) | | | | | | | |
| Physical Therapy (460) | | | | | | | |
| Individual Counseling (510) | | | | | | | |
| Counseling and guidance (515). | | | | | | | |
| Parent Counseling (520) | | | | | | | |

| SERVICE | Provider | | | # of Times per wk/mo/yr., Duration; or per IEP; or as needed | Cost per session | Maximum Number of Sessions | Estimated Maximum Total Cost for Contracted Period |
|---|----------|-----|---------------|--|------------------|----------------------------|--|
| | LEA | NPS | OTHER Specify | | | | |
| Social Work Services (525) | | | | | | | |
| Psychological Services (530) | | | | | | | |
| Behavior Intervention Services (535) | | | | | | | |
| Specialized Services for Low Incidence Disabilities (610) | | | | | | | |
| Specialized Deaf and Hard of Hearing Services (710) | | | | | | | |
| Interpreter Services (715) | | | | | | | |
| Audiological Services (720) | | | | | | | |
| Specialized Vision Services (725) | | | | | | | |
| Orientation and Mobility (730) | | | | | | | |
| Braille Transcription (735) | | | | | | | |
| Specialized Orthopedic Service (740) | | | | | | | |
| Reader Services (745) | | | | | | | |
| Note Taking Services (750) | | | | | | | |
| Transcription Services (755) | | | | | | | |
| Recreation Services (760) | | | | | | | |
| College Awareness Preparation (820) | | | | | | | |
| Vocational Assessment, Counseling, Guidance and Career Assessment (830) | | | | | | | |
| Career Awareness (840) | | | | | | | |
| Work Experience Education (850) | | | | | | | |
| Mentoring (860) | | | | | | | |
| Agency Linkages (865) | | | | | | | |
| Travel Training (870) | | | | | | | |
| Other Transition Services (890) | | | | | | | |
| Other (900)J | | | | | | | |
| Other (900) | | | | | | | |
| Transportation-Emergency b. Transportation-Parent | | | | | | | |
| Bus Passes | | | | | | | |
| Other | | | | | | | |

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ _____

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)



Independent Contractor Agreement/Service Agreement

This Agreement (“Agreement”) is entered into as of the 12th of May, 2025 by and ACES ABA, hereinafter referred to as “the VENDOR” and **California Online Public Schools** hereinafter referred to as “the BOARD”.

The Board and the Vendor agree to the terms and conditions set forth below and in accompanying Exhibits, attached incorporated herein.

The Vendor and the Board Agree:

1. Scope of Services:

- a. The Vendor will provide the Board with SAI services rendered by qualified, BCBA.
- b. The Vendor will provided services as described as direct or indirect therapy services as indicated on each student’s Individual Education Program (IEP) that shall include, but is not limited to: planning, therapy, assessments, report and IEP writing, participation in IEP reviews and parent conferences, related travel, consultations with classroom teachers and other staff members, management of required documentation and attendance.

2. Term and Termination:

- a. The term of this Agreement shall commence on May 12, 2025, unless terminated earlier in accordance with the terms and conditions set-forth.
- b. Termination without Cause: Either party has the right to terminate the Agreement without cause by giving 30 days written notice.
- c. Termination with Cause: Either party reserves the right to terminate this Agreement immediately if the other party fails to comply with any terms or conditions of this Agreement and such failure continues for 15 days following receipt of written notice.

3. Compensation:

- a. To provide SAI services to Board until 17th day of June, 2025 excluding those days as determined by the district as holidays or closings.
- b. The rate established by mutual agreement, shall be per fully qualified, and Certified BCBA at a rate of \$155.25 per hour (see the attached rate sheet).
- c. The Vendor will provide a monthly statement based on the rate listed above within 10 days, of the last day, of the previous month.
- d. The Board will provide payment to the Vendor within 30 days of receipt of a submitted invoice. The invoice will contain description, location, time and date of services.



California Online Public Schools

4. Independent Contractor:

- a. Both parties agree that the terms of the Agreement do not constitute a formation of a partnership, joint venture, employer-employee, or other relationship and no form of agency exists between the parties.
- b. Board agrees to submit W-9 form with Vendor submitting a completed W-9 form and Request for Taxpayer Identification Number and Certification with social security number/ federal identification number.
- c. The Vendor shall provide California Online Public Schools with a copy of the provider's license/credential, as applicable, along with the verified dates of California DOJ and FBI background checks, fingerprint clearance, and Tuberculosis Test clearance for all employees, approved subcontractors, and/or volunteers prior to such individuals starting to work with any student.

5. Insurance/License:

- a. The Vendor agrees to maintain professional liability and malpractice insurance with the following minimum limits of liability: \$1,000,000. Per occurrence and \$5,000,000 in the aggregate and provide the Board with proof of insurance upon request.
- b. The Vendor is certified by the State of California in the performances of the Services provided herein and agrees to provide proof upon request.

6. Direct Hire-Non-Solicitation:

- a. Board agrees to notify Vendor in writing of its intent to hire, enter into an arrangement to hire, or contract for services with any personnel who worked for Vendor in scheduled assignment in a facility during the preceding six (6) month period. In the event the Board does hire such personnel, the Board agrees to pay Vendor a one time hire "Fee" of \$2,000.

7. General:

- a. This agreement shall be governed by the State of California, and governing regulatory rules, all which are incorporated herein.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed, and do each represent that their respective signatory, whose signature appears below, is fully authorized to execute this Agreement.

By: California Online Public Schools
 Name: Richie Romero
 Title: Deputy Superintendent
 Date: 05/09/2025

Signed by:
 Signature Richie Romero
 FE9DD366CFFD491...

VENDOR
 By: ACES 2020, LLC
 Name: Luke Jana
 Title: Chief Admin. Officer & General Counsel
 Date: 05/08/2025

DocuSigned by:
 Signature Luke Jana
 95AD3C4C89DD471...

Exhibit A
ACES' Rate Schedule
(eff. July 2024)

Base Rate Model:

| ABA Services - Individual | Provider Type | Rate |
|--|---------------------------------|-------------|
| ABA Assessment(s) | Supervisor - BCBA | \$155.25/hr |
| Behavior Intervention Development Services (BID) | Supervisor - BCBA | \$155.25/hr |
| Behavior Intervention Development Services (BID) | Supervisor - MA | \$137.14/hr |
| Behavior Intervention Implementation (BII) | Behavioral Interventionist - MA | \$137.14/hr |
| | Behavioral Interventionist | \$73.45/hr |

| Speech & Occupational Therapy Services | Provider Type | Rate |
|--|-----------------------------------|----------------|
| Speech Therapy (ST) Services | Speech-Language Pathologist (SLP) | \$155.25/hour* |
| Occupational Therapy (OT) Services | Occupational Therapist (OTR/L) | \$155.25/hour* |

Notes:

1. Rates are based on the treating provider's licensure and/or certification for that discipline, which is not based on provider's academic credentials alone.
2. From time to time these rates may be changed effective upon ACES providing written notice.
3. Fees are billed in minimum time increments of .25 hours.
4. Rates are inclusive of reimbursement for time and materials, including travel (unless otherwise stated).
5. When two or more staff members are working with a Client at the same time, the time of each will be charged.
6. Rates for all services are subject to the provisions and limitations set forth in the Agreement.

* An additional \$75.00 travel charge applies to all ST/OT sessions that take place outside of ACES' offices.

Coversheet

Approval of Staffing Report (attached)

| | |
|--------------------------|---|
| Section: | IV. Consent Items |
| Item: | D. Approval of Staffing Report (attached) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | CalOPS Staffing Report - 06.10.25.pdf |



CalOPS Staffing Report June 2025

Position Change

| Name | Title | Salary | Start Date |
|-----------------|------------------------------|--------------|------------|
| Mackenzie Duran | Director of Student Services | \$170,174.37 | 06/01/2025 |

Departing Employees

| Name | Title | Last Day of Work | Reason for Leaving |
|-----------------|---------------------------------------|------------------|--------------------|
| Halel Duberry | High School Special Education Teacher | 05/14/2025 | Released |
| Joe DeLara | High School Special Education Teacher | 05/16/2025 | Resigned |
| Paulina Escobar | Registrar | 05/28/2025 | Resigned |
| | | | |

Coversheet

Approval of Expenditures over \$20k (attached)

Section: IV. Consent Items
Item: E. Approval of Expenditures over \$20k (attached)
Purpose: Vote
Submitted by:
Related Material: 24-25 CalOPS Over 20K (POs & Invoices) - June Board Meeting.pdf
Purchase Orders Over 20k June 2025 Board Meeting.pdf
Invoices Over 20k 24-25 SY June 2025 Board Meeting.pdf
AbsenceSoft Proposal for California - updated.pdf

| CalOPS PURCHASE ORDERS Over 20k | | | | | |
|---------------------------------|-----------|--------------|------------------|--------------------------------------|--------------|
| Number | Date | Requestor | Vendor | Purpose | Amount |
| 2024-25-130 | 5/16/2025 | Than/Britnie | Instructure, Inc | Canvas Renewal | \$169,622.70 |
| 2024-25-131 | 5/19/2025 | Than/Britnie | Amira | Literacy Screener for K-2 & SPED 3-5 | \$26,500.00 |

| CalOPS INVOICES To Be Paid Over 20k (Invoices will be processed for payment once Board has approved) | | | | | | | | | |
|---|----------------------------|------------|--------------------------|---|-------------|-----------------|--------------|---|-------------------|
| Date Paid by ACH/WIRE | Uploaded to Charter Impact | Batch Date | Batch School or ACH/WIRE | Vendor | Invoice# | Date of Invoice | Amount | Description | School Allocation |
| 5/7/2025 | | | ACH | Pacific Hotel Management Inc- Hyatt Regency | #30823867 | 2/6/2025 | \$95,000 | BTS 25-26 SY 3rd Deposit | All Schools |
| | 5/8/2025 | 5/8/2025 | SoCal | Oxford Consulting Services Inc | 167766 | 03/31/2025 | \$28,047.26 | SPED Services | SoCal |
| | 5/8/2025 | 5/8/2025 | SoCal | Young Minney & Corr LLP | 15957 | 05/02/2025 | \$28,221.50 | SPED Legal | SoCal |
| | 5/8/2025 | 5/8/2025 | SoCal | Timothy A. Adams & Associates Client Trust | 2024-25-126 | 05/05/2025 | \$25,000.00 | SPED Services | SoCal |
| | 5/8/2025 | 5/8/2025 | SoCal | Capistrano Unified School District | 68U11478 | 05/02/2025 | \$41,187.00 | District Oversight Fees | SoCal |
| 05/12/2025 | | | ACH | HSA | - | - | \$20,951.01 | Benefits | All Schools |
| 05/13/2025 | | | ACH | Empower | - | - | \$196,869.32 | Benefits | All Schools |
| | 5/16/2025 | 5/15/2025 | SoCal | Secretary Of The State Of Connecticut -Business Services Division | FI-0009886 | 05/08/2025 | \$22,800.00 | Professional Services: Other School Expense | All Schools |
| 05/19/2025 | | | ACH | SoftMSP | 1031 | 5/1/2025 | 229,686 | YR 1 - IT Support Services | All Schools |
| 05/20/2025 | | | ACH | MetLife | May 2025 | 4/19/2025 | \$76,166.06 | Benefits | All Schools |
| 05/20/2025 | | | ACH | Cigna Health | - | - | \$436,519.76 | Staff Medical Benefits | All Schools |
| | 5/21/2025 | 5/21/2025 | SoCal | SoftMSP, LLC | 1029 | 05/01/2025 | \$34,218.00 | Facilities: Equipment/Supplies | All Schools |
| | 5/22/2025 | 5/22/2025 | SoCal | El Paseo Children's Center Inc. | 3622 | 03/31/2025 | \$289,740.94 | SPED Services | SoCal |
| | 5/22/2025 | 5/22/2025 | SoCal | Casa Pacifica Centers for Children & Families | 37121 | 04/30/2025 | \$39,000.00 | SPED Services | SoCal |
| | 5/22/2025 | 5/22/2025 | NorCal | El Paseo Children's Center Inc. | 3623 | 03/31/2025 | \$83,081.55 | SPED Services | NorCal |
| | 5/22/2025 | 5/22/2025 | Central Valley | El Paseo Children's Center Inc. | 3624 | 03/31/2025 | \$86,978.37 | SPED Services | Central Valley |
| | 5/22/2025 | 5/22/2025 | Monterey Bay | El Paseo Children's Center Inc. | 3627 | 03/31/2025 | \$41,284.88 | SPED Services | Monterey Bay |
| 05/23/2025 | | | ACH | InterPres Corporation | - | - | \$31,114.80 | SoCal Office Rent | SoCal |
| 05/27/2025 | | | ACH | JP Morgan Chase Bank | - | 04/30/2025 | \$103,817.69 | District Corporate Card Purchases - AutoPay | All Schools |
| 05/27/2025 | | | ACH | HSA | - | - | \$21,774.37 | Benefits | All Schools |
| 05/28/2025 | | | ACH | Empower | - | - | \$194,556.77 | Benefits | All Schools |
| | 5/30/2025 | 5/29/2025 | Socal | The College Board | A262139511 | 05/27/2025 | \$20,354.00 | Governance: School Dues, Membership | Socal |
| 05/30/2025 | | | ACH | Kaiser | - | - | \$91,661.41 | Benefits | All Schools |
| 05/30/2025 | | | ACH | Kaiser | - | - | \$27,957.35 | Benefits | All Schools |
| | | | Pending | Charter Impact | 17398 | 06/01/2025 | \$122,495.00 | Professional Services: Other School Contracted Services | All Schools |
| | | | Pending | SoftMSP, LLC | 1033 | 06/01/2025 | \$229,686.00 | Facilities: Equipment/Supplies | All Schools |
| | | | Pending | SoftMSP, LLC | 1034 | 06/01/2025 | \$86,666.67 | Facilities: Equipment/Supplies | All Schools |



2024-2025 PURCHASE ORDER

California Online Public Schools

33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

| | |
|--|--|
| Purchase Order Number: <u>2024 - 25 - 130</u> | Vendor: <u>Instructure, Inc.</u> |
| Date: <u>5/16/2025</u> | Address: <u>6330 South 3000 East, Suite 700</u> |
| Vendor Contact Name: <u>Shanoah Maine</u> | City: <u>Salt Lake City</u> |
| Vendor Phone Number: _____ | State: <u>UT</u> |
| Vendor Fax Number: _____ | Zip: <u>84121</u> |
| Email P.O. to vendor? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Vendor Email: <u>shanoah.maine@instructure.com</u> | |

Requester: Than Short

Department: All

Intent/Purpose: Learning Management System

DocuSigned by:
Than Short

Signature: _____ **Date:** 05/16/2025

F27184528842492...

| Product/Description | Sales Quote# | Item # | Cost | Qty | Total Cost |
|---|--------------|--------|---------------|-----|---------------------|
| Instructure Learning Platform (2025-07-01 2026-06-30) | Q-417895 | - | \$ 169,622.70 | 1 | \$ 169,622.70 |
| Included in your Instructure Learning Platform Bundle: Canvas Subscription Canvas 24x7 Tier 1 Support Training Portal Standard Studio Subscription Mastery Connect Subscription Mastery Connect Online PD Subscription Mastery Item Bank Subscription Desmos Tools & Calculators KDS INSPECT Formative Assessment Item Bank Student Subscription | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| DocuSigned by: | | | | | \$ - |
| Order Total | | | | | \$169,622.70 |

| | | | |
|--|-------------------|--------------------------|-----------------------------------|
| Signatures (or email approval): | | | |
| <u>Ethan Anderson</u> | <u>05/16/2025</u> | | |
| Purchaser/Requestor | Date | | |
| <u>[Signature]</u> | <u>05/16/2025</u> | <input type="checkbox"/> | via email approval (see attached) |
| signed by: | Date | | |
| <u>[Signature]</u> | <u>05/16/2025</u> | | |
| Administrator Approval (required) | Date | | |
| <u>[Signature]</u> | <u>05/16/2025</u> | | |
| Finance Approver (required) | Date | | |
| <u>[Signature]</u> | <u>05/16/2025</u> | | |



Instructure, Inc.
 6330 South 3000 East, Suite 700
 Salt Lake City, UT 84121
 United States

Order Form

Order: Q-417895-
Date: 2025-03-03
Order Valid Through: 2025-06-30

Order Form for California Online Public Schools

Bill to Information

Entity Name: California Online Public Schools
Address: 33272 Valle Road
City: San Juan Capistrano
State/Province: California
Zip/Postal Code: 92675
Country: United States

Billing Contact

Name: Bernie Jamero
Email: Finance@californiaops.org
Phone: 909-580-8297

Ship to Information

Entity Name: California Online Public Schools
Address: 33272 Valle Road
City: San Juan Capistrano
State/Province: California
Zip/Postal Code: 92675
Country: United States

Shipping Contact

Name: Richie Romero
Email: rromero@californiaops.org
Phone: +1 949 461 1667

Billing Information

Billing Frequency: Annual Upfront

Billing Frequency Term: Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Payment Terms: Net 30

| Year 1 | | | | | | | | |
|--------|-------------------------------|------------|------------|-----------|--------|-----|------------------|----------------|
| Ref | Description | Start Date | End Date | Invoice | Metric | Qty | Price | Amount |
| S1 | Instructure Learning Platform | 2025-07-01 | 2026-06-30 | Recurring | User | 1 | USD \$169,622.70 | USD 169,622.70 |

| Billing Summary | | | |
|-----------------|-----------------------|-----------------|-----------------------|
| Segment | Recurring | Non-Recurring | Total |
| Year 1 | USD 169,622.70 | USD 0.00 | USD 169,622.70 |
| Total | USD 169,622.70 | USD 0.00 | USD 169,622.70 |

| Reference | Products | Description |
|-----------|-------------------------------|--|
| S12 | Instructure Learning Platform | Included in your Instructure Learning Platform Bundle: Canvas Subscription Canvas 24x7 Tier 1 Support Training Portal Standard Studio Subscription Mastery Connect Subscription Mastery Connect Online PD Subscription Mastery Item Bank Subscription Desmos Tools & Calculators KDS INSPECT Formative Assessment Item Bank Student Subscription |

| Products | Description | Qty |
|--|---|------|
| 24x7 Tier 1 Support (Faculty Only) | 24x7 Tier 1 support (faculty only) per year (30% of subscription - min \$4,500 USD) | 1.00 |
| Mastery Connect Online PD Subscription | Unlimited access for faculty and staff users to online training video library. | 1.00 |

| | | |
|--|---|----------|
| Mastery Item Bank Subscription | Mastery Item Bank subscription for ELA, Math, Science and Social Studies featuring learning standards alignments for all 50 States, D.C., Common Core and Next Generation Science Standards. | 8,500.00 |
| Desmos Tools & Calculators | Desmos is an online math solution with a series of graphing calculators that can be embedded into online assessments to provide students with a way to graph functions, plot data and evaluate equations. | 8,500.00 |
| Training Portal Standard - Core + Advanced On-Demand Content | Unlimited access to core and advanced on-demand training content for teachers and admins through the Training Portal. | 8,500.00 |

Quote Special Terms

Recurring items on this Order Form (other than any 3rd Party Products) shall automatically renew for succeeding terms of 12-month duration at an annual price increase of 5% unless either party gives the other party 60 days' written notice of its intent not to renew prior to the expiration of the then-current term.

The services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related services prior to the first year Start Date at its sole discretion.

User Clause: User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

User Typical Use Clause: In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.

Payment Terms - Renewal Order Form: In the event that Customer fails to execute this Order Form prior to the Start Date listed above, all fees shall become due payable upon Customer's receipt of an invoice.

Terms and Conditions

Governing Terms: This Order Form shall be governed by the Master Terms and Conditions which can be found here: <https://www.instructure.com/policies/mastertermsconditions>


Data Processing Addendum: The data processing addendum between the parties is available at: <https://www.instructure.com/policies/data-processing-addendum>

Conflict Clause: In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

| PURCHASE ORDER INFORMATION | TAX INFORMATION |
|---|---|
| Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No): YES | Check here if your company is exempt from US state sales tax: |
| If Yes, please enter PO Number: 2024-25-130 | <i>Please email all US state sales tax exemption certifications to ar@instructure.com</i> |

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

| | |
|---|---|
| California Online Public Schools | |
| Signature: | <small>Signed by:</small>  <small>EE9D0386CFFD491...</small> |
| Name: | Richie Romero |
| Title: | Deputy Superintendent |
| Date: | 05/15/2025 |

| | |
|------------------------------------|-------|
| Instructure, Inc. (USA/CAN) | |
| Signature: | _____ |
| Name: | _____ |
| Title: | _____ |
| Date: | _____ |



California Online Public Schools

PURCHASE REQUISITION FORM

(THIS IS NOT A PURCHASE ORDER)

Intent / Usage/ Notes of Purchase: School Learning Management System

| | | |
|---|------------------------------------|---|
| Name of Requestor: Than Short | Today's Date: 5/15/25 | SCHOOL YEAR INTENDED FOR: 25/26 |
| Department/ Grade Level: All | School Region: All | Date Needed By: 6/30/25 |
| Vendor Name: Instructure | Vendor Contact Name: Shanoah Maine | Vendor Email: shanoah.maine@instructure.com |
| Vendor Address: Instructure, Inc. 6330 South 3000 East, Suite 700 Salt Lake City, U | | |

| Item of Purchase: (add item link, if necessary) | Quantity: | Price: | Notes/ Description: |
|---|-----------|--------------|---|
| Instructure Learning Platform | 1 | \$169,622.70 | Canvas Subscription Canvas 24x7 Tier 1 Support Training Portal Standard Studio Subscription Mastery Connect Subscription Mastery Connect Online PD Subscription Mastery Item Bank Subscription Desmos Tools & Calculators KDS INSPECT Formative Assessment Item Bank Student Subscription |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total: | | | |

| | | |
|-------------------------------|---|---------------------|
| Requestor Name: Than Short | Requestor Signature: <i>Than Short</i> | Date: 05/15/2025 |
| SPuDs Name: Leslie Dombek | SPuDs Signature: <i>Leslie Dombek</i> | Date: 05/15/2025 |

| ***FOR FINANCE DEPARTMENT USE ONLY*** | | | | |
|---|---|-------|---------------------|----------------|
| Finance Designee Name (for budget review): Lachelle Carter | Finance Designee Approval Signature: <i>L Carter</i> | | Date: 05/16/2025 | |
| Method of Payment: | Credit Card | Check | ACH | Purchase Order |
| | | | | Other: |

| | | |
|--------------------------|-----------------------|-------------------------|
| Purchase Order #: | Requisition #: | PO# Date Issued: |
|--------------------------|-----------------------|-------------------------|



California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval. An invoice or quote must be attached to the requisition at the time of submission.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
 - a. The request is processed for payment, and a finance representative will place the order, or
 - b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.




2024-2025 PURCHASE ORDER

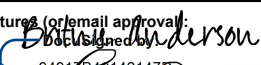
California Online Public Schools

33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

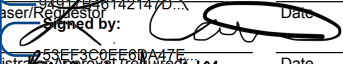
| | |
|--|---|
| Purchase Order Number: <u>2024 - 25 - 131</u> | Vendor: <u>Amira Learning</u> |
| Date: <u>5/19/2025</u> | Address: <u>5214F Diamond Heights Blvd #3255</u> |
| Vendor Contact Name: <u>Ricardo Ruiz</u> | City: <u>San Francisco</u> |
| Vendor Phone Number: <u>866 883-7323</u> | State: <u>CA</u> |
| Vendor Fax Number: _____ | Zip: <u>94131</u> |
| Email P.O. to vendor? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Vendor Email: <u>orders@amiralearning.com</u> | |

| | |
|--|--------------------------------|
| Requester: Than Short | |
| Department: Elementary & ST Services | |
| Intent/Purpose: Literacy Screener Ed Code 53008 | |
| Signature: <u></u> | Date: <u>05/19/2025</u> |
| DocuSigned by: F27184528642492... | |

| Product/Description | Sales Quote# | Item # | Cost | Qty | Total Cost |
|---|--------------|--------|--------------|-----|--------------------|
| Amira - CA Dyslexia PD Bundle (K-2) Start Date 07/01/25 (12 months) 1250 QTY | Q-75225 | - | \$ 25,000.00 | 1 | \$ 25,000.00 |
| Amira Reading Assess+Tutor (Student Account) Start Date 07/01/25 (12 Months) 75 QTY | Q-75225 | - | \$ 1,500.00 | 1 | \$ 1,500.00 |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| Order Total | | | | | \$26,500.00 |

DocuSigned by:  05/19/2025

Signatures (or email approval): _____ 05/19/2025

Purchaser/Requester:  05/19/2025

Administrative Approval (required): _____ 05/19/2025

Finance Approval (required): _____ 05/19/2025

via email approval (see attached)



Quote

Amira Q-75225

Prepared For

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA, 92675

Your Amira Partner

Ricardo Ruiz
Senior Account Executive
ricardo.ruiz@amiralearning.com



Quote: Q-75225

Prepared For: California Online Public Schools

Expires On: 7/31/2025

| Amira - CA Dyslexia PD Bundle (K-2) | | | | | |
|-------------------------------------|-------------------------------------|---------------|------------|--------|-------------|
| QTY | Product | Campus | Start Date | Months | Sales Price |
| 1250 | Amira - CA Dyslexia PD Bundle (K-2) | District Wide | 7/01/2025 | 12 | \$25,000.00 |

| Amira Reading Assess+Tutor (3-5) | | | | | |
|----------------------------------|--|---------------|------------|--------|-------------|
| QTY | Product | Campus | Start Date | Months | Sales Price |
| 75 | Amira Reading Assess+Tutor (Student Account) | District Wide | 7/01/2025 | 12 | \$1,500.00 |

Access to the AI Reading Tutoring Program, Benchmark Assessments, Parent reports and letters in 8 different languages, when they purchase our robust live PD Package at **\$20 per student** which includes: Amira Professional Development Subscription:

- (1) District Leadership Implementation Webinar and (1) District Leadership Data Review Webinar. Before training with teachers begins, the Customer Success Manager will meet with District Leadership to conduct a District Leader Planning Meeting.
- Live, Virtual Professional Development:
- Three webinars (typically 45-60 minutes each)
 - Introduction to Amira
 - Administering the Amira Screener
 - Interpreting Amira Data
- Two virtual “office hours” per year are provided, offering valuable live training sessions for educators to learn about Amira's capabilities, how to administer the instrument, best practices, and how to understand and use the screening data.
- Asynchronous On-Demand Training and Resources
 - These resources are included with the purchase at no additional cost,



Quote: Q-75225

Prepared For: California Online Public Schools

Expires On: 7/31/2025

allowing educators to access training materials and modules at their convenience, supporting flexible and self-paced professional development.

- On-Demand User Support

Start Date: 7/01/2025

Term: 12

End Date: 6/30/2026

| | |
|----------------|-------------|
| List Amount | \$26,500.00 |
| Tax Amount | \$0.00 |
| Customer Total | \$26,500.00 |

Disclaimer: Pricing is as quoted and is subject to change based on any modifications to bundle configurations, enrollment updates, or other adjustments. Additional options are to be paid in full. Totals include applicable taxes, which should be



Quote: Q-75225

Prepared For: California Online Public Schools

Expires On: 7/31/2025

reflected on your Purchase Order (if applicable).

To avoid delays in processing your order, please ensure the following:

- Email your Purchase Order, including the provided quote number, to orders@amiralearning.com.
- Digitally sign the contract provided upon commitment with your Amira partner.

Amira Terms of Use: <https://amiralearning.com/amira-terms>

Amira Privacy Policy: <https://amiralearning.com/amira-privacy>

Istation Terms of Use: <https://amiralearning.com/istation-terms>

Istation Privacy Policy: <https://amiralearning.com/istation-privacy-policy>



Effective June 2024, Istation is a 100% wholly owned subsidiary of Amira Learning, Inc. As part of our integration efforts and to enhance efficiency across our organization, we are integrating our financial and banking structures under a single Federal Employer Identification Number (FEIN).

Effective immediately, all transactions, invoices, and financial documentation should be processed using the following federal employer identification number and banking information:

Federal Employer Identification Number (FEIN): 82-2207220

Banking Information

ACH Payments (preferred):

Bank Name: Western Alliance Bank

ABA Routing Number: 121143260

Bank Address: One East Washington Street Ste 2500 Phoenix, Arizona 85004 U.S.A

Account Name: Amira Learning Inc

Account Number: 8996514912

Beneficiary Address: 5214f Diamond Heights Blvd # 3255 San Francisco, CA 94131

Check Payments:

Amira Learning Inc

PO BOX 92448

Las Vegas, NV 89193-2448

(Note: Please do not send check payments to the beneficiary address noted on the W-9.

Check payments should be sent to Amira Learning, Inc. 's lockbox, which is administered by Western Alliance Bank. This address differs from the one listed on the W-9.)

To assist in updating your records, we have attached the following documents:

- Amira Learning, Inc. Form W-9
- Official Banking Letters confirming our updated banking details

Please update your records to reflect this change and ensure that all future payments and correspondence are directed accordingly.

If you have any questions or require additional information, please do not hesitate to reach out to AccountsReivable@amiralearning.com.

We appreciate your partnership and cooperation.

Sincerely,

Monika Flood

Monika Flood, CFO
Amira Learning, Inc.

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

| | | |
|---|--|---|
| Print or type. See Specific Instructions on page 3. | 1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) Amira Learning, Inc. | |
| | 2 Business name/disregarded entity name, if different from above. | |
| | 3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. <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 <input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) _____ Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) _____ | 4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____ <i>(Applies to accounts maintained outside the United States.)</i> |
| | 3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/> | |
| | 5 Address (number, street, and apt. or suite no.). See instructions. 5214F Diamond Heights Blvd #3255 | Requester's name and address (optional) |
| | 6 City, state, and ZIP code San Francisco, CA 94131 | |
| | 7 List account number(s) here (optional) | |

Remit to: P.O. Box 92448, Las Vegas, NV 89193-2448

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.

| | | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|---|
| Social security number | | | | | | | | |
| | | | - | | | - | | |
| or | | | | | | | | |
| Employer identification number | | | | | | | | |
| 8 | 2 | - | 2 | 2 | 0 | 7 | 2 | 0 |

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

| | | |
|------------------|---|------------------------|
| Sign Here | Signature of U.S. person <i>Monika Flood</i> | Date April 27, 2025 |
|------------------|---|------------------------|

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

BANK ACCOUNT VERIFICATION LETTER

2/18/2025

RE: Amira Learning Inc

To Whom It May Concern,

This letter is to inform you that **Amira Learning Inc** has an account with Western Alliance Bank.

The routing number: **122105980**

Account number: **8996514912**

We are pleased to confirm the account is in good standing and the information below for Incoming Wire Transfer and Incoming ACH Payments:

Beneficiary Bank Information

Bank Name: Western Alliance Bank
SWIFT Code: BBFXUS6S
ABA Routing #: 122105980
Bank Address: One East Washington Street Ste 2500
Phoenix, Arizona 85004 U.S.A

Beneficiary Information

Account Name: **Amira Learning Inc**
Account Number: **8996514912**
Beneficiary Address: **5214f Diamond Heights Blvd # 3255
San Francisco, CA, 94131**

The information is supplied solely for the purposes of reference, without any responsibility on the part of Western Alliance Bank, its agents, representatives, or affiliates for errors or omissions.

Sincerely,



Matthew Benidt

Head of Branch Banking



California Online Public Schools

PURCHASE REQUISITION FORM

(THIS IS NOT A PURCHASE ORDER)

Intent / Usage/ Notes of Purchase: Literacy Screener California Education Code (EC) Section 53008

| | | |
|--|-----------------------------------|--|
| Name of Requestor: Than Short | Today's Date: 5/15/25 | SCHOOL YEAR INTENDED FOR: 25/26 |
| Department/ Grade Level: Elem K-2, St Services 3-5 | School Region: All | Date Needed By: 7/31/25 |
| Vendor Name: Amira | Vendor Contact Name: Ricardo Ruiz | Vendor Email:ricardo.ruiz@amiralearning.com Email your Purchase Order, including the provided quote number, to orders@amiralearning.com. |

Vendor Address:Amira Learning Inc
PO BOX 92448
Las Vegas, NV 89193-2448

| Item of Purchase: (add item link, if necessary) | Quantity: | Price: | Notes/ Description: |
|---|-----------|--------------------|---------------------|
| Amira - CA Dyslexia PD Bundle (K-2) | 1250 | \$ 25,000.00 | \$20/student |
| Amira Reading Assess+Tutor (Student Account) | 75 | \$ 1,500.00 | \$20/student |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total: | | \$26,500.00 | |

| | | |
|-------------------------------|---|---------------------|
| Requestor Name: Than short | Requestor Signature: <i>Than Short</i> | Date: 05/15/2025 |
| SPuDs Name: Leslie Dombek | SPuDs Signature: <i>Leslie Dombek</i> | Date: 05/16/2025 |

*****FOR FINANCE DEPARTMENT USE ONLY*****

| | | |
|---|--|---------------------|
| Finance Designee Name (for budget review): Lachelle Carter | Finance Designee Approval Signature: <i>L Carter</i> | Date: 05/19/2025 |
| Method of Payment: | <input type="checkbox"/> Credit Card <input type="checkbox"/> Check <input type="checkbox"/> ACH <input type="checkbox"/> Purchase Order <input type="checkbox"/> Other: | |

| | | |
|--------------------------|-----------------------|-------------------------|
| Purchase Order #: | Requisition #: | PO# Date Issued: |
|--------------------------|-----------------------|-------------------------|



California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval. An invoice or quote must be attached to the requisition at the time of submission.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
 - a. The request is processed for payment, and a finance representative will place the order, or
 - b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

2024-2025

PAYMENT REQUEST

Payment Request Number: **2024- 25 - 125**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/01/2025

Date Needed (Optional): _____

Invoice Number: #30823867
Vendor/Payable To: Pacific Hotel Management Inc
Hyatt Regency

Address: 4545 MacArthur Blvd.

City: Newport Beach

State: CA

Zip: 92660

Date Delivered or Mailed:

Method of Payment (circle one):

Credit Card **Check** Money Order Cashier's Check **ACH** OTHER:



| Description | Item Number (when applicable) | Cost (1) | Qty (2) | Total Cost (1) x (2) |
|---|-------------------------------|--------------|--------------|----------------------|
| BTS 2025-26 SY 3rd deposit Due 05/14/2025 | - | \$ 95,000.00 | 1 | \$ 95,000.00 |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | Order Total: | \$ 95,000.00 |

Approvals

DocuSigned by:
Britnie Anderson
Signed by: 142147D...

Requestor (Signature)
Richie Romero

Administrator (Signature or Email Approval)
[Signature]


Audited By (Signature)
[Signature]

05/01/2025

Date 05/01/2025

Date 05/01/2025

Date

| | |
|---|---|
|  <p>HYATT REGENCY® NEWPORT BEACH WEST</p> <p>4545 MacArthur Blvd. Newport Beach, CA 92660 Phone 949-975-1234 Fax 949-833-0187</p> | <h1 style="margin: 0;">INVOICE #30823867</h1> |
| | DATE: FEBRUARY 6, 2025 |

| | Attn: Richard Savage, Ed.D Superintendent T: (949) 461-1667 E: rsavage@californiaops.org 33272 Valle Road San Juan Capistrano, CA 92675 | FOR: CALOPS BTS 2025 | | |
|----------------------------|---|--------------------------------|-------|---------------------|
| DESCRIPTION | | Quantity | Rate | AMOUNT |
| Contract Guestrooms | Original Room Block | 605 | \$259 | \$156,695 |
| | Addendum Room Block | 340 | \$289 | \$98,260 |
| | Tax (10.2%) | | | \$15,982.89 |
| | Total | | | \$270,937.89 |
| | | | | |
| Banquets | Contract Food and Beverage Minimum | 1 | | \$100,000 |
| | Hotel Food and Beverage Administrative Fees (25%) | | | \$25,000 |
| | Tax (7.75%) | | | \$9,687.50 |
| | Total | | | \$134,687.50 |
| | | | | |
| | Estimate Total | | | \$405,625.39 |
| | | | | |
| | | | | |
| DEPOSIT | Initial deposits due: Thu 3/13/2025 | 1 | | \$60,000 |
| | 3 rd Deposit Wed, 4/16/2025 | 1 | | \$95,000 |
| | 4 th deposit Wed, 5/14/2025 | 1 | | \$95,000 |
| | 4 th Deposit, Wed, 6/18/2025 | 1 | | \$95,000 |
| | 5 th Deposit 7/16/2025 | 1 | | \$60,625.39 |
| | Total deposits | | | \$405,625.39 |
| | 10 business days prior to arrival 7/28/2025 (any remaining estimated balance) | TBD | | |
| | | | | |
| | THANK YOU FOR YOUR BUSINESS! | | | |

oxford



Corporate Headquarters
 300 Corporate Center Drive
 Manalapan, NJ 07726
 Tel (732) 761-1955
 Fax (732) 761-8404
 (800) 718-8855
 www.oxfordconsulting.com

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

| Date | Invoice # |
|-----------|-----------|
| 3/31/2025 | 167766 |

| |
|---|
| Bill To |
| California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675 |

| Serviced | Qty | Description | Rate | Amount |
|--------------|-------|---|--------|----------|
| | | Services provided in March 2025 | | |
| | 3.5 | Speech services provided by Kylie Bustsi | 108.00 | 378.00 |
| | 1 | Speech Evaluation provided by Kylie Bustsi for SC | 600.00 | 600.00 |
| | 7.33 | Speech services provided by Danielle Schultz | 108.00 | 791.64 |
| | 14.67 | Speech services provided by Catherine Bouges | 108.00 | 1,584.36 |
| | 55.79 | Speech services provided by Nichole Dziama | 108.00 | 6,025.32 |
| | 1.25 | Speech services provided by Laura Kovalenko | 108.00 | 135.00 |
| | 11 | Speech services provided by Margaret Schmidt | 108.00 | 1,188.00 |
| | 2 | Speech evals provided by Margaret Schmidt for students CD, LM | 600.00 | 1,200.00 |
| | 4 | OT services provided by Jocelyn Del Rosario | 108.00 | 432.00 |
| | 22.43 | OT services provided by Alexis Wilson | 108.00 | 2,422.44 |
| Total | | | | |

oxford



Corporate Headquarters
 300 Corporate Center Drive
 Manalapan, NJ 07726
 Tel (732) 761-1955
 Fax (732) 761-8404
 (800) 718-8855
 www.oxfordconsulting.com

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

| Date | Invoice # |
|-----------|-----------|
| 3/31/2025 | 167766 |

| |
|---|
| Bill To |
| California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675 |

| Serviced | Qty | Description | Rate | Amount |
|--------------|-------|--|--------|----------|
| | 1 | OT eval provided by Alexis Wilson for student IM | 600.00 | 600.00 |
| | 8 | OT services provided by Eunice Pioche | 108.00 | 864.00 |
| | 3 | OT services provided by Kristen Allen | 108.00 | 324.00 |
| | 6.5 | PT services provided by Michele Rooney | 110.00 | 715.00 |
| | 14 | PT services provided by Michelle Perry | 110.00 | 1,540.00 |
| | 2 | PT evals provided by Michelle Perry for students JGL, MW | 600.00 | 1,200.00 |
| | 0.5 | APET services provided by Michael Saunders | 100.00 | 50.00 |
| | 28 | BCBA services provided by Sheri Kennedy | 125.00 | 3,500.00 |
| | 19.5 | Counseling services provided by Eddie Arellano | 110.00 | 2,145.00 |
| | 1.5 | Counseling services provided by Megan Chimenti | 110.00 | 165.00 |
| | 17.75 | Counseling services provided by Kimberley Springer | 110.00 | 1,952.50 |
| | 0.5 | Counseling services provided by Lanh Truong | 110.00 | 55.00 |
| Total | | | | |

oxford



Corporate Headquarters
 300 Corporate Center Drive
 Manalapan, NJ 07726
 Tel (732) 761-1955
 Fax (732) 761-8404
 (800) 718-8855
 www.oxfordconsulting.com

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

| Date | Invoice # |
|-----------|-----------|
| 3/31/2025 | 167766 |

| |
|---|
| 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 |
|--------------|-----|--|-------|--------------------|
| | 2 | Health & Nursing services provided by Maricelle Castellano | 90.00 | 180.00 |
| Total | | | | \$28,047.26 |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable H | Session Type | Note |
|------------|--------------|----------------|-----------------|-------------------------|------------|----------|------------|----------------|----------|
| 03/25/2025 | Kylie Buatsi | Cal OPS- SoCal | Isaac Layfield | IEP Attendance | 12:00 PM | 01:30 PM | 1.50 | IEP Attendance | IEP TRI |
| | | | | | | | | 1.50 | |
| 03/04/2025 | Kylie Buatsi | Cal OPS- SoCal | Matthew Ovalle | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | No Show | NS |
| 03/11/2025 | Kylie Buatsi | Cal OPS- SoCal | Matthew Ovalle | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Late Cancel | LC |
| 03/18/2025 | Kylie Buatsi | Cal OPS- SoCal | Matthew Ovalle | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | No Show | NS |
| 03/25/2025 | Kylie Buatsi | Cal OPS- SoCal | Matthew Ovalle | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | No Show | NS |
| | | | | | | | | 2.00 | |
| 03/07/2025 | Kylie Buatsi | Cal OPS- SoCal | Savannah Catano | SLP Evaluation | | | | Regular | SLP Eval |
| | | | | | | | 3.50 | | |

1 eval.

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable H | Session Type | Note |
|------------|-----------------|----------------|----------------|-------------------------|------------|----------|------------|----------------|---|
| 03/03/2025 | Danielle Shults | Cal OPS- SoCal | Bryce Bartlett | 415 Speech and Language | 03:30 PM | 03:50 PM | 0.33 | Regular | Bryce is able to accurately produce vocalic /r/ sounds in all word positions in 12/15 opportunities given min cues. |
| 03/10/2025 | Danielle Shults | Cal OPS- SoCal | Bryce Bartlett | IEP Attendance | 03:00 PM | 03:40 PM | 0.67 | IEP Attendance | IEP attendance for amendment IEP for B. Bartlett |
| 03/11/2025 | Danielle Shults | Cal OPS- SoCal | Bryce Bartlett | 415 Speech and Language | 03:30 PM | 03:50 PM | 0.33 | Regular | Bryce is able to accurately produce /r/ blends in the initial positions of words in 9/10 opportunities. He needed cues for rate of speech. |
| 03/17/2025 | Danielle Shults | Cal OPS- SoCal | Bryce Bartlett | 415 Speech and Language | 03:30 PM | 03:50 PM | 0.33 | Regular | Bryce is able to accurately produce /r/ blends in the initial and medial positions of words in 9/10 opportunities. |
| 03/24/2025 | Danielle Shults | Cal OPS- SoCal | Bryce Bartlett | 415 Speech and Language | 03:30 PM | 03:50 PM | 0.33 | Regular | Bryce can accurately produce /r/ in all word positions at the sentence level in 12/15 opportunities given min verbal cues. |
| 03/31/2025 | Danielle Shults | Cal OPS- SoCal | Bryce Bartlett | 415 Speech and Language | 03:30 PM | 03:50 PM | 0.33 | Regular | Bryce produced articulation targets with /r/ in initial, medial, and final positions of words at the phrase and sentence levels in 8/10 opportunities given models. |
| | | | | | | | | 2.33 | |
| 03/04/2025 | Danielle Shults | Cal OPS- SoCal | Charles White | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | Charles can make an accurate inference or prediction and describe a clue that contributed to his claim in 3/8 opportunities given min cues. |
| 03/11/2025 | Danielle Shults | Cal OPS- SoCal | Charles White | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | Charles can make an accurate inference or prediction and describe a clue that contributed to his claim in 1/4 opportunities given mod verbal cues. He joined from the car today and had difficulty with his connection. |
| 03/18/2025 | Danielle Shults | Cal OPS- SoCal | Charles White | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | Provided a visual, Charles can make an accurate inference or prediction and describe a clue that contributed to his claim in 2/2 opportunities given min-mod verbal cues. |
| 03/25/2025 | Danielle Shults | Cal OPS- SoCal | Charles White | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | Charles can produce all age-appropriate sounds in words, phrases, and sentences in 9/10 opportunities given repetitions. |
| | | | | | | | | 2.00 | |
| 03/04/2025 | Danielle Shults | Cal OPS- SoCal | Eddie Camacho | 415 Speech and Language | 02:00 PM | 02:45 PM | 0.75 | Regular | Eddie can imitate, comment, request, refuse, or respond to support communicating with others and expressing his wants and needs in 7/10 opportunities given repetitions and models. |
| 03/11/2025 | Danielle Shults | Cal OPS- SoCal | Eddie Camacho | 415 Speech and Language | 02:00 PM | 02:45 PM | 0.75 | Late Cancel | Parent contacted therapist on 03/11 to share Eddie would not be able to attend the scheduled session due to an appointment. |
| 03/18/2025 | Danielle Shults | Cal OPS- SoCal | Eddie Camacho | 415 Speech and Language | 02:00 PM | 02:45 PM | 0.75 | Regular | Eddie can identify and label vocabulary targets when presented with a picture in a field of 2 and/or from a video clip in 10/15 opportunities given repetitions and models. |
| 03/25/2025 | Danielle Shults | Cal OPS- SoCal | Eddie Camacho | 415 Speech and Language | 02:00 PM | 02:45 PM | 0.75 | Late Cancel | Eddie did not attend the scheduled session. Parent contacted therapist on 03/25 to share he was not feeling well and would be unable to attend. |
| | | | | | | | | 3.00 | |
| | | | | | | | | 7.33 | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|---------------------------|----------------|-------------------|-------------------------|------------|----------|----------|--------------|---|
| 03/11/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Alexander Oropeza | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | Idioms (retention)-90% min, prob-60% mod, cause-100% max, effect-65% mod, solution-65% min, infer-100% mod |
| 03/12/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Alexander Oropeza | 415 Speech and Language | 04:00 PM | 04:30 PM | 0.50 | Late Cancel | Make up session for 3/4. Parent texted right before his session that they were stuck at the Dr.'s office and would not be home in time to do his session. |
| 03/18/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Alexander Oropeza | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | Idioms (review)-60% max, prob-100% min, cause-100% min, effect-100% mod, solution-100% min, infer-65% max |
| 03/25/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Alexander Oropeza | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | Idioms (retention)-90% mod, problem-100% min cause-100% min effect-100% min solution-65% mod, infer-100% max |
| 03/26/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Alexander Oropeza | IEP Prep | 09:00 AM | 09:50 AM | 0.83 | IEP Prep | IEP Annual |
| | | | | | | | | 2.33 | |
| 03/05/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jahmi Ivie | 415 Speech and Language | 02:30 PM | 03:00 PM | 0.50 | Regular | grammar-75% min, comp vocab-85% min, app statements-50% max, verbal rephrase-65% max |
| 03/12/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jahmi Ivie | 415 Speech and Language | 02:30 PM | 03:00 PM | 0.50 | Regular | 3 step directions-90% mod, grammar-80% min, voice tone-75% mod, verbal rephrase-60% mod, comp vocab-50% min |
| 03/19/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jahmi Ivie | 415 Speech and Language | 02:30 PM | 03:00 PM | 0.50 | Regular | follow 3 step directions-80% min, grammar-75% min, vocab-50% min, read comp-80% min, voice tone-80% mod |
| 03/26/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jahmi Ivie | 415 Speech and Language | 02:30 PM | 03:00 PM | 0.50 | Regular | follow 3 step dir-70% mod, grammar-70% mod, read comp-90% min, vocab-100% min, voice tone-60% max |
| 03/31/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jahmi Ivie | IEP Prep | 12:00 PM | 01:20 PM | 1.33 | IEP Prep | IEP prep |
| | | | | | | | | 3.33 | |
| 03/05/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jonathan Ramirez | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | (NEW goals baseline) why neg ?'s-65% max, complex inferences-(what we know)-35% max (what we need to find out)-0% max, request actions (what do you ask/say)-60% mod (answered in one word statements) |
| 03/12/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jonathan Ramirez | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | (NEW) Neg ?'s-60% max, infer (what known)-65% max (what to find out)-55% max, request actions-85% max |
| 03/19/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jonathan Ramirez | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | neg ? story-65% max, comp (what we know)-85% mod (what we need to find out)-35% max, request action-65% mod |
| 03/26/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Jonathan Ramirez | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | neg ?'s stories why/what-retention-85% mod, NEW listen-40% max, comp inferences-retention-90% min NEW listen-65% max, request actions-60% max |
| | | | | | | | | 2.00 | |
| 03/05/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Treyce Miles | 415 Speech and Language | 11:30 AM | 12:00 PM | 0.50 | Regular | min F-100% min /d/ l-100% min M-100% min F-100% min, syllable /th-/40% max /th+/-40% max |
| 03/12/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Treyce Miles | 415 Speech and Language | 11:30 AM | 12:00 PM | 0.50 | Regular | Mult meaning words (retention)-85% min (NEW-2 choices)-100% min, Idioms (retention)-35% max, syllable /th-/60% max /th+/-60% max, sentences /ch/ in all positions-100% min /dz/ in all positions 100% min, has lost /l/ production in sentences and carry over is difficult to work on. He will start with /l/ at the word level in all positions until he is able to carry over into conversation. |
| 03/19/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Treyce Miles | 415 Speech and Language | 11:30 AM | 12:00 PM | 0.50 | Regular | mult meaning cards (retention)-100% min, Idioms (retention)-60% min (2 choices)-100% min, social inf-75% mod, solution-75% max, /ch/ and /dz/ phonemes at the conversational level-100% min, syllable /th-/100% min /th+/-20% max (nasal production), /l/ phoneme at word and sentence level will be added back to goals. /l/ sentence l-85% mod M-80% min, word /l/ F-30% max |
| 03/26/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Treyce Miles | 415 Speech and Language | 11:30 AM | 12:00 PM | 0.50 | Late Cancel | Texted parent at start of session w/o reply. Called parent and was informed they were trying to log in. Waited the rest of the session with communication or update from the parent. |
| | | | | | | | | 2.00 | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable I | Session Type | Note |
|------------|---------------------------|----------------|------------|-------------------------|------------|----------|------------|--------------|--|
| 03/04/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | Prob-60% max, cause-60% max, effect-60% max, solution-60% max, unpreferred topic (app comment)-50% max, app ?-85% min, app ans-70% mod, Idioms (new retention)-60% mod |
| 03/05/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | perspectives-100%, on-topic conv (app comments)-95% min, app ?'s-85% min, app comments-75% mod, Idioms (retention)-85% min, prob-100% min, cause-100% min, effect-100% min, solutions-80% min |
| 03/06/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Make-Up | M/U 2/19 EC. On-topic conv (app comments)-80% mod (app ?'s)-100% min (app ans)-85% min, problem-65% mod, cause-65% max, effect-65% min, solution-100% min, Idioms (NEW active listening)-100% min |
| 03/11/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | prpb-100% min, cause-40% max, effect-100% min, solution-60% min, unpreferred topic-80% mod, app ans-55% max, app ?'s-80% min, Idioms (retention)-60% mod |
| 03/12/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | perspectives-0% max, prob-80% max, cause-85% mod, effect-100% max, solution-85% mod, Idioms (retention)-100% min, (NEW)-2 choices-60% max, unpreferred topic-app comments-80% min, ask app ?-65% mod, app ans-100% min (he is starting to make comments and ask questions throughout the lesson on topic as well). |
| 03/18/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | perspectives-65% mod, prob-100% min, cause-50% max, effect-75% mod, solution-100% mod, unpreferred topic (app comments)-50% max (app ans)-85% min (app ?'s)-80% min |
| 03/19/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | inferences-75% max, Idioms (retention)-100% NEW (2 choices)-80% min, app comments-60% max, app ?'s-85% min, app ans-65% max |
| 03/25/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | Difficult day for Zen. He needed multiple prompts to stay off of the computer but continued behavior for his entire session. Idioms 85% min, prob-100% max, cause-100% max, effect-100% mod, solution-60% max, app ?'s-80% max, app ans-50% max, app comments-40% max |
| 03/26/2025 | Catherine (Bogues) Walker | Cal OPS- SoCal | Zen Cooper | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | Idioms (Retention)-100% min (new) baseline-60%. prob-80% min, cause-80% min, effect-60% mod, solution-40% max. app comments-90% min, app ans-100% min, app comments-90% min |
| | | | | | | | | 4.50 | |
| | | | | | | | 14.67 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|----------------|----------------|------------------|-------------------------|------------|----------|----------|--------------|--|
| 03/03/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | expressive language speech intelligibility |
| 03/05/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | Expressive language pragmatics |
| 03/10/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | expressive language speech intelligibility |
| 03/12/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | speech intelligibility expressive language |
| 03/17/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/19/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | speech intelligibility expressive language |
| 03/24/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | No Show | texted CT-NS |
| 03/26/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | expressive language speech intelligibility |
| 03/31/2025 | Nichole Dzlama | Cal OPS- SoCal | Andrew Hall | 415 Speech and Language | 10:30 AM | 11:00 AM | 0.50 | Regular | expressive language speech intelligibility |
| 4.50 | | | | | | | | | |
| 03/03/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 03:00 PM | 03:30 PM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/04/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Late Cancel | CT texted-LC |
| 03/10/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 03:00 PM | 03:30 PM | 0.50 | Regular | expressive language pragmatics |
| 03/11/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/17/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | receptive and expressive language |
| 03/18/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | receptive and expressive language |
| 03/24/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | receptive and expressive language |
| 03/25/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | receptive and expressive language |
| 03/31/2025 | Nichole Dzlama | Cal OPS- SoCal | Antonio Aranda | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 4.50 | | | | | | | | | |
| 03/03/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Late Cancel | CT texted-LC |
| 03/05/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/10/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Late Cancel | LC |
| 03/12/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/17/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | No Show | Texted CT-NS |
| 03/19/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/24/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/26/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/26/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | IEP Prep | 03:00 PM | 04:00 PM | 1.00 | IEP Prep | IEP PREP |
| 03/31/2025 | Nichole Dzlama | Cal OPS- SoCal | Armando Gomes | 415 Speech and Language | 08:00 AM | 08:30 AM | 0.50 | Regular | receptive and expressive language |
| 5.50 | | | | | | | | | |
| 03/04/2025 | Nichole Dzlama | Cal OPS- SoCal | Caillou Dennis | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/11/2025 | Nichole Dzlama | Cal OPS- SoCal | Caillou Dennis | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | No Show | NS |
| 03/18/2025 | Nichole Dzlama | Cal OPS- SoCal | Caillou Dennis | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Late Cancel | CT texted-LC |
| 03/25/2025 | Nichole Dzlama | Cal OPS- SoCal | Caillou Dennis | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | receptive and expressive language |
| 2.00 | | | | | | | | | |
| 03/04/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | receptive and expressive language |
| 03/06/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/11/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | receptive and expressive language |
| 03/13/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | receptive and expressive language |
| 03/18/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Late Cancel | CT texted-LC |
| 03/20/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Late Cancel | CT texted-LC |
| 03/25/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Late Cancel | CT texted-LC |
| 03/27/2025 | Nichole Dzlama | Cal OPS- SoCal | Damarai Barbosa | 415 Speech and Language | 02:00 PM | 02:30 PM | 0.50 | Regular | receptive and expressive language |
| 4.00 | | | | | | | | | |
| 03/03/2025 | Nichole Dzlama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | speech intelligibility |
| 03/05/2025 | Nichole Dzlama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | speech intelligibility pragmatics |
| 03/10/2025 | Nichole Dzlama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | expressive language speech intelligibility pragmatics |
| 03/12/2025 | Nichole Dzlama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | expressive language speech intelligibility pragmatics |
| 03/17/2025 | Nichole Dzlama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | expressive language speech intelligibility |
| 03/19/2025 | Nichole Dzlama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | expressive language pragmatics speech intelligibility |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable I | Session Type | Note |
|------------|----------------|----------------|------------------|-------------------------|------------|----------|------------|--------------|--|
| 03/24/2025 | Nichole Dziama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | speech intelligibility pragmatics |
| 03/26/2025 | Nichole Dziama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | speech intelligibility pragmatics |
| 03/31/2025 | Nichole Dziama | Cal OPS- SoCal | Demetrius Guidry | 415 Speech and Language | 01:00 PM | 01:30 PM | 0.50 | Regular | speech intelligibility pragmatics |
| | | | | | | | | | 4.50 |
| 03/03/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/04/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | expressive language pragmatics |
| 03/10/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/11/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/17/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/18/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/24/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/25/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/31/2025 | Nichole Dziama | Cal OPS- SoCal | Elisabeth Holmes | 415 Speech and Language | 11:00 AM | 11:30 AM | 0.50 | Late Cancel | CT emailed-LC |
| | | | | | | | | | 4.50 |
| 03/03/2025 | Nichole Dziama | Cal OPS- SoCal | Kai Hall | 415 Speech and Language | 02:30 PM | 03:00 PM | 0.50 | Regular | pragmatics |
| 03/10/2025 | Nichole Dziama | Cal OPS- SoCal | Kai Hall | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Late Cancel | LC |
| 03/17/2025 | Nichole Dziama | Cal OPS- SoCal | Kai Hall | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | pragmatics |
| 03/24/2025 | Nichole Dziama | Cal OPS- SoCal | Kai Hall | 415 Speech and Language | 02:30 PM | 03:00 PM | 0.50 | Regular | pragmatics |
| 03/31/2025 | Nichole Dziama | Cal OPS- SoCal | Kai Hall | 415 Speech and Language | 02:30 PM | 03:00 PM | 0.50 | Regular | pragmatics |
| | | | | | | | | | 2.50 |
| 03/03/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | expressive language speech intelligibility |
| 03/05/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Late Cancel | LC |
| 03/10/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | expressive language speech intelligibility |
| 03/12/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | speech intelligibility expressive language |
| 03/17/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Late Cancel | CT texted-LC |
| 03/19/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | speech intelligibility expressive language |
| 03/24/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | expressive language speech intelligibility |
| 03/26/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/31/2025 | Nichole Dziama | Cal OPS- SoCal | Kay' Mari Porter | 415 Speech and Language | 10:00 AM | 10:30 AM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| | | | | | | | | | 4.50 |
| 03/04/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/06/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/11/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/13/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/18/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language |
| 03/20/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/25/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/27/2025 | Nichole Dziama | Cal OPS- SoCal | Marston Judkins | 415 Speech and Language | 09:00 AM | 09:30 AM | 0.50 | Regular | receptive and expressive language |
| | | | | | | | | | 4.00 |
| 03/03/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/04/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/05/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/10/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/11/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/12/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/17/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/18/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/19/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/24/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/25/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| 03/26/2025 | Nichole Dziama | Cal OPS- SoCal | Neil Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable I | Session Type | Note |
|------------|----------------|----------------|-----------------|-------------------------|------------|----------|------------|----------------|--|
| 03/31/2025 | Nichole Dziama | Cal OPS- SoCal | Nell Murphy | 415 Speech and Language | 12:30 PM | 12:50 PM | 0.33 | Regular | receptive and expressive language |
| | | | | | | | | | 4.29 |
| 03/03/2025 | Nichole Dziama | Cal OPS- SoCal | Savannah Catano | IEP Prep | 03:30 PM | 04:30 PM | 1.00 | IEP Prep | IEP PREP |
| 03/05/2025 | Nichole Dziama | Cal OPS- SoCal | Savannah Catano | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/10/2025 | Nichole Dziama | Cal OPS- SoCal | Savannah Catano | IEP Attendance | 01:30 PM | 03:00 PM | 1.50 | IEP Attendance | IEP MEETING |
| 03/12/2025 | Nichole Dziama | Cal OPS- SoCal | Savannah Catano | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | receptive and expressive language pragmatics |
| 03/19/2025 | Nichole Dziama | Cal OPS- SoCal | Savannah Catano | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| 03/26/2025 | Nichole Dziama | Cal OPS- SoCal | Savannah Catano | 415 Speech and Language | 12:00 PM | 12:30 PM | 0.50 | Regular | receptive and expressive language speech intelligibility |
| | | | | | | | | | 4.50 |
| 03/03/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | Expressive language pragmatics |
| 03/05/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | expressive language pragmatics |
| 03/10/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | expressive language pragmatics |
| 03/12/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | expressive language pragmatics |
| 03/17/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | expressive language pragmatics |
| 03/19/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | expressive language pragmatics |
| 03/24/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | No Show | Texted CT-NS |
| 03/26/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | expressive language pragmatics |
| 03/27/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | IEP Prep | 10:30 AM | 11:30 AM | 1.00 | IEP Prep | IEP PREP |
| 03/31/2025 | Nichole Dziama | Cal OPS- SoCal | Tyrone Price | 415 Speech and Language | 08:30 AM | 09:00 AM | 0.50 | Regular | expressive language pragmatics |
| | | | | | | | | | 5.50 |
| 03/25/2025 | Nichole Dziama | Cal OPS- SoCal | Zechariah Gomez | IEP Prep | 02:30 PM | 03:30 PM | 1.00 | IEP Prep | IEP PREP |
| | | | | | | | | | 1.00 |
| | | | | | | | 55.79 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable I | Session Type | Note |
|------------|-----------------|----------------|-----------------|-------------------------|------------|----------|------------|--------------|--|
| 03/11/2025 | Laura Kovalenko | Cal OPS- SoCal | Ryan Kraxberger | 415 Speech and Language | 02:30 PM | 02:55 PM | 0.42 | Regular | Cancelled late due to the family being away. |
| 03/25/2025 | Laura Kovalenko | Cal OPS- SoCal | Ryan Kraxberger | 415 Speech and Language | 02:30 PM | 02:55 PM | 0.42 | Late Cancel | The parent texted the therapist that the student was sick |
| 03/28/2025 | Laura Kovalenko | Cal OPS- SoCal | Ryan Kraxberger | 415 Speech and Language | 11:00 AM | 11:25 AM | 0.42 | Make-Up | Make-up session provided for a session cancelled by the family on 3/18 (advanced notice), worked on answering critical-thinking questions, moderate support provided to increase the accuracy of responses |
| | | | | | | | | 1.25 | |
| | | | | | | | | 1.25 | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|------------------|----------------|-----------------|-------------------------|------------|----------|----------|-------------------------|---|
| 03/18/2025 | Margaret Schmidt | Cal OPS- SoCal | Brianna Ramos | Student Onboarding | 01:00 PM | 02:00 PM | 1.00 | Regular | SLP reviewed information and contacted family to schedule speech sessions. |
| 03/19/2025 | Margaret Schmidt | Cal OPS- SoCal | Brianna Ramos | 415 Speech and Language | 04:30 PM | 05:00 PM | 0.50 | First Scheduled Session | Brianna signed into the session on time. Brianna was 60% accurate when answering mixed WH questions. Brianna was 60% accurate when answering questions while using sentences and not one word. |
| 03/26/2025 | Margaret Schmidt | Cal OPS- SoCal | Brianna Ramos | 415 Speech and Language | 04:30 PM | 05:00 PM | 0.50 | No Show | Brianna did not sign in for her session. SLP sent mom a text at 4:35 pm. Mom replied at 4:36 pm that they had a family emergency and were out of town. |
| | | | | | | | | 2.00 | |
| 03/31/2025 | Margaret Schmidt | Cal OPS- SoCal | Caillou Dennis | SLP Evaluation | | | | Regular | SLP completed a speech language evaluation in order to obtain current levels of functioning. |
| 03/07/2025 | Margaret Schmidt | Cal OPS- SoCal | LeAunte Moore | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | No Show | LaAunte did not sign in for his session. SLP sent mom a text at 1:36 pm asking for the link to the speech room. SLP sent link via email. Mom shared that he would be signing on soon. LeAunte did not sign into the session by 2:00 pm |
| 03/14/2025 | Margaret Schmidt | Cal OPS- SoCal | LeAunte Moore | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | LeAunte signed into the session on time. LeAunte was 80% accurate when producing the /l/ sound in all word positions to the phrase level. LeAunte was 100% accurate when producing the /sh/ sound in the word medial and final positions at the word level and 80% accurate when producing the /sh/ sound in the initial position of words at the word level. |
| 03/17/2025 | Margaret Schmidt | Cal OPS- SoCal | LeAunte Moore | IEP Prep | 05:00 PM | 05:30 PM | 0.50 | IEP Prep | SLP reviewed present data and updated levels in IEP. |
| 03/21/2025 | Margaret Schmidt | Cal OPS- SoCal | LeAunte Moore | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | Regular | LeAunte signed into the session on time. LeAunte was 100% accurate when producing the /sh/ sound in the word initial and medial positions at the sentence level and 80% accurate when producing the /sh/ sound in the final position of words at the sentence level. |
| 03/28/2025 | Margaret Schmidt | Cal OPS- SoCal | LeAunte Moore | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | No Show | LeAunte did not sign in for his session. SLP sent mom a text at 1:37 pm. Mom replied at 1:41 pm that they were in the ER since LeAunte had an asthma attack. |
| 03/31/2025 | Margaret Schmidt | Cal OPS- SoCal | LeAunte Moore | SLP Evaluation | | | | Regular | SLP completed a speech language evaluation in order to obtain current levels of functioning. |
| | | | | | | | | 2.50 | |
| 03/04/2025 | Margaret Schmidt | Cal OPS- SoCal | Monica Arteaga | Student Onboarding | 02:00 PM | 03:00 PM | 1.00 | Regular | SLP reviewed records and contacted the family to schedule speech sessions. |
| 03/11/2025 | Margaret Schmidt | Cal OPS- SoCal | Monica Arteaga | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | First Scheduled Session | Monica's mother signed into the session on time. Mom spoke with the SLP for the entirety of the session. Mom reported that Monica does not talk, point, wave, attend to other people. Monica did not engage with the SLP in any way. She did not respond when the SLP called her name. Mom reported that the neurologist told her that Monica should be using eye gaze and that is what mom wants to have happen. |
| 03/24/2025 | Margaret Schmidt | Cal OPS- SoCal | Monica Arteaga | IEP Prep | 05:00 PM | 06:00 PM | 1.00 | IEP Prep | SLP reviewed data in preparation for the IEP meeting tomorrow. |
| 03/25/2025 | Margaret Schmidt | Cal OPS- SoCal | Monica Arteaga | 415 Speech and Language | 01:30 PM | 02:00 PM | 0.50 | No Show | Monica did not sign in for her session. SLP sent mom a text at 1:38 pm. Mom replied at 1:49 pm that Monica had not been sleeping for the past two days and she was sleeping now. |
| 03/25/2025 | Margaret Schmidt | Cal OPS- SoCal | Monica Arteaga | IEP Attendance | 02:00 PM | 03:00 PM | 1.00 | Attendance | SLP attended the IEP meeting with the team to discuss Monica's needs. |
| | | | | | | | | 4.00 | |
| 03/03/2025 | Margaret Schmidt | Cal OPS- SoCal | Wynston O'Hagan | IEP Attendance | 10:30 AM | 11:00 AM | 0.50 | Attendance | Attended the IEP meeting which addressed the behavioral plan. |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|------------------|----------------|-----------------|-------------------------|------------|----------|----------|--------------|---|
| 03/07/2025 | Margaret Schmidt | Cal OPS- SoCal | Wynston O'Hagan | 415 Speech and Language | 03:00 PM | 03:30 PM | 0.50 | Late Cancel | Mom sent a text at 2:37 pm saying that Wynston's cousins came over and they wanted to go out. |
| 03/14/2025 | Margaret Schmidt | Cal OPS- SoCal | Wynston O'Hagan | 415 Speech and Language | 03:00 PM | 03:30 PM | 0.50 | Late Cancel | Mom sent a text at 2:45 pm saying that Wynston was sick and he was still sleeping. |
| 03/21/2025 | Margaret Schmidt | Cal OPS- SoCal | Wynston O'Hagan | 415 Speech and Language | 03:00 PM | 03:30 PM | 0.50 | Late Cancel | Mom sent a text at 11:44 am saying that Wynston would not be attending his speech session today since she needed to take the children to get their passports and today was the only time that she had to do that. |
| 03/28/2025 | Margaret Schmidt | Cal OPS- SoCal | Wynston O'Hagan | 415 Speech and Language | 03:00 PM | 03:30 PM | 0.50 | Regular | Wynston signed into the session on time. Wynston was 80% accurate when answering WHAT DOING questions and when making smart guesses based on pictures. Wynston was eating McDonald's during the session. Wynston randomly laughed "hysterically" at times during the session. |
| | | | | | | | 11.00 | 2.50 | |

2 evals

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable I | Session Ty | Note |
|------------|---------------------|----------------|----------------|--------------------------|------------|----------|------------|------------|--|
| 03/04/2025 | Jocelyn Del Rosario | Cal OPS- SoCal | Tinsley Twyman | 450 Occupational Therapy | 02:00 PM | 03:00 PM | 1.00 | Regular | ST participated in 2/4 opportunities using sensorimotor activities. Continues to demonstrate apprehension in completing a written or drawn homework for OT. |
| 03/18/2025 | Jocelyn Del Rosario | Cal OPS- SoCal | Tinsley Twyman | 450 Occupational Therapy | 02:00 PM | 03:00 PM | 1.00 | Regular | ST is more verbal today and more open about her choices and preference. She also demonstrated adequate self control when starting to feel frustrated. ST stated she participated in Yoga exercises but her camera was off throughout. ST wanted to do something different outside the ordinary flow of OT session. |
| 03/24/2025 | Jocelyn Del Rosario | Cal OPS- SoCal | Tinsley Twyman | 450 Occupational Therapy | 02:30 PM | 03:30 PM | 1.00 | Make-Up | Held a makeup session today, for March 11. ST demonstrated appropriate self-regulation. ST was very participative on the new topic and shared her own views on most popular breed of dogs. Camera was still off throughout session but was very participative. |
| 03/25/2025 | Jocelyn Del Rosario | Cal OPS- SoCal | Tinsley Twyman | 450 Occupational Therapy | 02:00 PM | 03:00 PM | 1.00 | Regular | ST demonstrated appropriate self-regulation. Participated in 3/4 opportunities including pivotal response. |
| | | | | | | | | 4.00 | |
| | | | | | | | 4.00 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable I | Session Type | Note |
|------------|---------------|----------------|-----------------|--------------------------|------------|----------|------------|--------------|--|
| 03/03/2025 | Alexis Wilson | Cal OPS- SoCal | Damarai Barbosa | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | Damarai is writing on blank paper with sizing much larger than grade level but formation is appropriate at this time. Spacing of words and letters is the same. Improving endurance during writing to write at least 5 sentences at a time. |
| 03/17/2025 | Alexis Wilson | Cal OPS- SoCal | Damarai Barbosa | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | handwriting with minimal to no spacing in between letters/words. With repetition and decreased word expectation, Damarai is able to improve overall spacing accuracy. |
| | | | | | | | | 1.00 | |
| 03/28/2025 | Alexis Wilson | Cal OPS- SoCal | Izaak Mendez | OT Evaluation | | | | Regular | Completed OT report/evaluation, uploaded report to SEIS, entered proposed goals and present levels into SEIS |
| 03/04/2025 | Alexis Wilson | Cal OPS- SoCal | Jackson Vincent | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | 7/9 started video again when stopped via mouse pad or spacebar with whole hand. playing with playdough x4 minutes (max ever in OT)-touching it to his face, moving it from hand to hand. HOHA to isolate index finger to activate touch screen 100% of time. |
| 03/11/2025 | Alexis Wilson | Cal OPS- SoCal | Jackson Vincent | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | Jackson turned video back on independently 100% of the time. Playing with playdough with moderate verbal cuing and demonstrations x10 minutes. HOHA to trace uppercase letters A-F |
| 03/18/2025 | Alexis Wilson | Cal OPS- SoCal | Jackson Vincent | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | Jackson was able to use gross grasp to squeeze playdough with both hands-enjoyed x10 minutes and didn't want to clean up. HOHA for basic lines and shapes |
| 03/25/2025 | Alexis Wilson | Cal OPS- SoCal | Jackson Vincent | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | Independently activating start on touch screen or mouse pad for video 100% of time; HOHA to do playdough exercises but did for 10 mins; HOHA for basic lines and circle |
| | | | | | | | | 2.00 | |
| 03/05/2025 | Alexis Wilson | Cal OPS- SoCal | Kai Hall | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | Kai was able to independently complete seek and finds, wordsearches, etc. with minimal frustrations. He was able to ID a time during the week that he was in each zone independently. |
| 03/12/2025 | Alexis Wilson | Cal OPS- SoCal | Kai Hall | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | ID'd emotions within the zones of reg that he had recently with minimal verbal cuing to come up with scenario that triggered it. Independent with answering questions about emotions etc. |
| 03/19/2025 | Alexis Wilson | Cal OPS- SoCal | Kai Hall | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | with homework this week. Independent with ADLs during the day according to student report. |
| 03/26/2025 | Alexis Wilson | Cal OPS- SoCal | Kai Hall | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | Able to ID emotions and situations in 2/4 zones of regulation independently. Needed minimal verbal cuing to ID yellow and red. |
| | | | | | | | | 2.00 | |
| 03/07/2025 | Alexis Wilson | Cal OPS- SoCal | Marston Judkins | 450 Occupational Therapy | 11:30 AM | 12:00 PM | 0.50 | Regular | Tracing numbers 2 and 3 independently with perfect formation but when given blank tri-lines he needs maximal demonstrations and verbal cuing to be successful |
| 03/14/2025 | Alexis Wilson | Cal OPS- SoCal | Marston Judkins | 450 Occupational Therapy | 11:00 AM | 11:30 AM | 0.50 | Regular | Tracing letters n and u with minimal verbal cuing for formation. typing letters d and k with maximal verbal cuing and moderate assistance for hand position from learning coach. |
| 03/25/2025 | Alexis Wilson | Cal OPS- SoCal | Marston Judkins | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | typing clubprogram for home row, maximal verbal cuing for finger position |
| | | | | | | | | 1.50 | |
| 03/06/2025 | Alexis Wilson | Cal OPS- SoCal | Matthew Ovalle | 450 Occupational Therapy | 01:15 PM | 01:30 PM | 0.25 | No Show | OT waited in zoom room x15 minutes. Student did not show. |
| 03/13/2025 | Alexis Wilson | Cal OPS- SoCal | Matthew Ovalle | 450 Occupational Therapy | 01:15 PM | 01:30 PM | 0.25 | Regular | Discussed sensory strategies for deep pressure and tactile play, provided several links for items for mom to order. |
| 03/20/2025 | Alexis Wilson | Cal OPS- SoCal | Matthew Ovalle | 450 Occupational Therapy | 01:15 PM | 01:30 PM | 0.25 | No Show | OT waited in zoom room x15 minutes. Student did not show. OT texted mom to confirm next session. |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|---------------|----------------|-------------------------------|--------------------------|------------|----------|----------|--------------|--|
| 03/27/2025 | Alexis Wilson | Cal OPS- SoCal | Matthew Ovalle | 450 Occupational Therapy | 01:15 PM | 01:30 PM | 0.25 | Regular | Diane reports Mathew has been spitting lately and she is not sure if it is due to acid reflux or sensory. |
| | | | | | | | | 1.00 | |
| 03/27/2025 | Alexis Wilson | Cal OPS- SoCal | Matthew Wilson | IEP Attendance | 08:00 AM | 09:15 AM | 1.25 | Attendance | IEP meeting: shared OT report, proposed goals, service time |
| | | | | | | | | 1.25 | |
| 03/05/2025 | Alexis Wilson | Cal OPS- SoCal | Mohammed "John" Illeez | 450 Occupational Therapy | 02:00 PM | 03:00 PM | 1.00 | Regular | sentences. |
| 03/12/2025 | Alexis Wilson | Cal OPS- SoCal | Mohammed "John" Illeez | 450 Occupational Therapy | 02:00 PM | 03:00 PM | 1.00 | Regular | typing up to 28 wpm; writing 3 sentences in greater than 15 minutes but almost 100% accuracy with legibility. |
| 03/20/2025 | Alexis Wilson | Cal OPS- SoCal | Mohammed "John" Illeez | 450 Occupational Therapy | 02:00 PM | 03:00 PM | 1.00 | Regular | 100% accuracy and increased writing speed (3 sentences within 8 minutes). |
| 03/26/2025 | Alexis Wilson | Cal OPS- SoCal | Mohammed "John" Illeez | 450 Occupational Therapy | 02:00 PM | 03:00 PM | 1.00 | Regular | Able to type up to 31 wpm speed. Able to write three sentences with 10 wpm and 95% accuracy/legibility. |
| | | | | | | | | 4.00 | |
| 03/11/2025 | Alexis Wilson | Cal OPS- SoCal | Neil Murphy | 450 Occupational Therapy | 02:30 PM | 02:55 PM | 0.42 | Regular | and 65% sizing, and spacing was improved to 100% with a crayon placed in between each word. |
| 03/18/2025 | Alexis Wilson | Cal OPS- SoCal | Neil Murphy | 450 Occupational Therapy | 02:30 PM | 02:55 PM | 0.42 | Regular | cut out 1" shapes independently with thickened boundaries, regular scissors with 1/8-1/4" deviation |
| 03/25/2025 | Alexis Wilson | Cal OPS- SoCal | Neil Murphy | 450 Occupational Therapy | 02:30 PM | 02:55 PM | 0.42 | Regular | the time; minimal assistance to independently make letters a, g with correct form. |
| | | | | | | | | 1.26 | |
| 03/03/2025 | Alexis Wilson | Cal OPS- SoCal | Savannah Catano | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | wrote a 3 sentence paragraph in 3 wpm speed but 65% legibility- with 0% in spacing accuracy. |
| 03/10/2025 | Alexis Wilson | Cal OPS- SoCal | Savannah Catano | IEP Attendance | 01:30 PM | 02:55 PM | 1.42 | Attendance | Shared OT report, goals, Plops, recommended service time. |
| 03/11/2025 | Alexis Wilson | Cal OPS- SoCal | Savannah Catano | 450 Occupational Therapy | 03:00 PM | 03:30 PM | 0.50 | Regular | Given handwriting checklist, Savannah was able to achieve 100% spacing but all lettering is still larger than grade level |
| 03/18/2025 | Alexis Wilson | Cal OPS- SoCal | Savannah Catano | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | 100% accuracy |
| 03/24/2025 | Alexis Wilson | Cal OPS- SoCal | Savannah Catano | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | typing at up to 13 wpm depending on level 95-100% accuracy and using all fingers. Able to complete moderately hard wordsearch independently 100% of the time. |
| 03/31/2025 | Alexis Wilson | Cal OPS- SoCal | Savannah Catano | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | with words today x2 sentences (appropriate spacing 100% of the time). Practiced diver letters-difficulty placing them on the line vs. touching top line as well. |
| | | | | | | | | 3.92 | |
| 03/03/2025 | Alexis Wilson | Cal OPS- SoCal | Tajai-Micveit Miller-Lawrence | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | Make-Up | Make up from 1/20: Currently typing up to 23 words per minute with 100% accuracy. Improving dexterity for all fine motor tasks. |
| 03/10/2025 | Alexis Wilson | Cal OPS- SoCal | Tajai-Micveit Miller-Lawrence | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | Wrote one sentence with difficulty stretching writing all the way to right side of the paper. Excessive spacing noted today. |
| 03/20/2025 | Alexis Wilson | Cal OPS- SoCal | Tajai-Micveit Miller-Lawrence | 450 Occupational Therapy | 12:45 PM | 01:15 PM | 0.50 | Make-Up | Make up from 3/17: handwriting-3 sentences within 10 minutes. Increased time to compose sentences and needs moderate verbal cuing to write a proper sentence vs. a fragment. |
| 03/24/2025 | Alexis Wilson | Cal OPS- SoCal | Tajai-Micveit Miller-Lawrence | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | Able to write one sentence at 5 wpm speed today. Preferred to simplify and decrease the words in the sentences. Legibility |
| 03/31/2025 | Alexis Wilson | Cal OPS- SoCal | Tajai-Micveit Miller-Lawrence | 450 Occupational Therapy | 01:00 PM | 01:30 PM | 0.50 | No Show | OT waited in zoom room x30 minutes. Student did not show. |
| | | | | | | | | 2.50 | |
| 03/05/2025 | Alexis Wilson | Cal OPS- SoCal | Zen Cooper | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | Zen was able to write two long sentences independently with appropriate line awareness 50% of the time, sizing was larger than expected for his grade 75% of the time. |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable H | Session Type | Note |
|------------|---------------|----------------|------------|--------------------------|------------|----------|------------|--------------|--|
| 03/12/2025 | Alexis Wilson | Cal OPS- SoCal | Zen Cooper | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Late Cancel | Zen joined the OT session at 1:45pm after OT texted mom to see if student would be joining and was very dysregulated. He was unable to regulate himself and mom asked to cancel the session. |
| 03/19/2025 | Alexis Wilson | Cal OPS- SoCal | Zen Cooper | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | Zen was able to complete 75% of wordsearch independently; handwriting with poor line awareness and sizing today likely due to distraction and decreased interest in participation today. |
| 03/26/2025 | Alexis Wilson | Cal OPS- SoCal | Zen Cooper | 450 Occupational Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | Decreased overall attention today. Was typing intermittently during session and engaging with something other than OTs presented activities. Maximal verbal cuing to redirect back to task. Wordsearch independently 25% of the time today due to attention. |
| | | | | | | | 22.43 | | 2.00 |

1 Error

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|---------------|----------------|--------------------|--------------------------|------------|----------|----------|----------------|--|
| 03/04/2025 | Eunice Pioche | Cal OPS- SoCal | Benjamin Lackey | 450 Occupational Therapy | 03:00 PM | 03:20 PM | 0.33 | No Show | I have sent multiple emails, still no show for OT |
| 03/18/2025 | Eunice Pioche | Cal OPS- SoCal | Benjamin Lackey | 450 Occupational Therapy | 03:00 PM | 03:20 PM | 0.33 | No Show | No Show |
| 03/25/2025 | Eunice Pioche | Cal OPS- SoCal | Benjamin Lackey | 450 Occupational Therapy | 03:00 PM | 03:20 PM | 0.33 | No Show | Parent requested Wednesday and I do not have availability. Will reach out again to parent again |
| | | | | | | | | 1.00 | |
| 03/04/2025 | Eunice Pioche | Cal OPS- SoCal | John Gryzwana Lugo | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | John was tired today and had difficulty completing most task. |
| 03/14/2025 | Eunice Pioche | Cal OPS- SoCal | John Gryzwana Lugo | IEP Attendance | 02:55 PM | 03:40 PM | 0.75 | IEP Attendance | IEP for John. |
| 03/14/2025 | Eunice Pioche | Cal OPS- SoCal | John Gryzwana Lugo | IEP Prep | 02:45 PM | 03:00 PM | 0.25 | IEP Attendance | Jphn IEP |
| 03/18/2025 | Eunice Pioche | Cal OPS- SoCal | John Gryzwana Lugo | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | two pages with moderate prompts and cues (trace, highlight and copy) |
| 03/25/2025 | Eunice Pioche | Cal OPS- SoCal | John Gryzwana Lugo | 450 Occupational Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | Declined fine motor exercises. worked on handwriting using HWT : trace and copy method |
| | | | | | | | | 2.50 | |
| 03/05/2025 | Eunice Pioche | Cal OPS- SoCal | Mavontay Hamilton | 450 Occupational Therapy | 09:30 AM | 10:00 AM | 0.50 | Regular | Good session, worked on typing sentences, finger exercises and drawing activity. |
| 03/25/2025 | Eunice Pioche | Cal OPS- SoCal | Mavontay Hamilton | IEP Prep | 09:00 AM | 09:30 AM | 0.50 | IEP Attendance | IEP Prep |
| | | | | | | | | | Good session: dem bilateral finger opposition, ablet to formulate a sentence and write with improved alignment and spacing, completed typing activity with >80% accuracy for typing a paragraph. consult with mom re annual IEP |
| 03/25/2025 | Eunice Pioche | Cal OPS- SoCal | Mavontay Hamilton | 450 Occupational Therapy | 09:30 AM | 10:00 AM | 0.50 | Regular | |
| | | | | | | | | 1.50 | |
| 03/04/2025 | Eunice Pioche | Cal OPS- SoCal | Treyce Miles | 450 Occupational Therapy | 02:30 PM | 03:00 PM | 0.50 | Regular | Worked on In hand manipulation skills and hand strengthening. Started writing fluency but will complete with mom. |
| | | | | | | | | | Good session: completed finger exercises with min vc's, step by step drawing with min/mod cues, min cues for pencil grasp and NP copying words. Home program reviewed with mom and dad regarding word alignment (traffic light method) |
| 03/06/2025 | Eunice Pioche | Cal OPS- SoCal | Treyce Miles | 450 Occupational Therapy | 02:30 PM | 03:00 PM | 0.50 | Regular | |
| 03/18/2025 | Eunice Pioche | Cal OPS- SoCal | Treyce Miles | 450 Occupational Therapy | 02:30 PM | 03:00 PM | 0.50 | Regular | Treyce was turning off audio. worked on finger and hand strengthening exercises. also discussed home sensory program with mom. added donkey kicks (screen shared demo video) |
| 03/20/2025 | Eunice Pioche | Cal OPS- SoCal | Treyce Miles | 450 Occupational Therapy | 02:30 PM | 03:00 PM | 0.50 | Regular | Worked on maintaining pencil grasp, finger opposition exercises and making letters from memory: only 3 reversals and 7 letters form with above 80% accuracy. |
| 03/25/2025 | Eunice Pioche | Cal OPS- SoCal | Treyce Miles | 450 Occupational Therapy | 02:30 PM | 03:00 PM | 0.50 | Regular | Moderate verbal cues needed today: easily distracted. Worked on handwriting forming upper and lower case E and F. Mom reports they will find out more about the move today. |
| | | | | | | | | | Moderate cues needed: worked In hand strengthening exercises (translation skills), followed by writing fluency exercises. Improved pencil grasp observed. Also initiated paper tear task. |
| 03/27/2025 | Eunice Pioche | Cal OPS- SoCal | Treyce Miles | 450 Occupational Therapy | 02:30 PM | 03:00 PM | 0.50 | Regular | |
| | | | | | | | | 3.00 | |
| | | | | | | | 8.00 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable D | Session Type | Note |
|------------|---------------|----------------|----------------|--------------------------|------------|----------|------------|----------------|--|
| 03/06/2025 | Kristin Allen | Cal OPS- SoCal | Monica Arteaga | Student Onboarding | 01:00 PM | 02:00 PM | 1.00 | Regular | reviewed IEP. S/W teacher in regards to function levels. Finalized session with mother and sent zoom link |
| | | | | | | | | | Consulted with mother in regards to previous strategies used and baseline of Monica's current skills. Spoon feeding goal is not as of importance to mother as they have tried various spoon feeding techniques/strategies. Monica is able to self-feed finger foods. Mother indicated Monica struggles with following simple step direction activities and struggles with releasing objects placed in hand. Mother indicated that Monica needs HOH to do guided movement but does respond well to music. |
| 03/07/2025 | Kristin Allen | Cal OPS- SoCal | Monica Arteaga | 450 Occupational Therapy | 11:00 AM | 11:30 AM | 0.50 | Regular | |
| 03/21/2025 | Kristin Allen | Cal OPS- SoCal | Monica Arteaga | IEP Prep | 09:30 AM | 10:00 AM | 0.50 | IEP Prep | updated IEP on seis for upcoming 30 day IEP |
| 03/25/2025 | Kristin Allen | Cal OPS- SoCal | Monica Arteaga | IEP Attendance | 02:00 PM | 03:00 PM | 1.00 | IEP Attendance | attended IEP. Presented updates levels of functioning. |
| | | | | | | | | | 3.00 |
| | | | | | | | 3.00 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|----------------|----------------|-----------------|----------------------|------------|----------|----------|--------------|--|
| 03/05/2025 | Michele Rooney | Cal OPS- SoCal | Cynthia Navarro | 460 Physical Therapy | 01:45 PM | 02:15 PM | 0.50 | Late Cancel | Late Cancel due to parent illness |
| | | | | | | | | | Make-Up Session for Late cancel on 3/5/25 S: Cynthia was seen for a teletherapy PT session via Zoom, her mother was present for the session. Makeup session for 3/5/25. Mother stated that Cynthia has been feeling slightly better. Had more energy and interaction today. Mother requested indoor session due to chilly weather today. O: Seated exercises long and ring sit on floor: lateral rib cage stretch, shoulder circles small and large in each direction, gentle twist stretch with verbal cue and demonstration On floor: "pizza" activity with upright midline posture, hamstring stretch, thoracic extension, lateral rib cage stretch and gentle twist, verbal and visual cueing. A: Tol well given pain and current functional level. P: Continue with PT, 30 minute sessions due to endurance/activity tolerance. |
| 03/06/2025 | Michele Rooney | Cal OPS- SoCal | Cynthia Navarro | 460 Physical Therapy | 01:30 PM | 02:00 PM | 0.50 | Make-Up | |
| 03/12/2025 | Michele Rooney | Cal OPS- SoCal | Cynthia Navarro | 460 Physical Therapy | 01:45 PM | 02:15 PM | 0.50 | Late Cancel | Late cancellation due to MD appointment running late |
| | | | | | | | | | Make-Up Session for Late cancel on 3/12.25 S: Cynthia was seen for a teletherapy PT session via Zoom, her mother was present for the session, makeup session from 3/12/25. Mother stated that Cynthia has been feeling slightly better. Had more energy and interaction today. Ortho MD 3/20, Orthotics clinic 3/20; Sleep study 4/16 (on waiting list for earlier appt)-possibly CPAP due to COPD. O: Seated exercises long and ring sit on floor: lateral rib cage stretch, shoulder circles small and large in each direction, gentle twist stretch with verbal cue and demonstration On floor: "pizza" activity with upright midline posture, hamstring stretch, thoracic extension, lateral rib cage stretch and gentle twist, verbal and visual cueing. A: Tol well given pain and current functional level. P: Continue with PT, 30 minute sessions due to endurance/activity tolerance |
| 03/13/2025 | Michele Rooney | Cal OPS- SoCal | Cynthia Navarro | 460 Physical Therapy | 09:45 AM | 10:15 AM | 0.50 | Make-Up | |
| 03/19/2025 | Michele Rooney | Cal OPS- SoCal | Cynthia Navarro | 460 Physical Therapy | 01:45 PM | 02:15 PM | 0.50 | Late Cancel | Late cancellation, Cynthia was admitted to hospital Friday 3/14-Monday 3/17 due to UTI, currently has PICC line, mother requested cancelling session due to discomfort with PICC line. |
| 03/26/2025 | Michele Rooney | Cal OPS- SoCal | Cynthia Navarro | 460 Physical Therapy | 01:45 PM | 02:15 PM | 0.50 | Late Cancel | Late cancel by mother, reschedule for tomorrow |
| | | | | | | | | | Makeup from 3/26 cancellation S: Cynthia was seen for a teletherapy PT session via Zoom, her mother was present for the session. Yawning at beginning of session, though exhibited more energy and interaction today. Nerve conduction study 4/2; Sleep study and urodynamics 4/16 (on waiting list for earlier appt)-possibly CPAP due to COPD. O: Standing exercises outdoors: ascend and descend stairs (5 steps) with handrail down with right, up with left, some tibial torsion and foot drop noted on right LE ankle when ascending. Squats x 10. Seated exercises in camp chair: lateral rib cage stretch, shoulder circles small and large in each direction, gentle twist stretch with verbal cue and demonstration, marching x 40 reps, resisted hip flexion x 3 reps, resisted oblique x 2 reps. Standing exercises holding on to chair: marching x 40 reps A: Tol well, was tired and yawning throughout session today. P: Continue with PT, 30 minute sessions due to endurance/activity tolerance |
| 03/27/2025 | Michele Rooney | Cal OPS- SoCal | Cynthia Navarro | 460 Physical Therapy | 09:30 AM | 10:00 AM | 0.50 | Make-Up | |
| | | | | | | | | | 3.50 |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|----------------|----------------|----------------|----------------------|------------|----------|----------|----------------|--|
| 03/05/2025 | Michele Rooney | Cal OPS- SoCal | Matthew Wilson | 460 Physical Therapy | 12:45 PM | 01:15 PM | 0.50 | Regular | S: Session with Matthew and his mother via Zoom, he was happy and smiling, ready for PT. Orthopedic follow up 3/27/25, neurology pending scheduling. O: Sitting balance and stretching on couch, lateral trunk stretch, twist stretch, hamstring stretch, knee to chest (unilateral and bilateral), tailor sit, butterfly stretch mod/max A by mother Sitting balance at edge of couch, support at posterior pelvis and left UE, 5 minutes A: Tol well, on sofa with mom at end of session. P: Continue with PT. |
| 03/19/2025 | Michele Rooney | Cal OPS- SoCal | Matthew Wilson | 460 Physical Therapy | 12:45 PM | 01:15 PM | 0.50 | Regular | S: Session with Matthew and his mother via Zoom, he was happy and smiling, ready for PT. Orthopedic follow up next week 3/27/25, neurology still pending scheduling, outpt PT eval pending scheduling most likely first week April. O: Sitting balance and stretching on couch, knee to chest (unilateral and bilateral), foot/ankle mobility and STM. Mother placed shoes on Matthew. Sit Stand transfers max A, B LE weigh bearing in supported standing x 45 seconds x 3 reps, shaking due to excitement per mom, happens often. Sitting balance at edge of couch, support at feet. Recline sit with verbal and tactile cueing (tapping abdominals) able to engage x 2 reps, sitting edge of couch with supervision and occasional tactile cueing x A: Tol well, on sofa with mom at end of session. P: Continue with PT, IEP next Thursday, plan to change frequency to 30 min 2x per month due to activity tolerance. |
| 03/26/2025 | Michele Rooney | Cal OPS- SoCal | Matthew Wilson | IEP Prep | 02:15 PM | 03:00 PM | 0.75 | IEP Prep | IEP prep, documentation, review of assessment, corresponding with evaluating PT |
| 03/27/2025 | Michele Rooney | Cal OPS- SoCal | Matthew Wilson | IEP Attendance | 08:00 AM | 09:15 AM | 1.25 | IEP Attendance | IEP attendance |
| | | | | | | | 6.50 | 3.00 | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|----------------|----------------|-------------------------|----------------------|------------|----------|----------|--------------------|--|
| 03/03/2025 | Michelle Perry | Cal OPS- SoCal | Aenghus Decker-Knealing | 460 Physical Therapy | 12:30 PM | 01:00 PM | 0.50 | Regular | student present for session session with emphasis on IEP goal push up cont with IEP goals |
| 03/10/2025 | Michelle Perry | Cal OPS- SoCal | Aenghus Decker-Knealing | 460 Physical Therapy | 11:00 AM | 11:30 AM | 0.50 | Late Cancel | student and BT present for session session with emphasis on IEP goals and stair training |
| 03/17/2025 | Michelle Perry | Cal OPS- SoCal | Aenghus Decker-Knealing | 460 Physical Therapy | 12:30 PM | 01:00 PM | 0.50 | Regular | student present for session session with focus on IEP goal of push ups |
| 03/24/2025 | Michelle Perry | Cal OPS- SoCal | Aenghus Decker-Knealing | 460 Physical Therapy | 12:30 PM | 01:00 PM | 0.50 | Regular | student present for session session with emphasis on IEP goals of push ups student demonstrated 21 push ups with modifications with knees in flexion and hips in flexion cont with IEP goals |
| 03/31/2025 | Michelle Perry | Cal OPS- SoCal | Aenghus Decker-Knealing | 460 Physical Therapy | 12:30 PM | 01:00 PM | 0.50 | Regular | student present for session session with emphasis on IEP goals with push ups student required verbal cues for proper execution of push ups in session cont with IEP goals |
| 03/10/2025 | Michelle Perry | Cal OPS- SoCal | Amylah Wilson | IEP Attendance | 12:30 PM | 01:30 PM | 1.00 | IEP Attendance | IEP attendance |
| 03/06/2025 | Michelle Perry | Cal OPS- SoCal | Athena Lindsay | 460 Physical Therapy | 09:30 AM | 10:00 AM | 0.50 | Late Cancel | Last minute cancel for student. sick |
| 03/13/2025 | Michelle Perry | Cal OPS- SoCal | Athena Lindsay | 460 Physical Therapy | 09:30 AM | 10:00 AM | 0.50 | Late Cancel | Last minute cancel for student. sick |
| 03/20/2025 | Michelle Perry | Cal OPS- SoCal | Athena Lindsay | 460 Physical Therapy | 09:30 AM | 10:00 AM | 0.50 | Late Cancel | student canceled last minute due to internet issues |
| 03/27/2025 | Michelle Perry | Cal OPS- SoCal | Athena Lindsay | 460 Physical Therapy | 09:30 AM | 10:00 AM | 0.50 | Regular | student and parent present for session session with emphasis on IEP goals with push ups great participation cont with IEP goals |
| 03/03/2025 | Michelle Perry | Cal OPS- SoCal | Chesnee Pederson | 460 Physical Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | consult time for March |
| 03/25/2025 | Michelle Perry | Cal OPS- SoCal | Chesnee Pederson | 460 Physical Therapy | 11:30 AM | 12:00 PM | 0.50 | Regular | student and parent present for session session with emphasis on IEP goals and heel to toe gait pattern squats and reviewed of Home program |
| 03/28/2025 | Michelle Perry | Cal OPS- SoCal | Daniel Villela Carrillo | IEP Attendance | 08:30 AM | 09:30 AM | 1.00 | IEP Attendance | IEP attendance |
| 03/04/2025 | Michelle Perry | Cal OPS- SoCal | John Gryzwana Lugo | PT Evaluation | | | | Regular | PT evaluation done |
| 03/11/2025 | Michelle Perry | Cal OPS- SoCal | John Gryzwana Lugo | 460 Physical Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | student and parent participated in session |
| 03/14/2025 | Michelle Perry | Cal OPS- SoCal | John Gryzwana Lugo | IEP Attendance | 03:00 PM | 03:30 PM | 0.50 | IEP Attendance | IEP |
| 03/25/2025 | Michelle Perry | Cal OPS- SoCal | John Gryzwana Lugo | 460 Physical Therapy | 01:00 PM | 01:30 PM | 0.50 | Regular | student present for session student participated in session with IEP goals with push ups and single limb standing great participation in goals |
| 03/18/2025 | Michelle Perry | Cal OPS- SoCal | Matthew Wilson | PT Evaluation | | | | Regular | PT evaluation |
| 03/07/2025 | Michelle Perry | Cal OPS- SoCal | Monica Arteaga | 460 Physical Therapy | 09:30 AM | 10:00 AM | 0.50 | First Scheduled Se | first session with parent and student IEP goals addressed |
| 03/25/2025 | Michelle Perry | Cal OPS- SoCal | Monica Arteaga | IEP Attendance | 02:00 PM | 03:00 PM | 1.00 | IEP Attendance | IEP attendance 2-3 |
| 03/07/2025 | Michelle Perry | Cal OPS- SoCal | Munemitsu Matsuyama | 460 Physical Therapy | 02:00 PM | 02:30 PM | 0.50 | Regular | student and BT present for session session with emphasis on IEP goals and stair training |
| 03/21/2025 | Michelle Perry | Cal OPS- SoCal | Munemitsu Matsuyama | 460 Physical Therapy | 04:00 PM | 04:30 PM | 0.50 | Regular | student and BT present for session student was a little sick today although still participated in session with IEP goals cont with IEP goals |
| 03/27/2025 | Michelle Perry | Cal OPS- SoCal | Munemitsu Matsuyama | IEP Prep | 11:00 AM | 11:30 AM | 0.50 | IEP Prep | IEP prep for Mune goals and present levels updated |
| 03/31/2025 | Michelle Perry | Cal OPS- SoCal | Munemitsu Matsuyama | IEP Attendance | 09:00 AM | 10:30 AM | 1.50 | IEP Attendance | IEP attendance |
| 03/28/2025 | Michelle Perry | Cal OPS- SoCal | Yaretzzi Sigala | 460 Physical Therapy | 01:30 PM | 02:00 PM | 0.50 | Regular | student and parents present for session stair training and midline ball activities cont with IEP goals |
| | | | | | | | 14.00 | | |

2 evals.

APE

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|------------------|----------------|----------------|--------------------|------------|----------|----------|--------------|---|
| 03/07/2025 | Michael Saunders | Cal OPS- SoCal | Monica Arteaga | Student Onboarding | 04:00 PM | 04:30 PM | 0.50 | Regular | Introduction with parent and discuss APE services and goal with parent. |
| | | | | | | | | 0.50 | |
| | | | | | | | 0.50 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable H | Session Type | Note |
|------------|---------------|----------------|-------------------------|--------------------------------------|------------|----------|------------|--------------|---|
| | | | | | | | | | BIS and parent communicated due to the student having trouble joining on his laptop. Student joined the session using his moms computer. Student greeted BIS, talked about his weekend, practiced relaxation techniques and discussed what to do when feeling frustrated. Student asked for help with his math and mixed numbers. BIS shared IXL and practiced the steps to solving improper fractions. Student followed the steps and participated by completing 4 problems given prompting. |
| 03/03/2025 | Sheri Kennedy | Cal OPS- SoCal | Aenghus Decker-Knealing | 535 Behavioral Intervention Services | 02:30 PM | 03:00 PM | 0.50 | Regular | |
| 03/10/2025 | Sheri Kennedy | Cal OPS- SoCal | Aenghus Decker-Knealing | 535 Behavioral Intervention Services | 02:30 PM | 03:00 PM | 0.50 | No Show | BIS sent parent a reminder via text. Provider waited 15 minutes. Student did not show and parent did not respond. |
| 03/17/2025 | Sheri Kennedy | Cal OPS- SoCal | Aenghus Decker-Knealing | 535 Behavioral Intervention Services | 02:30 PM | 03:00 PM | 0.50 | Regular | Student arrived, greeted the BIS and talked about his birthday and going to Disneyland. Student lead the self regulation exercises and asked for help with his science work. Student was able to follow the lesson and answer the questions given visual cues and using google search. Student completed the assignment and submitted his work. |
| 03/24/2025 | Sheri Kennedy | Cal OPS- SoCal | Aenghus Decker-Knealing | 535 Behavioral Intervention Services | 02:30 PM | 03:00 PM | 0.50 | Regular | BIS sent a reminder to the parent and the student joined right away. Student greeted the BIS and lead the regulation exercises, and talked about his lessons. Student required several prompts and minutes to share his screen and read the passage on Earthquakes. The student had 5 minutes to read due to off task behaviors. The BIS reminded the student to focus on his lesson the next session due to running out of time. |
| | | | | | | | | 2.00 | |
| 03/04/2025 | Sheri Kennedy | Cal OPS- SoCal | Angel Hernandez | 535 Behavioral Intervention Services | 11:00 AM | 12:00 PM | 1.00 | Regular | BIS sent parent a reminder via email and the student arrived. Student greeted BIS and worked on reading comprehension. Student completed two long stories, and answered the questions correctly. Student worked on math, given moderate prompting to begin the task. Student followed through. Student took two movement breaks and stayed focused. BIS followed up with the parent at the end. |
| 03/11/2025 | Sheri Kennedy | Cal OPS- SoCal | Angel Hernandez | 535 Behavioral Intervention Services | 11:00 AM | 12:00 PM | 1.00 | No Show | BIS sent parent a reminder via email. Provider waited 17 minutes. Parent did not respond and student did not show. BIS will notify CM. |
| 03/18/2025 | Sheri Kennedy | Cal OPS- SoCal | Angel Hernandez | 535 Behavioral Intervention Services | 11:00 AM | 12:00 PM | 1.00 | Regular | BIS sent parent a reminder via email. Provider waited 15 minutes. Parent responded and student arrived. Student greeted BIS and talked about how he was doing. Student shared new books he got called Dog Man. Student completed 5 math problems adding fractions. Student protested but followed through after 3 prompts. Student completed 2 reading comprehension passages and answered the questions with 75% accuracy. Student took a movement break, finished more reading and earned free time. |
| 03/25/2025 | Sheri Kennedy | Cal OPS- SoCal | Angel Hernandez | 535 Behavioral Intervention Services | 11:00 AM | 12:00 PM | 1.00 | No Show | BIS sent a reminder to the parent via email. Provider waited 20-25 minutes. Parent did not respond and student did not show. BIS notified the CM. |
| | | | | | | | | 4.00 | |
| 03/03/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 12:00 PM | 01:00 PM | 1.00 | Late Cancel | BIS collaborated with the parent. Parent sent a late cancellation reminder due to being in a meeting. |
| 03/07/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 09:00 AM | 10:00 AM | 1.00 | Regular | Student arrived, greeted BIS and talked about his week. Student asked for help with his lessons. Student completed his LA assignment given moderate prompting to stay on task and read the CVC words. Student said there are too many. The BIS reassured the student and he completed all words. Student required moderate prompting to complete the math lesson due to the level of difficulty. The student demonstrated off task behavior after completing 5 problems. The BIS broke down the larger multiplication problems and prompted the student through. Student followed through and earned free time. |
| 03/10/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 12:00 PM | 01:00 PM | 1.00 | No Show | BIS sent parent a reminder via text. Provider waited 15 minutes. Student did not show and parent did not respond. BIS will notify CM. |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|---------------|----------------|------------------|--------------------------------------|------------|----------|----------|--------------|--|
| 03/14/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 09:00 AM | 10:00 AM | 1.00 | Regular | Student arrived, greeted BIS and talked about what he will be doing over the weekend. Student shared his screen and asked for help with his math and LA lessons. Student completed his work given visual and verbal prompting. Student had difficulties staying focused during the LA story on global warming due to the length. Student used his words and BIS reassured the student. First work, then break. Student followed through. Student completed his writing and drawing. Student earned free time at the end of the session. Student accepted and followed directions throughout the session. |
| 03/17/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 12:00 PM | 01:00 PM | 1.00 | Regular | Student arrived, greeted BIS and said Happy St Patrick's Day. Student shared his screen and worked on math and LA. Student required moderate prompting to continue with LA because of the number of slides. BIS accommodated the lesson to help lower the students anxiety. BIS discussed the changes with the LC. Student completed his work and continued to work on writing and following a drawing video. Student used his words to ask the BIS to pause when needing more time. BIS gave student positive praise for his hard work. Student earned free time. |
| 03/21/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 09:00 AM | 10:00 AM | 1.00 | Regular | Student arrived, greeted BIS and talked about spring. Student shared his screen and worked on both LA and math lessons. Student protested LA due to the number of slides. BIS reassured the student and redirected him to take one slide at a time. He followed through and completed his work. Student worked on writing about spring and drew a picture. BIS redirected student to make corrections to his writing and he followed through. Student earned free time. |
| 03/24/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 12:00 PM | 01:00 PM | 1.00 | Regular | Student arrived, greeted BIS and talked about getting his lessons done so he has free time. Student completed his math lesson given visual prompting. Student started his LA lesson and looked over the number of slides. BIS reassured the student and reminded him to use his words to communicate his needs. Student followed through and completed his LA lesson. Student asked to write about penguins. BIS and parent discussed students progress and areas of need. Student earned free drawing time. |
| 03/28/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 09:00 AM | 10:00 AM | 1.00 | Regular | Student arrived, greeted the BIS and talked about Easter. BIS redirected the student to his lessons. BIS reviewed what to do if he is feeling overwhelmed, if the work seems too hard and if he needs a break. Student said the lesson is really hard. BIS reassured the student and reminded him to ask for help, or ask to reduce the number of slides. Student followed through and completed his assessment given minimal prompting on 2-3 questions. Student completed his work, completed his writing about Easter and earned free time to draw a picture of his bird. BIS gave student positive praise at the end of the session. |
| 03/31/2025 | Sheri Kennedy | Cal OPS- SoCal | Armando Gomes | 535 Behavioral Intervention Services | 12:00 PM | 01:00 PM | 1.00 | Regular | Student arrived, greeted BIS and shared his dog Ebby. Student shared his screen and completed his pre assessment in LA. Student followed directions, navigated the screen and used his words if he did not know what to do. Student completed his writing and drawing. BIS redirected the student to take a break, but he chose not to. Student earned free time and watched preferred Disney clips. Student requested to leave a few minutes early. |
| 03/03/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | IEP Attendance | 10:30 AM | 12:00 PM | 1.50 | Attendance | IEP Attendance: BIS joined and attended the students tri-annual review meeting. BIS discussed present levels of performance, progress towards goals and services. |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable H | Session Type | Note |
|------------|---------------|----------------|------------------|--------------------------------------|------------|----------|------------|--------------|--|
| 03/04/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Regular | Student arrived, greeted BIS and talked about his weekend. Student started to work on LA, but BIS redirected the student to work on missing assignments in social studies. He followed through given 2-3 prompts. Student stayed on task and attended given minimal prompting. Student completed two lessons and two quizzes receiving 3/3 and 5/5. BIS redirected student to double check his answer and he followed through, making corrections as needed. |
| 03/05/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Regular | Student arrived, greeted the BIS and said he was ready to work on social studies. Student attended and completed one lesson and a quiz. The student wanted to watch a video in the lesson on slavery. The BIS redirected the student to first finish the lesson and quiz before watching the video. The student was hesitant and required 2-3 prompts to follow through. Student completed his quiz and then watched the video. |
| 03/11/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Regular | Student arrived, greeted BIS and talked about his weekend. Student asked for help working on social studies. Student completed 2 lessons, a quiz and an assessment. Student stayed focused and attended the first lesson, but required multiple prompts to attend in order to respond to questions correctly. BIS redirected student to focus, and the student argued he was. BIS discussed his response and then reread the information. Student protested stating he chose the correct answer, and then made the corrections. Student focused independently the last two pages of reading. |
| 03/12/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Regular | Student arrived, greeted the BIS and asked for help with social studies. BIS redirected the student to work on a different subject. The student stated the assignment was due today. Student listened to the social studies lesson the BIS read out loud. Student stayed on task and attended given minimal prompting. Student completed the quiz and received 3 out of 3. The BIS prompted the student to start his science lesson. Student was hesitant and stated he could not access it. The BIS prompted the student to try again. The student followed through and completed the pre class assessment. The BIS read the first lesson out loud and asked the student questions. The student completed the quiz but had difficulties answering a few questions due to being fill in the blank. The BIS reassured the student to try his best and gave choices. |
| 03/18/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Regular | BIS sent a reminder to the parent and the student arrived right away. The student sounded stuffed up, coughing and felt achy. BIS reassured the student and asked if he could attend. The student said he was not feeling well but needed help with his science. BIS reminded the student to ask for breaks as needed. BIS read the information out loud and student completed 3 lessons. Student received 100% and 50% on his quizzes. Student had a difficult time using appropriate responses since he did not feel well. Student earned a break at the end of the session. |
| 03/19/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Regular | BIS sent a reminder to the parent via text. Provider waited 15 minutes. Student arrived and stated he was not feeling good, but wanted to work on his science with help. Student asked for help with science. Student stayed on task and attended as the BIS read the information out loud. Student completed two quizzes and received 7 out of 7. Student took his time, followed directions and accepted help. Student earned free time at the end of the session. |
| 03/25/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Late Cancel | Parent sent BIS a late cancellation due to the student having a doctors appointment. |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable H | Session Type | Note |
|------------|---------------|----------------|------------------|--------------------------------------|------------|----------|------------|--------------|--|
| 03/26/2025 | Sheri Kennedy | Cal OPS- SoCal | Oliver Hernandez | 535 Behavioral Intervention Services | 03:00 PM | 04:00 PM | 1.00 | Regular | Student arrived, greeted the BIS and asked for help with his science assignment. BIS read the lesson out loud and student reviewed the pictures and fossils dating back 500 million years ago. Student completed the quiz and received 5.5 out of 7. Student asked to finish the lesson and take a break. Student earned free time. |
| | | | | | | | | 9.50 | |
| 03/04/2025 | Sheri Kennedy | Cal OPS- SoCal | Treyce Miles | 535 Behavioral Intervention Services | 01:30 PM | 02:00 PM | 0.50 | Regular | Parent and student arrived, greeted BIS and discussed working on the students LA the next session. BIS explained the conversation with the CM and talked to the parent about sharing their screen and BIS assisting student and LC with the LA. Parent agreed. BIS shared the screen and prompted the student to work on 4th grade reading comprehension. Student and BIS took turns reading out loud. Student required moderate prompting to stay focused and respond to comprehension questions. |
| 03/11/2025 | Sheri Kennedy | Cal OPS- SoCal | Treyce Miles | 535 Behavioral Intervention Services | 01:30 PM | 02:00 PM | 0.50 | No Show | BIS sent the parent a reminder via email. Provider waited 15 minutes. Student did not show and parent did not respond. |
| 03/18/2025 | Sheri Kennedy | Cal OPS- SoCal | Treyce Miles | 535 Behavioral Intervention Services | 01:30 PM | 02:00 PM | 0.50 | Late Cancel | Parent sent BIS a late cancellation notice, student was unable to attend the session. BIS will notify the CM. |
| 03/25/2025 | Sheri Kennedy | Cal OPS- SoCal | Treyce Miles | 535 Behavioral Intervention Services | 01:30 PM | 02:00 PM | 0.50 | Regular | Parent arrived and communicated with BIS on changes to the families living situation starting next week. The parent will let the BIS know if the student and parent are able to attend next week or if they moved. |
| | | | | | | | | 2.00 | |
| 03/17/2025 | Sheri Kennedy | Cal OPS- SoCal | Zen Cooper | 535 Behavioral Intervention Services | 10:30 AM | 11:00 AM | 0.50 | Regular | Student arrived, greeted BIS and talked about how he is doing. BIS redirected student to begin his work and share his screen. Student protested, BIS redirected him and he followed through. Student rushed through his work, skipped the reading and started the questions. BIS redirected the student back to the reading. The student argued why he does not need to read. BIS reminded the student the importance of reading the information so he understands the questions, and following directions. Student followed through after 1-2 minutes of debating. Student continued to read the information given 3-4 prompts, and was able to 95% of the questions correctly. Student earned free time at the end of the session. |
| 03/24/2025 | Sheri Kennedy | Cal OPS- SoCal | Zen Cooper | 535 Behavioral Intervention Services | 10:30 AM | 11:00 AM | 0.50 | Regular | Student arrived, greeted BIS and talked about his weekend. Student stated he finished his work, and BIS redirected him to show what he completed. Student shared his screen and continued to work on social studies. Student followed directions, but required moderate prompting to slow down and not rush through the answers. BIS explained the question had 3 answers that were similar and it is important to take our time. Student understood and completed the last page. Student was prompted 4-5 times to read the passage to answer the questions. Student stated it was too much. BIS read the information out loud and the student listened. Student earned 1-2 minutes of free time at the end of the session. |
| 03/31/2025 | Sheri Kennedy | Cal OPS- SoCal | Zen Cooper | 535 Behavioral Intervention Services | 10:30 AM | 11:00 AM | 0.50 | Regular | BIS sent a reminder to the parent and the student arrived shortly after. Student greeted the BIS and talked about not wanting to read his lesson. BIS talked to the student about reading the information first before answering the questions. BIS reassured the student that she would read out loud and he could listen. Student followed through and read the questions before listening to the passage. BIS gave the student positive praise for following directions and listening to the reading before selecting his answers. |
| | | | | | | | | 1.50 | |
| | | | | | | | 28.00 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|----------------|----------------|-------------------------|--|------------|----------|----------|----------------|--|
| 03/05/2025 | Eddie Arellano | Cal OPS- SoCal | Aenghus Decker-Knealing | 510 Individual Counseling and Guidance | 12:45 PM | 01:30 PM | 0.75 | Regular | session on reshaping self-talk |
| 03/06/2025 | Eddie Arellano | Cal OPS- SoCal | Aenghus Decker-Knealing | 510 Individual Counseling and Guidance | 01:00 PM | 01:45 PM | 0.75 | Make-Up | session on reframing, make up for 12/2 |
| 03/12/2025 | Eddie Arellano | Cal OPS- SoCal | Aenghus Decker-Knealing | 510 Individual Counseling and Guidance | 12:45 PM | 01:30 PM | 0.75 | Regular | session on having a bad day |
| 03/13/2025 | Eddie Arellano | Cal OPS- SoCal | Aenghus Decker-Knealing | 510 Individual Counseling and Guidance | 01:00 PM | 01:45 PM | 0.75 | Make-Up | make up session for 12/9 |
| 03/19/2025 | Eddie Arellano | Cal OPS- SoCal | Aenghus Decker-Knealing | 510 Individual Counseling and Guidance | 12:45 PM | 01:30 PM | 0.75 | Regular | session on coping skills |
| 03/26/2025 | Eddie Arellano | Cal OPS- SoCal | Aenghus Decker-Knealing | 510 Individual Counseling and Guidance | 12:45 PM | 01:30 PM | 0.75 | Regular | copng skills |
| 03/27/2025 | Eddie Arellano | Cal OPS- SoCal | Aenghus Decker-Knealing | 510 Individual Counseling and Guidance | 01:00 PM | 01:45 PM | 0.75 | Make-Up | 12/16 |
| | | | | | | | | | 5.25 |
| 03/04/2025 | Eddie Arellano | Cal OPS- SoCal | Andrew Konshak | 510 Individual Counseling and Guidance | 03:30 PM | 04:00 PM | 0.50 | Regular | session on anxiety |
| 03/11/2025 | Eddie Arellano | Cal OPS- SoCal | Andrew Konshak | 510 Individual Counseling and Guidance | 03:00 PM | 03:30 PM | 0.50 | Regular | session on memories |
| 03/18/2025 | Eddie Arellano | Cal OPS- SoCal | Andrew Konshak | 510 Individual Counseling and Guidance | 03:00 PM | 03:30 PM | 0.50 | No Show | no show |
| 03/21/2025 | Eddie Arellano | Cal OPS- SoCal | Andrew Konshak | IEP Attendance | 12:00 PM | 01:00 PM | 1.00 | IEP Attendance | iep attendance |
| 03/25/2025 | Eddie Arellano | Cal OPS- SoCal | Andrew Konshak | 510 Individual Counseling and Guidance | 03:00 PM | 03:30 PM | 0.50 | Regular | copng skills |
| | | | | | | | | | 3.00 |
| 03/24/2025 | Eddie Arellano | Cal OPS- SoCal | Darius Pollard | IEP Attendance | 11:00 AM | 12:00 PM | 1.00 | IEP Attendance | iep attendance |
| | | | | | | | | | 1.00 |
| 03/24/2025 | Eddie Arellano | Cal OPS- SoCal | Samuel Bayona | IEP Attendance | 10:00 AM | 11:30 AM | 1.50 | IEP Attendance | iep attendance |
| 03/28/2025 | Eddie Arellano | Cal OPS- SoCal | Samuel Bayona | 510 Individual Counseling and Guidance | 10:30 AM | 11:30 AM | 1.00 | Regular | distraction techniques |
| 03/31/2025 | Eddie Arellano | Cal OPS- SoCal | Samuel Bayona | IEP Attendance | 10:00 AM | 11:30 AM | 1.50 | IEP Attendance | iep attendance |
| | | | | | | | | | 4.00 |
| 03/28/2025 | Eddie Arellano | Cal OPS- SoCal | Santiago Padilla | IEP Attendance | 01:00 PM | 01:45 PM | 0.75 | IEP Attendance | iep attendance |
| 03/28/2025 | Eddie Arellano | Cal OPS- SoCal | Santiago Padilla | 510 Individual Counseling | 03:00 PM | 03:30 PM | 0.50 | No Show | no show |
| | | | | | | | | | 1.25 |
| 03/06/2025 | Eddie Arellano | Cal OPS- SoCal | Sincere Miller | 510 Individual Counseling and Guidance | 11:00 AM | 11:30 AM | 0.50 | Regular | session on reframing |
| 03/07/2025 | Eddie Arellano | Cal OPS- SoCal | Sincere Miller | IEP Attendance | 01:00 PM | 02:00 PM | 1.00 | IEP Attendance | iep attendance |
| 03/13/2025 | Eddie Arellano | Cal OPS- SoCal | Sincere Miller | 510 Individual Counseling and Guidance | 11:00 AM | 11:30 AM | 0.50 | Regular | session on coping skills |
| 03/19/2025 | Eddie Arellano | Cal OPS- SoCal | Sincere Miller | 510 Individual Counseling and Guidance | 11:00 AM | 11:30 AM | 0.50 | Regular | session on grounding |
| 03/26/2025 | Eddie Arellano | Cal OPS- SoCal | Sincere Miller | 510 Individual Counseling and Guidance | 11:00 AM | 11:30 AM | 0.50 | No Show | no show |
| | | | | | | | | | 3.00 |
| 03/04/2025 | Eddie Arellano | Cal OPS- SoCal | Zen Cooper | 510 Individual Counseling and Guidance | 02:00 PM | 02:30 PM | 0.50 | Late Cancel | late cancellation |
| 03/11/2025 | Eddie Arellano | Cal OPS- SoCal | Zen Cooper | 510 Individual Counseling and Guidance | 02:00 PM | 02:30 PM | 0.50 | Regular | session on what is fear vs anxiety |
| 03/18/2025 | Eddie Arellano | Cal OPS- SoCal | Zen Cooper | 510 Individual Counseling and Guidance | 02:00 PM | 02:30 PM | 0.50 | Regular | session on grounding video |
| 03/25/2025 | Eddie Arellano | Cal OPS- SoCal | Zen Cooper | 510 Individual Counseling and Guidance | 02:00 PM | 02:30 PM | 0.50 | Regular | distraction techniq ues |
| | | | | | | | | | 2.00 |
| | | | | | | | 19.50 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|----------------|----------------|-----------------------|----------------|------------|----------|----------|----------------|---------------------------|
| 03/04/2025 | Megan Chimenti | Cal OPS- SoCal | Mila Rashkin-Mullenix | IEP Attendance | 09:00 AM | 10:30 AM | 1.50 | IEP Attendance | IEP Attendance TRI/Annual |
| | | | | | | | | | 1.50 |
| | | | | | | | 1.50 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable I | Session Typ | Note |
|------------|--------------------|----------------|-------------------|---------------------------|------------|----------|------------|-------------|---|
| 03/12/2025 | Kimberley Springer | Cal OPS- SoCal | Alexa Dondiego | 510 Individual Counseling | 12:00 PM | 12:30 PM | 0.50 | Regular | school counseling provided |
| 03/26/2025 | Kimberley Springer | Cal OPS- SoCal | Alexa Dondiego | 510 Individual Counseling | 12:00 PM | 12:30 PM | 0.50 | Regular | school counseling provided |
| | | | | | | | | 1.00 | |
| 03/05/2025 | Kimberley Springer | Cal OPS- SoCal | Cora Whittingham | 510 Individual Counseling | 03:30 PM | 04:00 PM | 0.50 | Regular | school counseling |
| 03/12/2025 | Kimberley Springer | Cal OPS- SoCal | Cora Whittingham | 520 Parent Counseling | 03:40 PM | 04:00 PM | 0.33 | Regular | Parent joined student session and asked questions about how to help Haru do nonpreferred tasks. |
| 03/12/2025 | Kimberley Springer | Cal OPS- SoCal | Cora Whittingham | 510 Individual Counseling | 03:30 PM | 03:40 PM | 0.17 | Regular | Joined and said very tired today, person came and she's been talking all day, parent joined at 340 and it became a parent session. |
| 03/19/2025 | Kimberley Springer | Cal OPS- SoCal | Cora Whittingham | 510 Individual Counseling | 03:30 PM | 04:00 PM | 0.50 | No Show | no response to text or call, no show |
| 03/28/2025 | Kimberley Springer | Cal OPS- SoCal | Cora Whittingham | 510 Individual Counseling | 03:30 PM | 04:00 PM | 0.50 | Late Cance | texted reminder this morning of counseling today, parent apologized student has a doctor appointment and won't be attending |
| | | | | | | | | 2.00 | |
| 03/05/2025 | Kimberley Springer | Cal OPS- SoCal | Isabella Guardado | 510 Individual Counseling | 02:30 PM | 03:00 PM | 0.50 | Regular | school counseling provided |
| 03/12/2025 | Kimberley Springer | Cal OPS- SoCal | Isabella Guardado | 510 Individual Counseling | 02:00 PM | 02:30 PM | 0.50 | Regular | Not at home, no internet, no private space to talk, called and reminded her she's amazing and provided coping skills and can meet Friday at 11:30 for 30 min. |
| 03/14/2025 | Kimberley Springer | Cal OPS- SoCal | Isabella Guardado | 510 Individual Counseling | 11:30 AM | 12:00 PM | 0.50 | Make-Up | school counseling provided, make up session |
| 03/19/2025 | Kimberley Springer | Cal OPS- SoCal | Isabella Guardado | 510 Individual Counseling | 02:00 PM | 03:00 PM | 1.00 | Regular | Regular 30 min session plus 30 min of 240 make up minutes provided |
| 03/26/2025 | Kimberley Springer | Cal OPS- SoCal | Isabella Guardado | 510 Individual Counseling | 02:00 PM | 03:00 PM | 1.00 | Regular | 30 regular, 30 make up of 210 owed |
| | | | | | | | | 3.50 | |
| 03/28/2025 | Kimberley Springer | Cal OPS- SoCal | Jeffrey Luna | 510 Individual Counseling | 12:30 PM | 01:00 PM | 0.50 | No Show | no response to texts or emails, no show |
| | | | | | | | | 0.50 | |
| 03/21/2025 | Kimberley Springer | Cal OPS- SoCal | Josedaniel Ortega | 520 Parent Counseling | 12:30 PM | 01:00 PM | 0.50 | Regular | parent counseling provided |
| | | | | | | | | 0.50 | |
| 03/07/2025 | Kimberley Springer | Cal OPS- SoCal | Joshua Murillo | 510 Individual Counseling | 09:30 AM | 10:00 AM | 0.50 | Regular | school counseling provided |
| 03/14/2025 | Kimberley Springer | Cal OPS- SoCal | Joshua Murillo | 510 Individual Counseling | 09:30 AM | 10:00 AM | 0.50 | Regular | school counseling session |
| 03/21/2025 | Kimberley Springer | Cal OPS- SoCal | Joshua Murillo | 510 Individual Counseling | 09:30 AM | 10:00 AM | 0.50 | Make-Up | school counseling provided, make up session |
| 03/28/2025 | Kimberley Springer | Cal OPS- SoCal | Joshua Murillo | 510 Individual Counseling | 09:30 AM | 10:00 AM | 0.50 | Make-Up | Make up 30 of 120 owed |
| | | | | | | | | 2.00 | |
| 03/14/2025 | Kimberley Springer | Cal OPS- SoCal | Lucian McColl | 510 Individual Counseling | 10:30 AM | 11:00 AM | 0.50 | Regular | Student arrived at 10:45 |
| 03/28/2025 | Kimberley Springer | Cal OPS- SoCal | Lucian McColl | 510 Individual Counseling | 10:30 AM | 11:00 AM | 0.50 | No Show | no response to texts |
| 03/28/2025 | Kimberley Springer | Cal OPS- SoCal | Lucian McColl | IEP Prep | 11:30 AM | 12:00 PM | 0.50 | IEP Prep | Update present levels, goal progress |
| 03/31/2025 | Kimberley Springer | Cal OPS- SoCal | Lucian McColl | IEP Attendance | 12:00 PM | 01:15 PM | 1.25 | IEP Attend | IEP attendance as school counseling provider |
| | | | | | | | | 2.75 | |
| 03/07/2025 | Kimberley Springer | Cal OPS- SoCal | Salvador Ruiz | 510 Individual Counseling | 01:30 PM | 02:00 PM | 0.50 | Regular | school counseling provided |
| 03/14/2025 | Kimberley Springer | Cal OPS- SoCal | Salvador Ruiz | 510 Individual Counseling | 01:30 PM | 02:00 PM | 0.50 | Regular | school counseling provided |
| 03/17/2025 | Kimberley Springer | Cal OPS- SoCal | Salvador Ruiz | IEP Prep | 03:30 PM | 04:00 PM | 0.50 | IEP Prep | IEP prep, update present levels, goal progress, draft new goal and proposed service time |
| 03/18/2025 | Kimberley Springer | Cal OPS- SoCal | Salvador Ruiz | IEP Attendance | 10:00 AM | 11:00 AM | 1.00 | IEP Attend | Annual IEP. Shared school counseling information. |
| 03/21/2025 | Kimberley Springer | Cal OPS- SoCal | Salvador Ruiz | 510 Individual Counseling | 01:30 PM | 02:00 PM | 0.50 | Regular | school counseling provided |
| 03/28/2025 | Kimberley Springer | Cal OPS- SoCal | Salvador Ruiz | 510 Individual Counseling | 01:30 PM | 02:00 PM | 0.50 | Regular | school counseling completed |
| | | | | | | | | 3.50 | |
| 03/07/2025 | Kimberley Springer | Cal OPS- SoCal | Savannah Cash | 510 Individual Counseling | 02:00 PM | 02:30 PM | 0.50 | No Show | no response to texts or emails, no show |
| 03/14/2025 | Kimberley Springer | Cal OPS- SoCal | Savannah Cash | 510 Individual Counseling | 02:00 PM | 02:30 PM | 0.50 | No Show | no show, no response to texts or emails |
| 03/21/2025 | Kimberley Springer | Cal OPS- SoCal | Savannah Cash | 510 Individual Counseling | 02:00 PM | 02:30 PM | 0.50 | No Show | no response to texts or emails, no show |
| 03/28/2025 | Kimberley Springer | Cal OPS- SoCal | Savannah Cash | 510 Individual Counseling | 02:00 PM | 02:30 PM | 0.50 | No Show | no response to text or emails, no show |
| | | | | | | | | 2.00 | |
| | | | | | | | | 17.75 | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|-------------|----------------|--------------------|---------------------------|------------|----------|----------|--------------|--|
| 03/17/2025 | Lanh Truong | Cal OPS- SoCal | Alexander Orellana | 510 Individual Counseling | 09:00 AM | 09:15 AM | 0.25 | Regular | Check-In Note for Alex Alex provided an update regarding his college application process. He confirmed successful completion of his community college check-in and indicated that his financial aid arrangements have been finalized. Alex expressed that everything appears to be on track, and he seems optimistic about his progress. Next Steps: Continue monitoring Alex's transition to college to ensure continued success and address any arising concerns. |
| | | | | | | | | 0.25 | |
| 03/25/2025 | Lanh Truong | Cal OPS- SoCal | Magali Mendicino | 510 Individual Counseling | 02:30 PM | 02:45 PM | 0.25 | Regular | During today's check-in, Magali appeared happy and shared that she is looking forward to her upcoming cruise trip. She expressed excitement and a positive outlook. The therapist provided guidance on how to manage potential overstimulation during the trip, including strategies to prevent anxiety, such as identifying quiet spaces, taking sensory breaks, and using calming techniques when needed. Magali was receptive to the discussion and expressed confidence in her ability to enjoy the experience while managing her emotional needs. |
| | | | | | | | | 0.25 | |
| | | | | | | | 0.50 | | |

| Date | Provider | School | Student(s) | Service | Start Time | End Time | Billable | Session Type | Note |
|------------|----------------------|----------------|---------------|--------------------|------------|----------|----------|-------------------------|--|
| 03/14/2025 | Maricelle Castellano | Cal OPS- SoCal | Monica Artega | Health and Nursing | 01:00 PM | 02:00 PM | 1.00 | First Scheduled Session | TOTAL HOURS X I Consult with student's mother. 30 Day Review IEP Attendance |
| 03/25/2025 | Maricelle Castellano | Cal OPS- SoCal | Monica Artega | IEP Attendance | 02:00 PM | 03:00 PM | 1.00 | IEP Attendance | |
| | | | | | | | | | 2.00 |
| | | | | | | | 2.00 | | |



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150, SACRAMENTO, CA 95825
 TEL 916.646.1400 ■ FAX 916.646.1300
 YMCLEGAL.COM

May 02, 2025

California Online Public Schools
 SENT VIA EMAIL
 lcarter@californiaops.org
 sped-finance@californiaops.org

Invoice Number: 15957

RE: (0176.00038) C. Ridgley v. California Online Public Schools

Confidential: Attorney-Client Privileged Document

All invoices are due and payable upon receipt. If payment is not received within thirty days of this invoice date, interest charges shall accrue.

Please make checks payable to:
 Young, Minney & Corr, LLP
 655 University Ave, Ste. 150
 Sacramento, CA 95825

For online payment options, access to our Client Portal, or should you have any questions or concerns, please contact Jessica Alm or Mishele Richards at 916-646-1400 or via email at ymcbilling@ymclegal.com.

| | |
|---|------------------|
| Fees | 28,221.50 |
| Total for this Invoice - USD | 28,221.50 |
| Current Account Balance - USD | 28,221.50 |
| Trust Account Balance - USD | 0.00 |
| Total Amount to Pay as of 05-02-2025 - USD | 28,221.50 |

Outstanding Balance as of 05-02-2025

| Current | 30 Days | 60 Days | 90 Days | 120 Days | 180+ Days | Total |
|-----------|---------|---------|---------|----------|-----------|-----------|
| 28,221.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 28,221.50 |



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150, SACRAMENTO, CA 95825
 TEL 916.646.1400 ■ FAX 916.646.1300
 YMCLEGAL.COM

Tax ID: 94-3307075

May 02, 2025

California Online Public Schools
 SENT VIA EMAIL
 lcarter@californiaops.org
 sped-finance@californiaops.org

Confidential: Attorney-Client Privileged Document

Invoice Number: 15957

RE: (0176.00038) C. Ridgley v. California Online Public Schools

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|---|--------------|---------------|
| 01-13-2025 | Lisa Corr | Analysis of options for moving forward with Individualized Education Program with limited assessors. | 0.10 | 39.50 |
| 01-16-2025 | Brittnee Gillespie Malone | Zoom meeting with P. Wenker and K. Stilson regarding Due Process Complaint and Response. | 0.70 | 252.00 |
| 01-17-2025 | Brittnee Gillespie Malone | Draft Response to Due Process Complaint. | 1.50 | 540.00 |
| 01-20-2025 | Brittnee Gillespie Malone | Draft Response to Due Process Complaint. | 1.50 | 540.00 |
| 01-21-2025 | Brittnee Gillespie Malone | Review C. Ridgley Due Process complaint and Student Records in preparation of drafting a Response to the Complaint. | 0.40 | 144.00 |
| 01-21-2025 | Brittnee Gillespie Malone | Prepare for and attend Client meeting to discuss Response to Due Process Complaint and settlement strategy. | 1.30 | 468.00 |
| 01-22-2025 | Brittnee Gillespie Malone | Draft Response to Due Process Complaint. | 0.70 | 252.00 |
| 01-22-2025 | Stacy Tolkin | Legal review and analysis of vision therapy assessment | 0.50 | 180.00 |

Invoice Number: 15957

Confidential: Attorney-Client Privileged Document

Page 2 of 13

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|--|--------------|---------------|
| | | and central auditory processing assessments. | | |
| 01-22-2025 | Brittnee Gillespie Malone | Correspondence to K. Stilson regarding Central Auditory Processing Disorder Assessment and Vision Therapy Assessment evaluators. | 0.20 | 72.00 |
| 01-23-2025 | Brittnee Gillespie Malone | Correspondence with T. Adams regarding resolution session, mediation, and settlement demand request. | 0.30 | 108.00 |
| 01-23-2025 | Brittnee Gillespie Malone | Draft Response to Due Process Complaint. | 2.40 | 864.00 |
| 01-23-2025 | Lisa Corr | Receipt and review of email from R. Dreifus regarding requested information from insurance. | 0.10 | 39.50 |
| 01-23-2025 | Lisa Corr | Response to email from R. Dreifus regarding requested information from insurance. | 0.10 | 39.50 |
| 01-23-2025 | Lisa Corr | Response to email from R. Dreifus regarding requested information from insurance. | 0.10 | 39.50 |
| 01-24-2025 | Brittnee Gillespie Malone | Draft Response to Due Process Complaint. | 0.60 | 216.00 |
| 01-24-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson, R. Romero, and P. Wenker regarding Response to Due Process Complaint. | 0.50 | 180.00 |
| 01-24-2025 | Brittnee Gillespie Malone | Draft Motion to Dismiss and Motion to Bifurcate. | 1.10 | 396.00 |
| 01-27-2025 | Brittnee Gillespie Malone | Correspondence with R. Romero regarding resolution session. | 0.40 | 144.00 |
| 01-27-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding resolution session. | 0.20 | 72.00 |
| 01-27-2025 | Brittnee Gillespie Malone | Draft Motion to Dismiss and Motion to Bifurcate. | 1.40 | 504.00 |
| 01-27-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding resolution session. | 0.20 | 72.00 |
| 01-28-2025 | Brittnee Gillespie | Draft Motion to Dismiss and Motion to Bifurcate. | 2.30 | 828.00 |

| Date | Professional | Description | Hours | Amount |
|-------------|------------------------------|--|--------------|---------------|
| | Malone | | | |
| 01-28-2025 | Lisa Corr | Receipt and review of email correspondence from C. Siesholtz regarding timeline leading up to complaint. | 0.10 | 39.50 |
| 01-28-2025 | Lisa Corr | Response to email correspondence from C. Siesholtz regarding timeline leading up to complaint. | 0.10 | 39.50 |
| 01-29-2025 | Brittnee Gillespie Malone | Draft Case Analysis and Request for Settlement Authority. | 2.30 | 828.00 |
| 01-30-2025 | Brittnee Gillespie Malone | Draft Case Analysis and Request for Settlement Authority. | 1.60 | 576.00 |
| 01-30-2025 | Brittnee Gillespie Malone | Correspondence to J. Navarro regarding settlement demand request. | 0.10 | 36.00 |
| 01-31-2025 | Brittnee Gillespie Malone | Draft case analysis and request for settlement authority. | 0.70 | 252.00 |
| 01-31-2025 | Brittnee Gillespie Malone | Review and assemble prior written notices and opposing counsel correspondence for C. Siesholtz review. | 0.40 | 144.00 |
| 01-31-2025 | Brittnee Gillespie Malone | Correspondence to C. Siesholtz regarding correspondence between opposing counsel and Charter School. | 0.20 | 72.00 |
| 01-31-2025 | Lisa Corr | Attendance on zoom with C. Siesholtz regarding case history. | 0.90 | 355.50 |
| 01-31-2025 | Lisa Corr | Review of notes and correspondence in preparation for call with C. Siesholtz regarding same. | 0.50 | 197.50 |
| 02-03-2025 | Lisa Corr | Legal analysis of Student records in preparation for development of statutory offer. | 0.70 | 276.50 |
| 02-03-2025 | Brittnee Gillespie Malone | Draft Motion to Dismiss, Motion to Bifurcate. | 0.90 | 324.00 |
| 02-03-2025 | Brittnee Gillespie Malone | Correspondence to J. Navarro regarding settlement demand request. | 0.10 | 36.00 |
| 02-04-2025 | Brittnee Gillespie Malone | Prepare for Zoom meeting with client to prepare for resolution session. | 1.00 | 360.00 |

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|---|--------------|---------------|
| 02-04-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding settlement demand and analysis of settlement demand. | 0.50 | 180.00 |
| 02-04-2025 | Lisa Corr | Zoom with client in preparation for resolution session. | 0.90 | 355.50 |
| 02-04-2025 | Brittnee Gillespie Malone | Prepare for resolution session by reviewing settlement demand and student records to determine recommended resolution session counteroffer. | 0.60 | 216.00 |
| 02-04-2025 | Brittnee Gillespie Malone | Correspondence to Client regarding resolution session request. | 0.10 | 36.00 |
| 02-04-2025 | Brittnee Gillespie Malone | Correspondence from K. Stilson regarding vision therapy assessment. | 0.10 | 36.00 |
| 02-05-2025 | Brittnee Gillespie Malone | Correspondence with P. Wenker regarding resolution session request. | 0.50 | 180.00 |
| 02-05-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding settlement demand and analysis of settlement demand. | 0.20 | 72.00 |
| 02-05-2025 | Brittnee Gillespie Malone | Draft settlement counterdemand. | 0.50 | 180.00 |
| 02-07-2025 | Brittnee Gillespie Malone | Draft Motion to Dismiss, Motion to Bifurcate. | 1.30 | 468.00 |
| 02-07-2025 | Brittnee Gillespie Malone | Draft case analysis for insurance carrier. | 1.90 | 684.00 |
| 02-09-2025 | Lisa Corr | Draft offer of settlement. | 0.10 | 39.50 |
| 02-10-2025 | Brittnee Gillespie Malone | Correspondence with P. Wenker and R. Romero regarding settlement counterdemand. | 0.40 | 144.00 |
| 02-10-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding Request Letter and review of Request Letter. | 0.70 | 252.00 |
| 02-10-2025 | Lisa Corr | Preparation of settlement offer. | 0.10 | 39.50 |
| 02-12-2025 | Brittnee Gillespie Malone | Correspondence to T. Adams regarding Charter counterdemand. | 0.10 | 36.00 |

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|--|--------------|---------------|
| 02-19-2025 | Brittnee Gillespie Malone | Correspondence to K. Stinson and P. Wenker regarding triennial Individualized Education Program and assessments. | 0.10 | 36.00 |
| 02-19-2025 | Brittnee Gillespie Malone | Review prehearing conference statement in preparation for due process hearing. | 0.20 | 72.00 |
| 02-19-2025 | Lisa Corr | Consideration of options for completion of triennial. | 0.10 | 39.50 |
| 02-20-2025 | Brittnee Gillespie Malone | Draft prehearing conference statement. | 0.70 | 252.00 |
| 02-24-2025 | Brittnee Gillespie Malone | Correspondence from C. Siesholtz and R. Dreifus regarding Student enrollment documentation. | 0.20 | 72.00 |
| 02-25-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley Individualized Education Program meeting and assessment reports. | 0.20 | 72.00 |
| 02-26-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley required Individualized Education Program meeting attendees. | 0.30 | 108.00 |
| 02-26-2025 | Brittnee Gillespie Malone | Revise Prior Written Notice regarding Individualized Education Program evaluations. | 0.50 | 180.00 |
| 02-27-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley triennial Individualized Education Program meeting and assessments | 0.20 | 72.00 |
| 02-27-2025 | Brittnee Gillespie Malone | Correspondence from C. Siesholtz regarding requested School Records. | 0.10 | 36.00 |
| 02-28-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley Prior Written Notice regarding assessments. | 1.00 | 360.00 |
| 02-28-2025 | Brittnee Gillespie Malone | Correspondence to J. Navarro regarding C. Ridgley Prior Written Notice regarding assessments. | 0.20 | 72.00 |
| 03-03-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley psychoeducational assessment. | 1.10 | 396.00 |
| 03-03-2025 | Stacy Tolkin | Legal review and analysis of triennial psychoeducational assessment. | 0.80 | 288.00 |

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|--|--------------|---------------|
| 03-03-2025 | Brittnee Gillespie Malone | Review C. Ridgley psychoeducational assessment in preparation for Individualized Education Program meeting. | 0.70 | 252.00 |
| 03-03-2025 | Brittnee Gillespie Malone | Zoom call with P. Wenker and K. Stilson regarding C. Ridgley Individualized Education Program meeting preparation. | 0.60 | 216.00 |
| 03-03-2025 | Brittnee Gillespie Malone | Correspondence with C. Goldstein regarding Individualized Education Program meeting attendance and audio recording. | 0.30 | 108.00 |
| 03-04-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding Parent Request and review of Parent Request Letter. | 0.30 | 108.00 |
| 03-04-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding request for draft Individualized Education Program materials. | 0.50 | 180.00 |
| 03-04-2025 | Brittnee Gillespie Malone | Correspondence with P. Wenker and K. Stilson regarding Parent legal representation at Individualized Education Program meeting. | 0.30 | 108.00 |
| 03-05-2025 | Brittnee Gillespie Malone | Review draft Individualized Education Program and educational reports in preparation for triennial Individualized Education Program meeting and draft offer of Free and Appropriate Education statement. | 2.50 | 900.00 |
| 03-05-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding completed educational assessment reports. | 0.50 | 180.00 |
| 03-05-2025 | Brittnee Gillespie Malone | Zoom call with K. Stilson regarding preparation for C. Ridgley triennial Individualized Education Program meeting; debrief Zoom call with K. Stilson regarding same; and text messages with K. Stilson regarding same. | 0.70 | 252.00 |
| 03-05-2025 | Brittnee Gillespie Malone | Attend Individualized Education Program meeting. | 2.00 | 720.00 |
| 03-05-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding Individualized Education Program team member excusal form. | 0.20 | 72.00 |
| 03-05-2025 | Brittnee Gillespie Malone | Correspondence to J. Navarro regarding Individualized Education Program team member excusal form. | 0.10 | 36.00 |
| 03-07-2025 | Brittnee Gillespie Malone | Assemble witness list and documentary evidence list in preparation for due process hearing. | 1.40 | 504.00 |

Invoice Number: 15957

Confidential: Attorney-Client Privileged Document

Page 7 of 13

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|--|--------------|---------------|
| 03-10-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley triennial Individualized Education Program meeting. | 0.20 | 72.00 |
| 03-10-2025 | Brittnee Gillespie Malone | Correspondence to J. Navarro regarding C. Ridgley triennial Individualized Education Program meeting. | 0.10 | 36.00 |
| 03-10-2025 | Brittnee Gillespie Malone | Review psychoeducational assessment in preparation for hearing and development of a statutory offer. | 0.50 | 180.00 |
| 03-10-2025 | Erica Shubin | Review and revise motion to dismiss bifurcate. | 1.00 | 360.00 |
| 03-11-2025 | Brittnee Gillespie Malone | Revise C. Ridgley Motion to Bifurcate and Motion to Dismiss. | 1.50 | 540.00 |
| 03-11-2025 | Erica Shubin | Further research and analysis on unilateral placement cases to provide further analysis of success. | 0.60 | 216.00 |
| 03-12-2025 | Brittnee Gillespie Malone | Meeting with R. Romero, R. Savage, and L. Dombek regarding settlement negotiation strategy, statutory offer, and offer of placement. | 0.70 | 252.00 |
| 03-12-2025 | Lisa Corr | Meeting with R. Savage and R. Romero regarding settlement demand, statutory offer, and offer of placement. | 0.70 | 276.50 |
| 03-13-2025 | Brittnee Gillespie Malone | Revise C. Ridgley Motion to Bifurcate and Motion to Dismiss. | 1.10 | 396.00 |
| 03-13-2025 | Brittnee Gillespie Malone | Review Insurance Claims Supervisor Letter regarding denial of coverage. | 0.20 | 72.00 |
| 03-13-2025 | Lisa Corr | Email to R. Romero, R. Dreifus, and R. Savage regarding analysis of coverage decision. | 0.10 | 39.50 |
| 03-13-2025 | Lisa Corr | Receipt and review of coverage decision. | 0.30 | 118.50 |
| 03-14-2025 | Lisa Corr | Telephone conference with R. Romero regarding analysis of coverage decision. | 0.10 | 39.50 |
| 03-14-2025 | Brittnee Gillespie Malone | Draft statutory offer. | 1.10 | 396.00 |
| 03-14-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding Individualized Education Program meeting preparation. | 0.30 | 108.00 |

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|---|--------------|---------------|
| 03-14-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding triennial Individualized Education Program meeting. | 0.40 | 144.00 |
| 03-17-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley triennial Individualized Education Program meeting. | 0.30 | 108.00 |
| 03-17-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding C. Ridgley triennial Individualized Education Program meeting. | 0.30 | 108.00 |
| 03-17-2025 | Brittnee Gillespie Malone | Zoom meeting with Client regarding settlement negotiations, insurance coverage denial, and settlement authority. | 0.50 | 180.00 |
| 03-17-2025 | Lisa Corr | Call with T. Adams regarding offer of settlement. | 0.20 | 79.00 |
| 03-17-2025 | Lisa Corr | Email to T. Adams regarding offer of settlement. | 0.10 | 39.50 |
| 03-17-2025 | Lisa Corr | Zoom with R. Savage, R. Romero regarding insurance coverage and settlement options. | 0.90 | 355.50 |
| 03-19-2025 | Lisa Corr | Email to T. Adams and A. Blair regarding settlement offer. | 0.10 | 39.50 |
| 03-21-2025 | Brittnee Gillespie Malone | Review student record in preparation for developing settlement counteroffer. | 0.60 | 216.00 |
| 03-21-2025 | Lisa Corr | Telephone conference with T. Adams regarding settlement offer. | 0.10 | 39.50 |
| 03-21-2025 | Lisa Corr | Telephone conference with R. Romero regarding settlement offer. | 0.10 | 39.50 |
| 03-21-2025 | Lisa Corr | Legal review of student records in analysis of settlement demand. | 0.10 | 39.50 |
| 03-21-2025 | Lisa Corr | Email to R. Savage, R. Romero and R. Dreifus regarding analysis of settlement demand and recommendations regarding same. | 0.30 | 118.50 |
| 03-24-2025 | Brittnee Gillespie Malone | Review Parent settlement counteroffer. | 0.20 | 72.00 |
| 03-25-2025 | Brittnee Gillespie Malone | Review student record for evidence that Parent did not intend to place Student at Charter School in preparation for developing settlement counteroffer. | 1.30 | 468.00 |
| 03-25-2025 | Lisa Corr | Email to R. Savage following up on prior email regarding negotiations. | 0.10 | 39.50 |

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|---|--------------|---------------|
| 03-26-2025 | Lisa Corr | Zoom with C. Siesholtz regarding coverage and claim timing. | 0.50 | 197.50 |
| 03-27-2025 | Lisa Corr | Receipt and review of email from R. Savage regarding settlement authority. | 0.10 | 39.50 |
| 03-27-2025 | Lisa Corr | Response to email from R. Savage regarding settlement authority. | 0.10 | 39.50 |
| 03-27-2025 | Lisa Corr | Email offer of settlement to T. Adams and A. Blair. | 0.10 | 39.50 |
| 03-31-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley Individualized Education Program meeting preparation and Parent record request. | 0.20 | 72.00 |
| 03-31-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding Central Auditory Processing Disorder Assessment. | 0.20 | 72.00 |
| 03-31-2025 | Brittnee Gillespie Malone | Review Central Auditory Processing Disorder Assessment in preparation for Individualized Education Program meeting attendance. | 0.30 | 108.00 |
| 03-31-2025 | Brittnee Gillespie Malone | Legal review of Parent counteroffer in preparation of drafting a case analysis and recommendation for Client. | 0.20 | 72.00 |
| 03-31-2025 | Brittnee Gillespie Malone | Correspondence from J. Navarro regarding record request prior to Individualized Education Program meeting. | 0.20 | 72.00 |
| 03-31-2025 | Lisa Corr | Receipt and review of offer of settlement from T. Adams. | 0.10 | 39.50 |
| 03-31-2025 | Lisa Corr | Response to email from T. Adams confirming offer of settlement and full and final settlement. | 0.10 | 39.50 |
| 03-31-2025 | Lisa Corr | Review of email from T. Adams confirming offer of settlement and full and final settlement. | 0.10 | 39.50 |
| 03-31-2025 | Lisa Corr | Email offer of settlement to R. Savage and R. Romero. | 0.10 | 39.50 |
| 03-31-2025 | Lisa Corr | Review of email from R. Savage regarding offer of settlement. | 0.10 | 23.50 |
| 04-01-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley record request. | 0.20 | 72.00 |
| 04-01-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding C. Ridgley record request. | 0.20 | 72.00 |

Invoice Number: 15957

Confidential: Attorney-Client Privileged Document

Page 10 of 13

| Date | Professional | Description | Hours | Amount |
|-------------|---------------------------|--|--------------|---------------|
| 04-02-2025 | Brittnee Gillespie Malone | Text messages with K. Stilson regarding C. Ridgley offer of free and appropriate public education at the triennial Individualized Education Program meeting. | 0.30 | 108.00 |
| 04-02-2025 | Lisa Corr | Email to R. Savage and R. Romero regarding suggested counter offer of settlement. | 0.10 | 39.50 |
| 04-02-2025 | Brittnee Gillespie Malone | Correspondence with J. Navarro regarding C. Ridgley Individualized Education Program meeting attendance. | 0.30 | 108.00 |
| 04-02-2025 | Brittnee Gillespie Malone | Prepare for and attend C. Ridgley Individualized Education Program meeting. | 2.20 | 792.00 |
| 04-02-2025 | Lisa Corr | Receipt and review of email from R. Savage regarding settlement authority. | 0.10 | 39.50 |
| 04-02-2025 | Lisa Corr | Email offer of settlement to T. Adams and A. Blair. | 0.10 | 39.50 |
| 04-08-2025 | Brittnee Gillespie Malone | Correspondence with K. Stilson regarding C. Ridgley Individualized Education Program review. | 0.40 | 144.00 |
| 04-09-2025 | Brittnee Gillespie Malone | Legal review of draft triennial Individualized Education Program prior to forwarding to Parent and correspondence with K. Stilson regarding same. | 0.90 | 324.00 |
| 04-09-2025 | Lisa Corr | Receipt and review of counter offer of settlement. | 0.10 | 39.50 |
| 04-09-2025 | Lisa Corr | Email R. Savage counter offer of settlement with recommendation for counter offer. | 0.20 | 79.00 |
| 04-14-2025 | Brittnee Gillespie Malone | Draft Settlement Agreement. | 0.70 | 252.00 |
| 04-16-2025 | Lisa Corr | Telephone conference with T. Adams regarding offer of settlement. | 0.20 | 79.00 |
| 04-16-2025 | Lisa Corr | Review of offer of settlement from T. Adams. | 0.10 | 39.50 |
| 04-16-2025 | Lisa Corr | Email to R. Savage regarding offer of settlement and analysis regarding same. | 0.20 | 79.00 |
| 04-17-2025 | Lisa Corr | Review and analysis of attorney's fees. | 0.20 | 79.00 |
| 04-17-2025 | Lisa Corr | Telephone conference with R. Savage regarding attorney's fees. | 0.20 | 79.00 |
| 04-17-2025 | Lisa Corr | Telephone conference with T. Adams regarding attorney's | 0.20 | 79.00 |

Invoice Number: 15957

Confidential: Attorney-Client Privileged Document

Page 11 of 13

| Date | Professional | Description | Hours | Amount |
|--------------|---------------------------|---|--------------|------------------|
| | | fees. | | |
| 04-24-2025 | Brittnee Gillespie Malone | Draft settlement agreement. | 0.40 | 144.00 |
| 04-25-2025 | Lisa Corr | Preparation of settlement agreement; email to R. Savage and R. Romero regarding same. | 1.30 | 513.50 |
| 04-25-2025 | Brittnee Gillespie Malone | Correspondence with R. Savage regarding approval of draft settlement agreement. | 0.20 | 72.00 |
| 04-28-2025 | Brittnee Gillespie Malone | Correspondence from T. Adams regarding settlement agreement revisions; review of same; and correspondence to Client regarding same. | 0.50 | 180.00 |
| 04-29-2025 | Brittnee Gillespie Malone | Revise settlement agreement per opposing counsel's revisions. | 0.10 | 36.00 |
| 04-29-2025 | Brittnee Gillespie Malone | Correspondence from J. Navarro regarding mediation cancellation. | 0.20 | 72.00 |
| 04-29-2025 | Brittnee Gillespie Malone | Correspondence with T. Adams regarding settlement agreement revisions. | 0.20 | 72.00 |
| 04-29-2025 | Brittnee Gillespie Malone | Correspondence with Client regarding mediation cancelation and text messages with K. Stilson regarding same. | 0.40 | 144.00 |
| 04-29-2025 | Lisa Corr | Review and respond to email correspondence from K. Stilson regarding mediation; review of notice of mediation cancellation. | 0.30 | 118.50 |
| 04-30-2025 | Brittnee Gillespie Malone | Correspondence from C. Goldstein regarding C. Ridgley settlement agreement. | 0.10 | 36.00 |
| 04-30-2025 | Brittnee Gillespie Malone | Review Notice of Settlement and Request to Vacate Dates and correspondence with J. Navarro regarding same. | 0.20 | 72.00 |
| Total | | | 77.30 | 28,221.50 |

Invoice Summary

| Professional | Hours | Rate | Amount |
|--|--------------|-------------|---------------|
| Brittnee Gillespie Malone - Senior Counsel | 62.70 | 360.00 | 22,572.00 |
| Erica Shubin - Senior Counsel | 1.60 | 360.00 | 576.00 |
| Lisa Corr - Partner | 11.70 | 393.63 | 4,605.50 |
| Stacy Tolkin - Senior Counsel | 1.30 | 360.00 | 468.00 |

Invoice Number: 15957

Confidential: Attorney-Client Privileged Document

Page 12 of 13

| Professional | Hours | Rate | Amount |
|---------------------|--------------|-------------|---------------|
| Total | | | 28,221.50 |

| | |
|---|------------------|
| Total for this Invoice - USD | 28,221.50 |
| Current Account Balance - USD | 28,221.50 |
| Trust Account Balance - USD | 0.00 |
| Total Amount to Pay as of 05-02-2025 - USD | 28,221.50 |

Outstanding Balance as of 05-02-2025

| Current | 30 Days | 60 Days | 90 Days | 120 Days | 180+ Days | Total |
|-----------|---------|---------|---------|----------|-----------|-----------|
| 28,221.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 28,221.50 |

2024-2025

PAYMENT REQUEST

Payment Request Number: 2024- 25 - 126

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/05/2025

Date Needed (Optional): _____

Invoice Number: 11992

Vendor/Payable To: Timothy A. Adams & Associates Client Trust

Address: 1930 Old Tustin Ave, Ste. A

City: Santa Ana

State: CA

Zip: 92705-7870

Date Delivered or Mailed:

Method of Payment (circle one):

Credit Card **Check** Money Order Cashier's Check ACH OTHER:



| Description | Item Number (when applicable) | Cost (1) | Qty (2) | Total Cost (1) x (2) |
|--|----------------------------------|--------------|------------|-------------------------|
| C. Ridgley Settlement-Attorney Fee's reimbursement | - | \$ 25,000.00 | 1 | \$ 25,000.00 |
| * See attached details on Attorneys Fees on section B no. 2. | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| Order Total: | | | | \$ 25,000.00 |

Approvals

DocuSigned by:
Britnie Anderson

Requestor (Signature) *[Signature]*

Date 05/07/2025

Administrator (Signature of Email Approval) *[Signature]*

Date 05/07/2025

Audited By (Signature) *[Signature]*

Date 05/08/2025

Date _____



A PROFESSIONAL LAW CORPORATION

1930 Old Tustin Ave, Ste. A
 Santa Ana, California 92705-7870
 United States
 Email: billing@edattorneys.com
www.edattorneys.com

Invoice # 11992
 Date: 04/16/2025

Scott Ridgley
 Jamie Ridgley
 12 Doheny
 Laguna Niguel, CA 92677

RID02-02(se)

| Date | User | Description | Rate | Quantity | Total |
|------------|------|---|----------|----------|----------|
| 09/07/2023 | TA | Review/reply to email from [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/11/2023 | TA | Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/11/2023 | MK | Discussion with [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 09/12/2023 | TA | Telephone call to [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/14/2023 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 09/20/2023 | TA | Telephone conference with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/23/2023 | TA | Review/reply to Email from [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/26/2023 | TA | Review/finalize [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/27/2023 | TA | Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/27/2023 | MK | Discussion with [REDACTED] regarding [REDACTED] Email to [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 09/28/2023 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 09/28/2023 | TA | Review/reply to Emails regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 09/29/2023 | PM | Prepare [REDACTED] | \$495.00 | 1.25 | \$618.75 |

| | | | | | |
|------------|----|--|----------|------|----------|
| 09/29/2023 | MK | Draft letter to [REDACTED] regarding [REDACTED] [REDACTED] Email to [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 10/01/2023 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 10/01/2023 | TA | Review/finalize to [REDACTED] regarding [REDACTED] [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/02/2023 | PM | Review/Reply to email from [REDACTED] [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 10/02/2023 | MK | Review/finalize [REDACTED] regarding [REDACTED] [REDACTED] | \$550.00 | 0.50 | \$275.00 |
| 10/04/2023 | TA | Review/reply to [REDACTED] regarding [REDACTED] [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/05/2023 | MK | Review/reply to email from [REDACTED] regarding [REDACTED] [REDACTED] Review [REDACTED] [REDACTED] Discussion with [REDACTED] [REDACTED] regarding [REDACTED] | \$550.00 | 0.50 | \$275.00 |
| 10/05/2023 | TA | Review Email from [REDACTED] regarding [REDACTED] Discussion regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/06/2023 | TA | Review emails from [REDACTED] regarding [REDACTED] [REDACTED] Discussion with [REDACTED] [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/06/2023 | MK | Review/reply to emails from [REDACTED] regarding [REDACTED] [REDACTED] Discussion with [REDACTED] regarding [REDACTED] | \$550.00 | 0.50 | \$275.00 |
| 10/07/2023 | TA | Review/reply to Email from [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/09/2023 | TA | Review/reply to Emails from [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/10/2023 | TA | Review/reply to Email from [REDACTED] Discussion with [REDACTED] [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/10/2023 | MK | Review email from [REDACTED] Discussion with [REDACTED] [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 10/11/2023 | MK | Draft letter to Charter regarding participation in programming. Review/reply to emails regarding [REDACTED] [REDACTED] | \$550.00 | 0.50 | \$275.00 |
| 10/11/2023 | TA | Review/finalize letter to Connection regarding Individualized Education Program and concerns. | \$725.00 | 0.25 | \$181.25 |
| 10/11/2023 | MK | Discussion with [REDACTED] regarding [REDACTED] [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 10/12/2023 | TA | Review/reply to emails regarding [REDACTED] [REDACTED] | \$725.00 | 0.25 | \$181.25 |

| | | | | | |
|------------|----|--|----------|------|----------|
| 10/12/2023 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 10/12/2023 | TA | Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/12/2023 | MK | Review/reply to emails from [REDACTED] regarding [REDACTED] Discussion with [REDACTED] regarding [REDACTED] | \$550.00 | 0.50 | \$275.00 |
| 10/13/2023 | PM | Telephone conference with [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 10/15/2023 | TA | Review/reply to Email from [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/16/2023 | PM | Review [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 10/16/2023 | PM | Attend IEP meeting. | \$495.00 | 1.25 | \$618.75 |
| 10/16/2023 | PM | Telephone conference with [REDACTED] regarding [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 10/16/2023 | TA | Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 10/16/2023 | MK | Discussion with [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 10/19/2023 | MK | Review/revise IEP confirmation letter. | \$550.00 | 0.25 | \$137.50 |
| 10/20/2023 | MK | Review/revise IEP confirmation letter. | \$550.00 | 0.25 | \$137.50 |
| 10/23/2023 | MK | Preparation for and attendance at IEP meeting. | \$550.00 | 1.25 | \$687.50 |
| 10/26/2023 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 10/26/2023 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 11/01/2023 | MK | Review IEP document. | \$550.00 | 0.25 | \$137.50 |
| 11/01/2023 | PM | Review the Individualized Education Program document. | \$495.00 | 0.25 | \$123.75 |
| 11/02/2023 | MK | Discussion with [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 11/03/2023 | MK | Review/reply to emails from [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 11/03/2023 | TA | Review emails regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 11/07/2023 | TA | Review/reply to Email from [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 11/09/2023 | TA | Telephone conference with [REDACTED] regarding [REDACTED] Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.75 | \$543.75 |

| | | | | | |
|------------|----|---|----------|------|----------|
| 11/09/2023 | PM | Telephone conference with [REDACTED], and [REDACTED] regarding [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 11/16/2023 | PM | Prepare the response letter. | \$495.00 | 0.50 | \$247.50 |
| 11/16/2023 | TA | Review/reply to email from [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 11/17/2023 | PM | Continue preparing the response letter and email [REDACTED] regarding [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 11/17/2023 | TA | Review/finalize Individualized Education Program response letter. | \$725.00 | 0.25 | \$181.25 |
| 11/20/2023 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 11/20/2023 | PM | Continue preparing the response letter. | \$495.00 | 0.25 | \$123.75 |
| 11/22/2023 | TA | Review/reply to Email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 11/28/2023 | TA | Telephone conference with [REDACTED] | \$725.00 | 0.50 | \$362.50 |
| 11/29/2023 | TA | Email to [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 01/03/2024 | TA | Review/reply to Email from [REDACTED] | \$725.00 | 0.50 | \$362.50 |
| 01/04/2024 | TA | Review/reply to Email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 02/05/2024 | TA | Review/finalize Notice of Representation. | \$725.00 | 0.25 | \$181.25 |
| 02/06/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 03/01/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 03/01/2024 | TA | Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/01/2024 | MK | Discussion with Timothy Adams regarding [REDACTED] Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 03/04/2024 | TA | Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/04/2024 | MK | Discussion with [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 03/04/2024 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 03/05/2024 | TA | Discussion with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/05/2024 | MK | Discussion with [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 03/06/2024 | MK | Review/reply to emails regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 03/07/2024 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 03/21/2024 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |

| | | | | | |
|------------|----|--|----------|------|----------|
| 03/25/2024 | MK | Review/revise letter regarding IEP meeting. | \$550.00 | 0.25 | \$137.50 |
| 03/26/2024 | PM | Telephone conference with ██████ regarding ██████ | \$495.00 | 0.25 | \$123.75 |
| 03/26/2024 | PM | Review educational records. | \$495.00 | 0.25 | \$123.75 |
| 03/27/2024 | PM | Attend IEP meeting. | \$495.00 | 1.75 | \$866.25 |
| 03/27/2024 | PM | Telephone conference with ██████ regarding ██████ | \$495.00 | 0.50 | \$247.50 |
| 03/29/2024 | PM | Review the assessment reports. | \$495.00 | 0.25 | \$123.75 |
| 04/01/2024 | TA | Review/reply to Email from Scott regarding ██████ | \$725.00 | 0.25 | \$181.25 |
| 04/05/2024 | MK | Review/reply to email regarding ██████ | \$550.00 | 0.25 | \$137.50 |
| 04/10/2024 | MK | Review/reply to email regarding ██████ | \$550.00 | 0.25 | \$137.50 |
| 04/25/2024 | MK | Discussion regarding ██████ Review/revise IEP response letter. | \$550.00 | 0.50 | \$275.00 |
| 04/25/2024 | NW | Reviewed ██████ and began drafting IEP Response letter. Discussed ██████ | \$495.00 | 1.00 | \$495.00 |
| 04/26/2024 | MK | Review/revise IEP response letter. | \$550.00 | 0.25 | \$137.50 |
| 04/26/2024 | TA | Review/finalize letter to charter counsel regarding IEP and assessment plan. | \$725.00 | 0.25 | \$181.25 |
| 04/26/2024 | NW | Finalize IEP Response letter. | \$495.00 | 0.25 | \$123.75 |
| 04/26/2024 | NW | Review/revise IEP Response letter. Email to ██████ regarding ██████ | \$495.00 | 0.25 | \$123.75 |
| 04/26/2024 | NW | Review/revise IEP response letter. | \$495.00 | 0.25 | \$123.75 |
| 04/26/2024 | NW | Continued reviewing ██████ and drafting IEP Response letter. | \$495.00 | 0.50 | \$247.50 |
| 05/06/2024 | TA | Discussion with ██████ regarding ██████ | \$725.00 | 0.25 | \$181.25 |
| 05/06/2024 | MK | Review/reply to email regarding ██████ Discussion with ██████ regarding ██████ | \$550.00 | 0.25 | \$137.50 |
| 05/24/2024 | PM | Review/Reply to email from ██████ | \$495.00 | 0.50 | \$247.50 |
| 05/24/2024 | NW | Legal research re: ██████ | \$495.00 | 0.50 | \$247.50 |
| 06/03/2024 | TA | Discussion with ██████ regarding ██████ | \$725.00 | 0.25 | \$181.25 |
| 06/03/2024 | MK | Discussion with ██████ regarding ██████ | \$550.00 | 0.25 | \$137.50 |

| | | | | | |
|------------|----|---|----------|------|----------|
| 06/03/2024 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 06/04/2024 | MK | Review/revise letter regarding enrollment. | \$550.00 | 0.25 | \$137.50 |
| 06/04/2024 | NW | Draft/revise letter addressing Charter's PWN & appropriateness of assessments. Email to [REDACTED] [REDACTED] re: [REDACTED] | \$495.00 | 0.75 | \$371.25 |
| 06/10/2024 | NW | Revise letter to Charter re: Enrollment. Email to [REDACTED] [REDACTED] re: [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 06/11/2024 | MK | Review/revise letter regarding enrollment. | \$550.00 | 0.25 | \$137.50 |
| 06/11/2024 | NW | Revise letter to Charter re: Enrollment. Email to [REDACTED] [REDACTED] re: [REDACTED] | \$495.00 | 1.00 | \$495.00 |
| 06/12/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 06/17/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 06/20/2024 | TA | Discussion regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 06/20/2024 | MK | Discussion with [REDACTED] regarding [REDACTED] [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 06/20/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 06/20/2024 | TA | Review/reply to email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 06/21/2024 | PM | Review [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 06/21/2024 | TA | Review/reply to Email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 06/21/2024 | PM | Email [REDACTED] regarding [REDACTED] [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 08/01/2024 | PM | Email [REDACTED] regarding [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 08/02/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 08/06/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 08/09/2024 | TA | Discussion regarding [REDACTED] | \$725.00 | 0.50 | \$362.50 |
| 08/09/2024 | PM | Telephone conference with [REDACTED] regarding [REDACTED] [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 08/09/2024 | PM | Email [REDACTED] regarding [REDACTED] [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 08/14/2024 | TA | Telephone conference with [REDACTED] regarding [REDACTED] [REDACTED] | \$725.00 | 0.50 | \$362.50 |
| 08/14/2024 | PM | Telephone conference with [REDACTED] and [REDACTED] [REDACTED] regarding [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 08/14/2024 | PM | Email [REDACTED] regarding [REDACTED] | \$495.00 | 0.50 | \$247.50 |
| 08/14/2024 | MK | Discussion regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |

| | | | | | | |
|------------|----|--|----------|------|----------|--|
| | | | | | | |
| 08/19/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 | |
| 08/19/2024 | TA | Review emails regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 | |
| 08/20/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 | |
| 08/21/2024 | TA | Telephone conference with [REDACTED] | \$725.00 | 0.25 | \$181.25 | |
| 08/21/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 | |
| 08/21/2024 | MK | Telephone conference with [REDACTED] | \$550.00 | 0.25 | \$137.50 | |
| 08/23/2024 | PM | Telephone conference with [REDACTED] and [REDACTED] regarding [REDACTED] | \$495.00 | 0.50 | \$247.50 | |
| 08/23/2024 | TA | Telephone conference with [REDACTED] regarding [REDACTED] | \$725.00 | 0.50 | \$362.50 | |
| 09/06/2024 | TA | Telephone conference with [REDACTED] | \$725.00 | 0.25 | \$181.25 | |
| 09/08/2024 | TA | Review/reply to email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 | |
| 09/16/2024 | MK | Review/reply to emails regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 | |
| 09/25/2024 | TA | Review email regarding [REDACTED]. Email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 | |
| 09/25/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 | |
| 09/30/2024 | PM | Prepare a response letter. | \$495.00 | 0.25 | \$123.75 | |
| 10/01/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 | |
| 10/01/2024 | PM | Prepare a response letter. | \$495.00 | 1.50 | \$742.50 | |
| 10/01/2024 | TA | Review/finalize letter regarding Independent Educational Evaluation and Dr. Wiest observation. | \$725.00 | 0.25 | \$181.25 | |
| 10/03/2024 | TA | Telephone conference with [REDACTED] | \$725.00 | 0.25 | \$181.25 | |
| 10/09/2024 | PM | Review [REDACTED] | \$495.00 | 0.50 | \$247.50 | |
| 10/09/2024 | PM | Review [REDACTED] | \$495.00 | 0.50 | \$247.50 | |
| 10/09/2024 | PM | Email [REDACTED] regarding [REDACTED] | \$495.00 | 0.25 | \$123.75 | |
| 10/11/2024 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 | |
| 10/11/2024 | TA | Review emails regarding [REDACTED] Discussion regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 | |
| 10/11/2024 | PM | Telephone conference with [REDACTED] regarding [REDACTED] | \$495.00 | 0.25 | \$123.75 | |

| | | | | | |
|------------|----|--|----------|------|----------|
| | | ██████████ regarding ██████████ | | | |
| 10/29/2024 | PM | Telephone conference with ██████████ regarding ██████████ | \$495.00 | 0.50 | \$247.50 |
| 10/29/2024 | PM | Review ██████████ | \$495.00 | 0.25 | \$123.75 |
| 10/29/2024 | TA | Review/finalize letter regarding Individualized Education Program meeting. | \$725.00 | 0.25 | \$181.25 |
| 10/29/2024 | MK | Review ██████████ | \$550.00 | 0.25 | \$137.50 |
| 10/29/2024 | MK | TC with ██████████ | \$550.00 | 0.50 | \$275.00 |
| 10/30/2024 | PM | Review the draft IEP document. | \$495.00 | 0.25 | \$123.75 |
| 10/30/2024 | PM | Attend the IEP meeting. | \$495.00 | 2.00 | \$990.00 |
| 10/30/2024 | PM | Telephone conference with ██████████ regarding ██████████ | \$495.00 | 0.50 | \$247.50 |
| 11/05/2024 | PM | Prepare the position letter. | \$495.00 | 1.25 | \$618.75 |
| 11/05/2024 | TA | Review/revise Individualized Education Program response letter. | \$725.00 | 0.25 | \$181.25 |
| 11/05/2024 | TA | Telephone conference with ██████████ | \$725.00 | 0.25 | \$181.25 |
| 11/05/2024 | MK | Discussion regarding ██████████ | \$550.00 | 0.25 | \$137.50 |
| 11/20/2024 | PM | Review/Reply to email from ██████████ | \$495.00 | 0.25 | \$123.75 |
| 12/11/2024 | PM | Review ██████████ and discuss with ██████████ | \$495.00 | 0.25 | \$123.75 |
| 12/11/2024 | TA | Review Prior Written Notice letter. Email regarding ██████████ | \$725.00 | 0.25 | \$181.25 |
| 12/12/2024 | TA | Discussion regarding ██████████ | \$725.00 | 0.25 | \$181.25 |
| 12/12/2024 | MK | Discussion regarding ██████████ | \$550.00 | 0.25 | \$137.50 |
| 12/12/2024 | PM | Review/Reply to email from ██████████ | \$495.00 | 0.25 | \$123.75 |
| 12/12/2024 | TA | Review ██████████ and discussion regarding same. | \$725.00 | 0.25 | \$181.25 |
| 12/17/2024 | PM | Review/Reply to email from ██████████ | \$495.00 | 0.25 | \$123.75 |
| 12/17/2024 | PM | Prepare the response letter. | \$495.00 | 0.25 | \$123.75 |
| 12/18/2024 | PM | Continue preparing the response letter. | \$495.00 | 1.25 | \$618.75 |
| 12/18/2024 | TA | Review/finalize letter in response to PWN. | \$725.00 | 0.25 | \$181.25 |
| 12/18/2024 | PM | Review/Reply to email from ██████████ | \$495.00 | 0.25 | \$123.75 |

| | | | | | |
|------------|----|--|----------|------|------------|
| 12/27/2024 | PM | Review the prior written notice and assessment plans. | \$495.00 | 0.25 | \$123.75 |
| 12/27/2024 | TA | Review emails ██████████ regarding ██████████ ██████████ | \$725.00 | 0.25 | \$181.25 |
| 12/27/2024 | AA | Prepare due process complaint. | \$495.00 | 1.50 | \$742.50 |
| 12/30/2024 | PM | Continue preparing the due process complaint. | \$495.00 | 1.00 | \$495.00 |
| 12/30/2024 | MK | Discussion regarding ██████████ ██████████ | \$550.00 | 0.25 | \$137.50 |
| 01/09/2025 | PM | Continue preparing the due process complaint. | \$495.00 | 2.75 | \$1,361.25 |
| 01/09/2025 | PM | Review/Reply to email from ██████████ | \$495.00 | 0.25 | \$123.75 |
| 01/10/2025 | PM | Continue preparing the due process complaint. | \$495.00 | 4.00 | \$1,980.00 |
| 01/13/2025 | PM | Continue preparing the due process complaint. | \$495.00 | 1.75 | \$866.25 |
| 01/13/2025 | MK | Discussion regarding ██████████ | \$550.00 | 0.25 | \$137.50 |
| 01/14/2025 | MK | Discussion regarding ██████████ ██████████ | \$550.00 | 0.25 | \$137.50 |
| 01/14/2025 | PM | Continue preparing the due process complaint. | \$495.00 | 0.25 | \$123.75 |
| 01/14/2025 | MK | Review ██████████ | \$550.00 | 0.50 | \$275.00 |
| 01/15/2025 | PM | Email ██████████ regarding ██████████ | \$495.00 | 0.25 | \$123.75 |
| 01/28/2025 | PM | Review/Reply to email from ██████████ | \$495.00 | 0.25 | \$123.75 |
| 01/28/2025 | PM | Telephone conference with ██████████ regarding ██████████ ██████████ | \$495.00 | 0.50 | \$247.50 |
| 01/28/2025 | TA | Discussion regarding ██████████ | \$725.00 | 0.25 | \$181.25 |
| 01/30/2025 | PM | Prepare the settlement demand. | \$495.00 | 1.00 | \$495.00 |
| 01/31/2025 | PM | Review/Reply to email from ██████████ | \$495.00 | 0.25 | \$123.75 |
| 01/31/2025 | PM | Continue preparing the settlement demand. | \$495.00 | 0.25 | \$123.75 |
| 02/03/2025 | PM | Continue preparing the settlement demand. | \$495.00 | 0.25 | \$123.75 |
| 02/04/2025 | MK | Review/finalize settlement demand. | \$550.00 | 0.25 | \$137.50 |
| 02/04/2025 | TA | Telephone conference with ██████████ regarding ██████████ ██████████ | \$725.00 | 1.00 | \$725.00 |
| 02/04/2025 | PM | Telephone conference with ██████████ ██████████ regarding ██████████ | \$495.00 | 0.75 | \$371.25 |
| 02/04/2025 | PM | Prepare an email to the opposing counsel regarding the resolution session. | \$495.00 | 0.25 | \$123.75 |
| 02/04/2025 | MK | Discussion regarding ██████████ | \$550.00 | 0.25 | \$137.50 |

| | | | | | |
|------------|----|---|----------|------|------------|
| 02/06/2025 | PM | Prepare a letter addressing the triennial assessments. | \$495.00 | 0.50 | \$247.50 |
| 02/06/2025 | MK | Discussion regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 02/07/2025 | PM | Continue preparing the assessment letter. | \$495.00 | 0.50 | \$247.50 |
| 02/07/2025 | TA | Review/finalize letter to charter counsel regarding assessment. | \$725.00 | 0.25 | \$181.25 |
| 02/10/2025 | PM | Continue preparing the assessment letter. | \$495.00 | 0.25 | \$123.75 |
| 02/10/2025 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 02/11/2025 | MK | Review/finalize Joint Request. | \$550.00 | 0.25 | \$137.50 |
| 02/13/2025 | TA | Review/reply to email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 02/17/2025 | PM | Review [REDACTED]. | \$495.00 | 0.50 | \$247.50 |
| 02/19/2025 | MK | Draft Prehearing Conference Statement. | \$550.00 | 0.50 | \$275.00 |
| 02/24/2025 | PM | Meeting with [REDACTED], to discuss [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 02/24/2025 | TA | Review/reply to email regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 02/24/2025 | PM | Email [REDACTED] regarding [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 02/25/2025 | PM | Review/Reply to email from [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 02/28/2025 | TA | Telephone conference regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 02/28/2025 | TA | Telephone conference with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/04/2025 | TA | Review/finalize letter to charter counsel regarding IEP. | \$725.00 | 0.25 | \$181.25 |
| 03/04/2025 | TA | Telephone conference with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/05/2025 | TA | Attend Individualized Education Program meeting. Post conference [REDACTED] regarding [REDACTED] | \$725.00 | 2.25 | \$1,631.25 |
| 03/17/2025 | TA | Telephone conference with [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/19/2025 | TA | Review email from [REDACTED] regarding [REDACTED] Email to [REDACTED] regarding [REDACTED] | \$725.00 | 0.50 | \$362.50 |
| 03/19/2025 | PM | Review the District's offer and expenses. | \$495.00 | 0.50 | \$247.50 |
| 03/21/2025 | PM | Prepare the counteroffer. | \$495.00 | 0.50 | \$247.50 |
| 03/21/2025 | TA | Review/reply to email regarding [REDACTED] Telephone conference with [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/24/2025 | PM | Continue preparing the counteroffer. | \$495.00 | 0.25 | \$123.75 |

| | | | | | |
|------------|----|---|----------|--------------------------|--------------------|
| 03/24/2025 | TA | Review/finalize settlement counter offer. | \$725.00 | 0.25 | \$181.25 |
| 03/27/2025 | TA | Review email from [REDACTED] Email to clients regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 03/27/2025 | PM | Review and prepare a counteroffer. | \$495.00 | 0.25 | \$123.75 |
| 03/31/2025 | PM | Prepare the counteroffer. | \$495.00 | 0.25 | \$123.75 |
| 03/31/2025 | TA | Review/finalize counter offer letter. Email regarding [REDACTED] Emails to/from [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 04/01/2025 | MK | Discussion regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 04/02/2025 | MK | Email [REDACTED] regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 04/02/2025 | MK | Preparation and attendance at IEP meeting. Discussion regarding [REDACTED] | \$550.00 | 2.50 | \$1,375.00 |
| 04/02/2025 | TA | Review email regarding [REDACTED] Email to [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 04/02/2025 | TA | Discussion regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 04/08/2025 | PM | Prepare the counteroffer. | \$495.00 | 0.50 | \$247.50 |
| 04/08/2025 | TA | Review/finalize settlement counter offer. | \$725.00 | 0.25 | \$181.25 |
| 04/08/2025 | MK | Review/reply to email regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 04/09/2025 | PM | Continue preparing the counteroffer. | \$495.00 | 0.25 | \$123.75 |
| 04/09/2025 | TA | Review/finalize settlement counter offer. | \$725.00 | 0.25 | \$181.25 |
| 04/09/2025 | TA | Telephone conference call with [REDACTED] regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 04/11/2025 | AB | Draft IEP Response letter. | \$350.00 | 0.25 | \$87.50 |
| 04/14/2025 | PM | Review the counteroffer and prepare a response. | \$495.00 | 0.25 | \$123.75 |
| 04/15/2025 | MK | Discussion regarding [REDACTED] | \$550.00 | 0.25 | \$137.50 |
| 04/15/2025 | PM | Email the clients regarding [REDACTED] | \$495.00 | 0.25 | \$123.75 |
| 04/15/2025 | TA | Discussion regarding [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| 04/16/2025 | PM | Continue preparing the counteroffer. | \$495.00 | 0.25 | \$123.75 |
| 04/16/2025 | TA | Review/finalize settlement counter offer. Telephone conference with [REDACTED] | \$725.00 | 0.25 | \$181.25 |
| | | | | Quantity Subtotal | 100.5 |
| | | | | Hours Total | 100.5 |
| | | | | Total | \$56,703.75 |

Adams & Associates, APLC

C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

Final Settlement Agreement and Release
Scott and Jamie Ridgley, Parent(s) on behalf of Cole Ridgley, Student, v. California
Connections Academy & California Online Public Schools
OAH Case No. 2025010398

Date of Full Execution: April 30, 2025
(Student's D.O.B.: 07/03/2013)

This Final Settlement Agreement and Release (“Agreement”) is between Cole Ridgley (“Student”), by and through Student's parents, Scott and Jamie Ridgley (“Parents”) (hereinafter collectively referred to as “Petitioner”) and California Online Public Schools, formerly known as “California Connections Academy” (“Charter School” or “Respondent”). Petitioner and Respondent are hereinafter collectively referred to as “Parties” who, in consideration of the promises below, agree as follows:

I. RECITALS

- A. On or about January 14, 2025, Petitioner caused to be filed with the Office of Administrative Hearings (“OAH”) a request for a due process hearing on issues regarding Student's educational program. OAH designated the matter as *Scott and Jamie Ridgley, Parent(s) on behalf of Cole Ridgley, Student, v. California Connections Academy & California Online Public Schools*, OAH Case No. 2025010398 (hereinafter referred to as the “Complaint”).
- B. This Agreement constitutes a full and final resolution of all claims and issues arising from or related to Student’s educational program through the date of full execution of this Agreement, including, but not limited to, all of the claims and issues raised in, or related to, the Complaint. This includes but is not limited to United States Department of Education, Office for Civil Rights (“OCR”), due process requests with the OAH, and California Department of Education (“CDE”) complaints.

MUTUAL COMPROMISE

The Parties, in consideration of the promises made herein, agree as follows:

A. PETITIONER

- 1. DISMISSAL: Upon full execution of this agreement, OAH Case No. 2025010398 is dismissed with prejudice. Petitioner will request a dismissal with prejudice from OAH within three (3) business days of full execution of this Agreement.
- 2. WAIVER: As described further below under “Mutual General Release and Discharge,” Petitioner waives any and all claims related to, or arising from, Student’s educational program through the date of full execution of this Agreement. This includes but is not limited to OCR, CDE, and OAH complaints. This includes

C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

a waiver of an independent educational evaluation (“IEE”) in all assessments completed prior to the date of full execution of this Agreement.

3. VOLUNTARY DISENROLLMENT: Petitioner agrees that Parents selected to voluntarily disenroll Student from the Charter School prior to the full execution of this Agreement. Parents’ signature on this Agreement constitutes their confirmation that Student is not a Student enrolled in the Charter School and constitutes the Petitioner’s agreement that the Charter School shall have no further legal or educational responsibility to Student beyond the implementation of this Agreement. Petitioner further agrees to voluntarily not re-enroll Student at Charter School (or any school operated by California Online Public Schools) after the date of the full execution of this Agreement at any time through July 13, 2035.

B. CHARTER SCHOOL

1. REIMBURSEMENT FOR PRIVATELY PAID EDUCATIONAL EXPENSES The Charter School agrees to reimburse Parents up to \$71,500 (seventy-one thousand five hundred dollars and zero cents) for Parents’ past and prospective educational expenses for Student’s placement at The Prentice School (tuition, fees, related services) (“Private School Tuition”) from September 15, 2023 to June 30, 2025, as follows:

- i. Parents agree to submit Complete Documentation for Private School Tuition no later than July 31, 2025. “Complete Documentation” as used herein consists of:
 - a. An invoice specifying the date, cost, and payment towards Private School Tuition listed above, and
 - b. Copies of cancelled checks (back and front) or credit card receipts or bank statements demonstrating payment that aligns with each invoice described above, and
 - c. Written confirmation of Student’s attendance at The Prentice School.
- ii. Payment shall be made by the Charter School within thirty (30) business days of receipt of Complete Documentation evidencing actual payment for Private School Tuition. The Charter School agrees to make the reimbursement payment via check to “Scott and Jamie Ridgley” and shall send it, via U.S. mail, to 12 Doheny, Laguna Niguel, CA 92677.

Complete Documentation shall be submitted, via electronic mail, to:
California Online Public Schools
Attn: LaChelle Carter
finance@californiaops.org



C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

- iii. The Parties agree that the Charter School shall have no responsibility to reimburse Parents for Private School Tuition occurring after June 30, 2025. The Parties agree that Charter School shall have no responsibility to reimburse Parents for pre-payment for Private School Tuition that will occur after June 30, 2025. Late or incomplete documentation shall not be reimbursed by the Charter School. The Parties agree that time is of the essence for Parents to provide Complete Documentation to the Charter School as the Charter School will rely on this information for budget management.
 - iv. The Charter School shall not reimburse for Private School Tuition paid for by any source other than Parents (e.g., friend, relative, insurance, scholarship, other governmental, educational, or nonprofit agency). The Parents understand and agree that the Charter School's offer to reimburse for Private School Tuition, as described herein, above, does not include any other costs associated with the Private School Tuition if not specified above, including but not limited to transportation or assessments.
 - v. The Parties agree that Petitioner selected The Prentice School. The Charter School makes no representation regarding the quality, safety, or effectiveness of The Prentice School. The Charter School makes no representation regarding the qualifications of The Prentice School or regarding the adequacy of the services. Petitioner agrees to hold the Charter School harmless from any liability, damage to person or property, or legal claims that may result from the acts or omissions of The Prentice School, or from the acts of any officer, agent, or employee of The Prentice School.
 - vi. The Charter School makes no representation regarding the tax liability, or lack thereof, related to any sums paid to Parents pursuant to this Agreement. Parents bear all responsibility in this regard.
 - vii. The Charter School and Parents agree that the reimbursement for Private School Tuition described herein, above, are part of a settlement of disputed claims and issues and shall not be considered "stay put" under state and federal special education laws. The Parties agree that the reimbursement for Private School Tuition does not represent agreement by either Party as to what is a FAPE for Student.
2. ATTORNEYS FEES: As a settlement of disputed claims regarding reasonable attorneys' fees and costs, including rates, hours, and expected degree of success, the Charter agrees to pay \$25,000.00 (twenty-five thousand dollars and zero cents) to "Timothy A. Adams & Associates Client Trust" for Petitioner's attorneys' fees and costs in this matter. All remaining attorney's fees shall be the responsibility of the Petitioner. The Charter will make such payment after receipt of an appropriate

SR *JR*

C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

billing statement that meets or exceeds the amount described herein (redacted of privileged content), W-9, and a review of the statement to ensure that the fees and costs charged in the statement are consistent with the billing statement provided to the Charter during settlement negotiations. If the amount shown in the billing statement is lower than the amount described herein, the Charter School shall pay the amount shown in the billing statement. The Charter School's payment of Petitioner's attorney's fees and costs, do not constitute, and shall not be construed as, an admission of a reasonable attorney fee, including rates, hours, or expected degree of success.

The Charter's payment of such fees and costs constitutes a full and final settlement of any and all claims by Petitioner for attorney's fees and costs arising from or relating to OAH Case No. 2025010398 or any issues raised therein. The Charter School will pay the fees and costs within sixty (60) business days of receipt of appropriate documentation of fees described herein including a tax identification number. The billing statement, W-9, and a complete copy of the Agreement shall be submitted by email to:

ATTN: Richie Romero, Deputy Superintendent
Rromero@californiaops.org

ATTN: LaChelle Carter, Director of Finance
Finance@californiaops.org

ATTN: Lisa A. Corr, Young, Minney & Corr, LLP
LCorr@ymclegal.com

ATTN: Janelle Jennings, Young, Minney & Corr, LLP
JJennings@ymclegal.com

C. ALL PARTIES

1. MUTUAL GENERAL RELEASE AND DISCHARGE: Petitioner and Respondent hereby fully release and discharge each other from all claims, damages, liabilities, rights and complaints of whatever kind or nature arising from or related to Student's educational program through the date of full execution of this Agreement.

This release and discharge precludes Petitioner and Respondent, and anyone acting on behalf of Petitioner and Respondent, from hereafter initiating or maintaining any actions or proceedings, other than proceedings to enforce this Agreement, arising from or related to Student's educational program through and including the date of full execution of this Agreement.

This release and discharge applies to any action or proceeding based on any state or federal statute, regulation, case decision, including, but not limited to, claims under the Individuals with Disabilities Education Act (20 U.S.C. § 1400, et seq.), 42 U.S.C. section



C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

1983, Section 504 of the Rehabilitation of Act of 1973 (29 U.S.C. § 732), the Americans with Disabilities Act (42 U.S.C. § 12101), California Education Code § 56000, et seq., Unruh Act, and School Committee of the Town of Burlington v. Dept. of Ed., 471 U.S. 359, 105 S.Ct. 1996 (1985).

This release and discharge applies to all claims for injuries, damages, or losses related to Student's educational program regardless of whether those injuries, damages, or losses are currently known or unknown, foreseen or unforeseen, or patent or latent, through and including the date of full execution of this Agreement.

The Parties certify that they have read, and hereby waive the application of, the following provision of California Civil Code § 1542:

A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release, and that if known by him or her, would have materially affected his or her settlement with the debtor or released party.

2. CONFIDENTIALITY: The Parties agree that this Agreement is confidential and that the nature and terms of this Agreement shall not be disclosed to third parties except as required by law and as necessary to implement and enforce the Agreement. The Parties agree that this Agreement was reached through the confidential settlement negotiation process and that all discussions that occurred during the confidential settlement negotiation process shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding, and that this Agreement is enforceable in any State court of competent jurisdiction or in a district court of the United States. The Parties shall not permit disclosure by anyone of the terms and conditions of this Agreement, allow any part of this Agreement to be published or declared in any manner by anyone including on internet message boards or social media websites (i.e., Facebook, Instagram, X, Truth Social, Blue Sky, Snapchat, YouTube, etc.), or in any other way violate the confidentiality of this Section. Unauthorized disclosure will render this Agreement unenforceable by the party violating this provision.
3. NO ADMISSION: This Agreement is entered into by the Parties for the purpose of compromising and settling disputed claims and issues. It does not constitute, nor shall it be construed as, an admission of liability by the Parties for any purpose. The remedies that the Charter School agrees to provide herein do not constitute, and shall not be construed as, an admission of what is a free appropriate public education ("FAPE") for Student. In addition, no party shall be deemed the "prevailing party" in the Complaint or in any other action or proceeding arising from, or related to, the issues and claims raised in the Complaint. The text of this Agreement is the product of negotiation among the parties and is not to be construed as having been prepared by one party or the other.
4. ENTIRE AGREEMENT: This Agreement is the entire agreement and understanding of the parties. There are no oral understandings, terms, or conditions, and neither party has relied

SR

SR

C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

upon any representation, express or implied, not contained in this Agreement. All prior understandings, terms, or conditions, written, oral, express, or implied, are superseded by this Agreement. This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by the Parties.

5. SETTLEMENT AUTHORITY: Parents represent that Parents have the legal authority to make educational decisions for Student and to resolve legal disputes on behalf of the Student.
6. BINDING EFFECT: This Agreement is for the benefit of and shall be binding on all of Parties and their respective successors, heirs, and assigns.
7. ENFORCEMENT AND BREACH: Nothing in this Agreement shall abridge the right of either Party to enforce this Agreement or seek remedy for breach of any of its terms. The Parties agree to notify in writing the other party of a breach and allow fifteen (15) calendar days to cure the breach. Any breach of this Agreement by any other party will entitle the non-breaching party to all available legal fees, costs, and equitable remedies.
8. EXECUTION BY FACSIMILE OR IN COUNTERPARTS: This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy of an original, with all signatures appended together, shall be deemed a fully executed agreement. A facsimile or electronic version of any party's signature shall be deemed an original signature. Each counterpart shall be deemed an original and the same document for all purposes.
9. SEVERABILITY: If any provision of this Agreement is held to be void, voidable, or unenforceable by a court of competent jurisdiction, the remaining portions of the Agreement shall remain in full force and effect including but not limited to any one or more of the waivers described within the Mutual General Release and Discharge.
10. VOLUNTARY AGREEMENT: The Parties represent that they have read this Agreement in full and understand and voluntarily agree to all the provisions herein, free from fraud, coercion or duress. The Parties further represent that they have, as of the date of execution of this Agreement, the legal capacity to understand, agree to, and sign this Agreement.
11. INCORPORATION OF RECITALS AND HEADINGS: The recitals and headings set forth herein are incorporated herein by reference and are explicitly made a part of this Agreement.
12. REVISION: This Agreement may not be amended or modified except by any subsequent mutual written agreement, duly executed by all Parties.

C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

13. OPPORTUNITY TO CONSULT WITH LEGAL COUNSEL: The Parties represent that they were provided with an opportunity to, and did, consult with legal counsel of their own choosing regarding this Agreement and each of its provisions.

14. EFFECTIVE DATE: This Agreement shall be effective and shall be implemented upon full execution by the Parties.

Petitioner:

| | |
|-----------------------------|--|
| Date: <u>04 / 29 / 2025</u> | <u><i>Scott Ridgley</i></u> Scott Ridgley, Parent |
| Date: <u>04 / 29 / 2025</u> | <u><i>Jamie Ridgley</i></u> Jamie Ridgley, Parent |

Respondent Charter:

| | |
|-------------|---|
| Date: _____ | _____ Richard Savage, Superintendent |
|-------------|---|

Approved as to form and content:

Timothy A. Adams & Associates, APLC

| | |
|-----------------------------|--|
| Date: <u>04 / 29 / 2025</u> | <u></u> By Timothy A. Adams, Attorney for Petitioner |
|-----------------------------|--|

Young, Minney & Corr, LLP

| | |
|-------------|--|
| Date: _____ | _____ By Brittnee Gillespie Malone, Attorney for Charter School |
|-------------|--|

4912-0886-9430, v. 2

C. Ridgley v. California Connections Academy & California Online Public Schools
Case No: 2025010398

13. OPPORTUNITY TO CONSULT WITH LEGAL COUNSEL: The Parties represent that they were provided with an opportunity to, and did, consult with legal counsel of their own choosing regarding this Agreement and each of its provisions.

14. EFFECTIVE DATE: This Agreement shall be effective and shall be implemented upon full execution by the Parties.

Petitioner:

Date: _____

Scott Ridgley, Parent

Date: _____

Jamie Ridgley, Parent

Respondent Charter:

Date: 4/29/2025

DocuSigned by:
Dr. Richard Savage
3E5D9F2CDCCC49C...

Richard Savage, Superintendent

Approved as to form and content:

Timothy A. Adams & Associates, APLC

Date: _____

By Timothy A. Adams, Attorney for Petitioner

Young, Minney & Corr, LLP

Date: 4/30/2025

DocuSigned by:
Brittnee Gillespie Malone
13A753C7418B4DC...

By Brittnee Gillespie Malone, Attorney for Charter School

INVOICE

Page # 1



Capistrano Unified School District

33122 Valle Road
 San Juan Capistrano, CA 92675
 Phone: (949) 234-9332

CALIFORNIA CONNECTIONS ACADEMY - CARTER
 ATTN: LACHELLE CARTER
 DIRECTOR OF FINANCE
 33272 VALLE ROAD
 SAN JUAN CAPISTRANO, CA 92675

| | |
|-----------------|-------------|
| ACCT ID: | C68001133 |
| INVOICE NUMBER: | 68UI1478 |
| DIVISION: | 68CH |
| TERM: | 2425 |
| INVOICE DATE: | 05/02/25 |
| DUE DATE: | 05/31/25 |
| AMOUNT DUE | \$41,187.00 |

| Item | Account | Description | Amount |
|----------------------|---|----------------------|--------------------|
| 1 | 0101 0000 0 8699 0000 0000 205 69000000 | 1% OVERSIGHT-MAY '25 | 41,187.00 |
| INVOICE TOTAL | | | \$41,187.00 |

Please remit a copy with payment-Thank You

Remit to: **Capistrano Unified School District**
Attention: Accounts Receivable
 33122 Valle Road
 San Juan Capistrano, CA 92675

Account ID C68001133
 Account Name CALIFORNIA CONNECTIONS ACADEMY
 Invoice Number 68UI1478
 DIV: 68CH
 TERM: 2425
 Due Date 05/31/25
 Amount Due \$41,187.00
 Amount Paid \$ _____

CAPISTRANO USD
33122 VALLE RD
SAN JUAN CAPISTRANO, CA 92675
Phone: (949)234-9332

Statement of Account
As of 05/02/2025

CALIFORNIA CONNECTIONS ACADEMY - CARTER
 ATTN: LACHELLE CARTER
 DIRECTOR OF FINANCE
 33272 VALLE ROAD
 SAN JUAN CAPISTRANO, CA 92675

ACCOUNT ID: C68001133

| INVOICE NUMBER | DIVISION | INVOICE DATE | INVOICE AMOUNT | TOTAL PAYMENTS | BALANCE DUE |
|----------------------|----------|-----------------------------|-------------------|----------------|-------------------|
| 68SI2301 | 68CH | 06/30/2023 | 37,503.00 | 0.00 | 37,503.00 |
| | | 1% OVERSIGHT - JUNE '23 | | | |
| 68TI0261 | 68GN | 12/15/2023 | 41,187.00 | 0.00 | 41,187.00 |
| | | 1% OVERSIGHT - JULY '23 | | | |
| 68TI0262 | 68GN | 12/15/2023 | 35,303.00 | 0.00 | 35,303.00 |
| | | 1% OVERSIGHT - AUGUST '23 | | | |
| 68TI0263 | 68GN | 12/15/2023 | 70,606.00 | 0.00 | 70,606.00 |
| | | 1% OVERSIGHT - SEPT. '23 | | | |
| 68TI0264 | 68GN | 12/15/2023 | 47,071.00 | 0.00 | 47,071.00 |
| | | 1% OVERSIGHT - OCTOBER. '23 | | | |
| 68UI0512 | 68CH | 12/04/2024 | 47,071.00 | 0.00 | 47,071.00 |
| | | 1% OVERSIGHT-DEC '24 | | | |
| 68UI1368 | 68CH | 04/09/2025 | 41,187.00 | 0.00 | 41,187.00 |
| | | 1% OVERSIGHT-APR '25 | | | |
| 68UI1478 | 68CH | 05/02/2025 | 41,187.00 | 0.00 | 41,187.00 |
| | | 1% OVERSIGHT-MAY '25 | | | |
| Grand Totals: | | | 361,115.00 | 0.00 | 361,115.00 |



Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

2 messages

Tracy Le <tle@californiaops.org>
To: Finance CalOPS <finance@californiaops.org>
Cc: CalOPS Human Resources - Payroll <payroll@californiaops.org>

Mon, May 12, 2025 at 8:06 AM

Please see HSA contribution for 5/10 payroll below.

Tracy Le
Assistant Director of Human Resources
949-529-1667
Pronouns: she/her



Our real legacy is not what we accomplish individually but what we do for others and how we motivate them to work together for a common goal.

Statement of Confidentiality: The contents of this e-mail message and any attachments are intended solely for the addressee. The information may also be confidential and/or legally privileged. This transmission is sent for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction, or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail and delete this message and its attachments, if any. E-mail is covered by the Electronic Communications Privacy Act, 18 USC SS 2510-2521 and is legally privileged.

----- Forwarded message -----
From: <noreply@goigoe.com>
Date: Mon, May 12, 2025 at 4:22 AM
Subject: HSA Funding Activity Initiated
To: <tle@californiaops.org>



HSA Payroll Funding Details of California Online Public Schools

| | |
|------------------|--|
| Account Name: | California Online Public Schools HSA Funding |
| Activity amount: | \$20,951.01 |
| Activity date: | 05/09/2025 |

Your funding account will be debited for the amount listed above. This amount is reflective of deposits to your employees' HSA. You are receiving this notice as one of the following activities has taken place:

- A payroll contribution file has been imported into our system on your behalf

- Deposits have been successfully recorded using the contribution manager
- An account pending CIP has been successfully opened

For details about the specific account level activity, you can reference the HSA Payroll Reconciliation Report in the employer portal or you can go to the Contribution Manager to view your pending and successful payroll deposits. Due to timing, transaction details may not be available until tomorrow morning. In a future enhancement, account level detail will be available in a new invoicing screen to further help with record keeping and reconciliation.

If you have any questions regarding this email or its contents, please reach out to your Client Relations Executive.

Thank you for your partnership,

Igoe Administrative Services

 **noname**
2K

Finance CalOPS <finance@californiaops.org>
To: Tracy Le <tle@californiaops.org>
Cc: CalOPS Human Resources - Payroll <payroll@californiaops.org>

Mon, May 12, 2025 at 10:20 AM

Received, thank you.

[Quoted text hidden]

--

Kind Regards,

*****Just a friendly reminder that our office will be closed for Memorial Day Monday, May 26, 2025, Thursday, June 19, 2025 (Juneteenth) and for Summer Break June 23-July 4th, 2025*****

CalOPS Finance Team



Email: Finance@californiaops.org

 **noname**
2K

California Online Public Schools 401(k) - 522213-01

| Reference Number | Payroll Date | Expected Total ¹ | Cash Effective Date ² |
|------------------|--------------|-----------------------------|----------------------------------|
| 2477243912 | 05/09/2025 | \$196,869.32 | 05/12/2025 |

¹ Expected Total is used for reconciliation purposes only. It may or may not equal the actual total for the contribution.

² If processed before market close 4 p.m. Eastern time except stock market holidays and early closes.

| Money Source | Description | Verify Money Source | Total Amount |
|--------------|---------------------|---------------------|--------------|
| BTK 1 | EMPLOYEE BEFORE TAX | ✓ | \$97,527.92 |
| LON 1 | LOAN REPAYMENT | ✓ | \$2,691.65 |
| RTH 1 | ROTH CONTRIBUTION | ✓ | \$26,915.66 |
| SHM 1 | SAFE HARBOR MATCH | ✓ | \$69,734.09 |


Expected Total: \$196,869.32
Actual Total: \$196,869.32

Total Amount to be Remitted by Employer: \$196,869.32

| Account nickname | Bank | Bank account number | Amount |
|--------------------|-------------------------|---------------------|--------------|
| Payroll | JPMORGAN CHASE BANK, NA | XXXXX7900 | \$196,869.32 |
| Total: | | | \$196,869.32 |
| Remaining Balance: | | | \$0.00 |

Confirmation Messages:

✓ I have read and accept all warnings and notices on this page.

 **Print Employee Contributions have been processed and submitted.**
You may print this page as confirmation for your records.

Verification Code:

42,-64,18,-16,-9,59,-16,-44,84,57,-5,-47,103,-122,-96,-96,87,-26,35,76,124,-91,-117,-120,-61,33,71,-3,22,33,101,-76,120,-113,-13,-63,-121,-73,50,35,-114,84,-2,14,-58,74,-9,109,78,126,76,41,14,-43,126,-11,107,114,-78,-56,-28,24,-33,107



Secretary of the State of Connecticut

Demand Letter

Foreign Non-Stock Corporation

Date of Notice: 05/08/2025

CALIFORNIA ONLINE PUBLIC SCHOOLS.
33272 VALLE ROAD,
SAN JUAN CAPISTRANO, CA, 92675, UNITED STATES

To Whom it May Concern,

According to the application for a certificate of authority filed in this office, the below business commenced transacting business in Connecticut prior to obtaining a certificate of authority. Conn. Gen. Stat. §33-1210 provides that a foreign non-stock corporation must procure a certificate of authority before transacting business in this state. We conclude that the below business has transacted business in Connecticut in violation of Conn. Gen. Stat. §33-1210 from the below dates.

Case Number: FI-0009886
Business Name: CALIFORNIA ONLINE PUBLIC SCHOOLS.
Business ALEI: US-CT.BER:3199803
Date of Registration: 04/21/2025
Date Began Transacting 01/01/2019
Business in CT:

Conn. Gen. Stat. §33-1211, as amended, provides in part that a foreign non-stock corporation which violates Conn. Gen. Stat. §33-1210 shall be liable to the State for all fees and taxes which would have been imposed if said foreign non-stock corporation had duly applied for and received a certificate of authority, together with a penalty for each month or any part thereof during which it transacted business in Connecticut without a certificate of authority.

Pursuant to the authority conferred upon this office by Conn. Gen. Stat. §33-1211, as amended, the Secretary of the State hereby assesses penalties and license fees in the following amount:



Secretary of the State of Connecticut

Demand Letter

Foreign Non-Stock Corporation

| <i>Fee Type</i> | <i>Start Date to End Date</i> | <i>Fee</i> | <i>Time</i> | <i>Amount Due</i> |
|-----------------|-------------------------------|-----------------|-------------|-------------------|
| Penalty Fee | 1/2019 to 4/2025 | \$300 per month | 76 month(s) | \$22,800.00 |

Total Amount Due: \$22,800.00

The total amount due does not include any taxes or other payments that may be due to other state agencies.

If you have evidence that proves your business is not liable for these penalties and license fees, please set forth all relevant facts in an affidavit (that has been notarized) and submit any support documentation.

Payments can be made online at Business.CT.gov or by check made payable to the "Secretary of the State of Connecticut", on or before 06/07/2025 and addressed to:

Secretary of the State of Connecticut
Business Services Division
P.O. Box 150470
Hartford, Connecticut 06115-0470
Attention: Foreign Investigations Unit

Please note: Partial payment will not be accepted. If you have any questions on the above, please email us at foreigninvestigation@ct.gov.

Sincerely,

Stephanie Thomas
Secretary of the State

/S/ Maura Arnold

By: Maura Arnold
Staff Attorney
Business Services Division

2024-2025

PAYMENT REQUEST

Payment Request Number: **2024- 25 - 131**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/15/2025

Date Needed (Optional): _____

Invoice Number: 1031

Vendor/Payable To: SoftMSP

Address: 27051 Towne Centre Ste 120

City: Lake Forest

State: CA

Zip: 92610-2819

Date Delivered or Mailed:



California Online Public Schools

California Online Public Schools
dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 467-1667 Phone (949) 240-7895 Fax

Method of Payment (circle one):

Credit Card **Check** **Money Order** **Cashier's Check** **ACH** **OTHER:**

| Description | Item Number (when applicable) | Cost (1) | Qty (2) | Total Cost (1) x (2) |
|---------------------------------------|----------------------------------|---------------|------------|-------------------------|
| YR 1 - IT Support Services | - | \$ 229,686.00 | 1 | \$ 229,686.00 |
| *** See attached invoice with details | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| Order Total: | | | | \$ 229,686.00 |

Approvals

DocuSigned by:

Britnie Anderson

Signed by: 94917B46142147D...

Requestor (Signature): _____

Kickie Romero

Date: _____

05/16/2025

DocuSigned by: 63EF300EE0DA47E...

Administrator (Signature or Email Approval): _____

[Signature]

Date: _____

05/16/2025

Audited By (Signature): _____

Date: _____

INVOICE

SoftMSP, LLC
27051 Towne Centre Dr
Ste 120
Lake Forest, CA 92610-2819

ssafi@softmsp.com
+1 (909) 645-5064



Bill to
California Online Public Schools

Invoice details P.O. No.: YR 1 - IT Support Services
Invoice no.: 1031
Terms: Net 30
Invoice date: 05/01/2025
Due date: 05/31/2025

| # | Product or service | Description | Qty | Rate | Amount |
|----|--------------------|------------------------------------|-----|--------------|--------------|
| 1. | Software | Cybersecurity solutions | 1 | \$10,827.00 | \$10,827.00 |
| 2. | Services | Inventory Management Services | 1 | \$22,859.00 | \$22,859.00 |
| 3. | Services | Tier 1 Support Services - Students | 1 | \$156,000.00 | \$156,000.00 |
| 4. | Services | IT Support Services - Staff | 1 | \$40,000.00 | \$40,000.00 |

Total **\$229,686.00**

Ways to pay

BANK

[View and pay](#)



IT Support Services Proposal

April 8th, 2025

CALIFORNIA ONLINE PUBLIC SCHOOLS

Hardware Procurement and Support - Students

Scope of Work

This Scope of Work (SOW) outlines the Student IT support services to be provided for managing hardware procurement and delivering customized IT support tailored to meet the unique needs of California Online Public Schools (CalOps). Our objective is to ensure seamless hardware procurement, deployment, and management, while offering dedicated IT services that enhance operational efficiency, minimize downtime, and align with the organization’s goals. This SOW includes the tasks outlined below.

Task I. Hardware Procurement and Deployment

1. Identify Hardware

1.1. Specification and Selection

- Collaborate with CalOps to identify hardware requirements. This has been determined already.
- Provide details of the model Chromebook to CalOPS

2. Purchasing Hardware –

2.1. Procurement by Soft MSP for CalOPS.

- Purchase hardware by Soft MSP
- CalOPS will be invoiced for the hardware.

3. Warranty Management

- 3.1. Register all purchased devices with the manufacturer for warranty coverage.
- 3.2. Manage warranty claims and facilitate repairs or replacements with the manufacturer

4. Imaging Hardware

4.1. Specification and Imaging

- Collaborate with CalOps to obtain desired software image specifications.

4.2. Quality Assurance

- Verify device functionality post-imaging to ensure they meet provided specifications and are operational.

5. Asset Tagging and End-User Instructions

- 5.1. Apply unique asset tags to each device to align with CalOps’ inventory standards.
- 5.2. Include clear, concise setup instructions for end users with each device.

6. Hardware Shipment

6.1. Packaging and Delivery

- Securely package hardware for shipment to recipients designated by CalOps.
- Ensure packaging includes necessary setup instructions and any additional materials.
- The monthly cost will include, shipping charges, shipping material and preparation of devices with asset tag, instructions and appropriate stickers.

6.2. Tracking

- Provide shipment tracking information to CalOps.



IT Support Services Proposal

April 8th, 2025

7. Inventory Management

- 7.1. Maintain a detailed inventory of all procured devices in a centralized system.
- 7.2. Track device locations, configurations, and status.
- 7.3. Provide an annual inventory report with detailed information for all devices.
- 7.4. Empty boxes will be provided to students to return Chromebooks.
- 7.5. Returned Chromebooks will be prepared and stored for shipment to students if needed. Chromebooks will be stored for minimum of 6 months before disposed.
- 7.6. Soft MSP will always maintain an inventory of 3000 Chromebooks after school year end.
- 7.7. No additional Chromebooks purchase will be required by CalOps if CalOps student enrollment does not exceed 8500. SoftMSP will be responsible for providing Chromebook to 8500 enrolled students.

8. Reporting

- 8.1. Provide Monthly Report on All devices
- 8.2. Provide Yearly Report to CalOPS
- 8.3. Build a custom dashboard for CalOPS to see all operational updates in real time.

9. Pricing – See Page 10-12 for Detailed breakdown

Task II. Student IT Services

1. Remote Help for Students

- 1.1. User Support & Ticket Management (IIQ)
 - o Ticketing System
 - User requests will be efficiently managed through a robust ticketing system.
 - Tickets will be categorized, prioritized, and assigned appropriately.
 - o User Support
 - Provide responsive support for user-reported issues via email and phone.
 - Offer step-by-step guidance to assist users in resolving basic IT challenges.
 - o Service Level Agreement (SLA): Define and adhere to SLA for ticket resolution times based on issue priority (Critical, High, Medium, Low). Please refer to Standard SLA provided on Page 10.
- 1.2. Problem Diagnosis, Troubleshooting, and Technical Guidance
 - o Problem Analysis: Diagnose root causes of technical issues affecting user systems, applications, and devices.
 - o Troubleshooting
 - Provide step-by-step troubleshooting for hardware, software, and network-related issues.
 - Collaborate with third-party vendors as needed to resolve escalated issues.
 - o Technical Guidance: Offer proactive technical advice to users to optimize the use of IT systems and prevent recurring issues.
- 1.3. First Call Resolution
 - o Soft MSP will communicate with the parent or student caretaker to resolve matter in the first call.
 - 1.3..1. If Device needs to be shipped, Soft MSP agent will provide tracking information and provide updates on the package.
- 1.4. Cradle to Grave Support
 - o Parent or Student Caretaker will interact with Soft MSP agent from first interaction to resolution of the issue.
 - o Track packages and provide updates on the issue



IT Support Services Proposal

April 8th, 2025

- Repair defective devices and ensure student always has a device in hand
- Support will include any hotspot devices provided to the student by CalOPS.

2. Pricing – See Page 10-12 for Detailed breakdown

Hardware Procurement and Staff IT Services

Scope of Work

This Scope of Work (SOW) outlines the IT support services to be provided for managing hardware procurement and delivering customized IT support tailored to meet the unique needs of California Online Public Schools (CalOps). Our objective is to ensure seamless hardware procurement, deployment, and management, while offering dedicated IT services that enhance operational efficiency, minimize downtime, and align with the organization’s goals. This SOW includes the tasks outlined below.

Task I. Hardware Procurement and Deployment

10. Identify Hardware

- 10.1. Specification and Selection
 - Collaborate with CalOps to identify hardware requirements.
 - Receive hardware make and model details from CalOps or provide hardware options for approval based on their specifications.
 - Hardware will include Laptop, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam

11. Purchasing Hardware

- 11.1. Procurement by Soft MSP for CalOPS
 - Purchase hardware by Soft MSP
 - Invoice CalOPS for hardware purchased by Soft MSP.

12. Warranty Management

- 12.1. Register all purchased devices with the manufacturer for warranty coverage.
- 12.2. Manage warranty claims and facilitate repairs or replacements with the manufacturer on behalf of CalOps.

13. Imaging Hardware

- 13.1. Specification and Imaging
 - Collaborate with CalOps to obtain desired software image specifications.
 - Perform imaging and pre-install all required software and configurations on devices.
- 13.2. Quality Assurance
 - Verify device functionality post-imaging to ensure they meet provided specifications and are operational.

14. Asset Tagging and End-User Instructions

- 14.1. Apply unique asset tags to each device to align with CalOps’ inventory standards.
- 14.2. Include clear, concise setup instructions for end users with each device.

15. Hardware Shipment

- 15.1. Packaging and Delivery

- Securely package hardware for shipment to recipients designated by CalOps.
- Ensure packaging includes necessary setup instructions and any additional materials.
- 15.2. Tracking
 - Provide shipment tracking information to CalOps.

16. Inventory Management

- 16.1. Maintain a detailed inventory of all procured devices in a centralized system.
- 16.2. Track device locations, configurations, and status.
- 16.3. Provide an annual inventory report with detailed information for all devices.

17. Device Retrieval

- 17.1. Facilitate device retrieval as per CalOps’ instructions.
- 17.2. Utilize provided shipping labels and packing materials to ensure smooth return logistics.
- 17.3. Update inventory records upon retrieval of devices.

18. Pricing – See Page 10-12 for Detailed breakdown

Task II. Staff IT Services

2. Remote Help Desk Support

- 2.1. User Support & Ticket Management
 - Ticketing System
 - User requests will be efficiently managed through a robust ticketing system.
 - Tickets will be categorized, prioritized, and assigned appropriately.
 - User Support
 - Provide responsive support for user-reported issues via email and phone.
 - Offer step-by-step guidance to assist users in resolving basic IT challenges.
 - Service Level Agreement (SLA): Define and adhere to SLA for ticket resolution times based on issue priority (Critical, High, Medium, Low). Please refer to Standard SLA provided on Page 8.
- 2.2. Problem Diagnosis, Troubleshooting, and Technical Guidance
 - Problem Analysis: Diagnose root causes of technical issues affecting user systems, applications, and devices.
 - Troubleshooting
 - Provide step-by-step troubleshooting for hardware, software, and network-related issues.
 - Collaborate with third-party vendors as needed to resolve escalated issues.
 - Technical Guidance: Offer proactive technical advice to users to optimize the use of IT systems and prevent recurring issues.
- 2.3. System Monitoring
 - Performance Monitoring: Continuously monitor systems and networks for performance issues, outages, or potential risks.
 - Proactive Alerts: Configure automated alerts to notify the Help Desk team of critical system events or potential failures.
 - Preventive Maintenance: Perform regular checks on systems and devices to mitigate risks.
 - Incident Management: Respond to system monitoring alerts by initiating appropriate remediation steps, including escalation for major incidents.

3. Security and Compliance

- 3.1. Policy Alignment
 - Work with CalOps to review and align cybersecurity measures with applicable regulations, standards, and best practices.
 - Cybersecurity Compliance Assessment – Detailed Reporting
- 3.2. Access Control and Data Security
 - Review access controls to ensure staff and students have appropriate access levels based on their roles.
 - Deploy the following Cybersecurity Solutions to all staff
- 3.2..1. Endpoint Protection (Enterprise Solution)
 - 3.2..1.1. XDR/MDR
 - 3.2..1.2. Nextgen Anti-Virus
- 3.2..2. Managed SOC – Security Operation Center
- 3.2..3. Cybersecurity Awareness Training
- 3.2..4. Cybersecurity Phishing Simulation
- 3.2..5. Email Protection
 - 3.2..5.1. SPAM Filtering
 - 3.2..5.2. Data Loss Prevention
 - 3.2..5.3. Mass Data Protection

4. Customized IT Support

- 4.1. Peripheral Support for Cameras, Printers, and Microphones
 - Initial Assessment and Inventory
 - Assess existing peripheral devices.
 - Create and maintain an inventory of all supported devices.
 - Installation and Configuration
 - Install and configure new and existing devices per CalOps’ requirements.
 - Ensure proper integration with systems and applications.
 - Ongoing Maintenance
 - Provide routine maintenance, updates, and troubleshooting for supported peripherals.
- 4.2. Dedicated Phone Number for Support
 - Establish a dedicated phone line to ensure direct access to technical support.
 - Provide multi-channel support through email, chat, and phone for comprehensive accessibility.
 - Ensure the phone line is monitored during specified hours with after-hours support available for emergencies.
- 4.3. Dedicated Escalation Engineer
 - Assign a dedicated escalation engineer to handle high-priority issues and complex technical challenges.
 - Define escalation protocols to ensure rapid response and resolution for critical incidents.
 - Conduct regular review meetings with the escalation engineer to discuss recurring issues and potential long-term solutions.
- 4.4. Customized Helpdesk Workflow
 - Design and Implementation
 - Review current process and work with CalOps to streamline support tickets and tailor the process for CalOps’ specific needs.
 - Include ticket prioritization, categorization, and escalation process.

- Training: Train CalOps staff on using the Help Desk system features to report and track issues effectively.
- Reporting and Analytics: Implement regular reporting to track Help Desk performance, ticket resolution times, and user satisfaction.
- 4.5. Coordination of Facility IT Needs
 - Cabling and Infrastructure
 - Plan and execute structured cabling projects for offices and conference rooms.
 - Ensure proper labeling and documentation of network connections.
 - Internet Upgrade
 - Coordinate with internet service provider(s) to upgrade internet services, to manage downtime and ensure minimal disruption.
 - Conference Room Setup
 - Design and implement conference room setups, including AV equipment, network connectivity, and peripheral integration.
 - Management of Zoom Accounts and Licenses
 - New Employment Onboarding – customize experience to their needs.
- 4.6. New Employee Onboarding
 - Account Setup: Create user accounts for email and required systems with appropriate permissions.
 - Hardware Deployment: Configure and provide hardware with required software pre-installed.
 - Access Provisioning: Set up access to shared drives, applications, and collaboration tools with secure access and follow up to address issues and questions.

5. Hardware & Software Support

- 5.1. Hardware Support
 - Installation and Configuration: Install and configure hardware devices, including computers, peripherals, and networking equipment.
 - Maintenance and Upgrades: Perform routine maintenance (updates and optimizations).
 - Diagnostics and Repair: Diagnose hardware issues and provide repair or coordinate replacement services.
 - Inventory Management: Maintain an updated inventory of all hardware assets including tracking lifecycle and warranty status.
 - End-of-Life Management: Decommission and responsibly dispose of or recycle outdated hardware.
- 5.2. Software Support
 - Installation and Updates
 - Install and configure software applications, ensuring compatibility with existing systems.
 - Apply updates, patches, and upgrades to maintain software security and functionality.
 - Licensing and Compliance
 - Manage software licenses to ensure compliance with vendor agreements.
 - Monitor license usage and provide recommendations for renewals or adjustments.
 - Troubleshooting and Issue Resolution: Diagnose and resolve software-related issues and provide guidance on optimizing software for enhanced performance.
 - Proactive Monitoring and Alerts
 - Monitor hardware and software performance using automated tools.

- Respond to alerts indicating potential hardware failures or software vulnerabilities.
- Incident Management
 - Provide rapid response to hardware and software incidents, including remote or on-site support as needed.
 - Escalate unresolved issues to specialized teams or third-party vendors for further assistance.
- Pricing – Please see page for detailed breakdown

| <u>STRATEGIC IT ADVISORS</u> | <u>REMOTE TACTICAL TEAM SUPPORT</u> | <u>PROACTIVE/CYBER SECURITY SERVICES</u> |
|--|---|---|
| ✓ Dedicated Manager / Technical Advisor | ✓ Unlimited Concierge Helpdesk Support | ✓ Security Patch Updates, Network Monitoring & Management |
| ✓ Concierge Hardware & Software Procurement Services | ✓ Complete Management of Servers & Workstations | ✓ Proactive System & Network Alerts |
| ✓ Complimentary Security Assessment & Review | ✓ Employee Onboarding / Offboarding | ✓ Managed Endpoint Detection & Response (EDR) |
| | | ✓ Enhanced Email Security / Spam Filtering |

IT Services Delivery Model

Our proposed staffing plan includes a tactical team of technicians who will serve CalOps through a hybrid model of remote technical support and on-site support to effectively deliver a combination of services as detailed in our Scope of Work. With our unique experience in the IT industry, we specialize in providing tailored solutions that meet the needs of charter schools like CalOps.

We believe our approach will ensure a successful partnership that will support your specific IT needs and an estimated 400 users and devices. Our delivery team will provide responsive on-site support together with proactive remote support as summarized below.

I. Unlimited Remote Help Desk Support

Our Help Desk services are provided as an around-the-clock commitment ensuring that competent IT Support Technicians are available to field all calls, emails, and requests for service to support your specific requirements. Our cloud-based online support portal allows users to submit support tickets from their PC desktops, laptops, or mobile phones. Users can also access IT support by calling a direct telephone number to speak directly with an IT team member.

II. Remote Monitoring & Management

We will proactively monitor your network using our Remote Monitoring and Management (RMM) tool which supports minimizing downtime and efficiency through automation. RMM software enables our remote team of technicians to effectively maintain your networks, servers, desktops, and mobile devices.

The system will automatically notify the IT team in the event of a system outage or other anomaly. With insight into your network, our team can make updates and proactively stay ahead of issues. When problems arise, our team can resolve issues remotely. Our team is trained to monitor and identify issues early prior to a system outage or failure to ensure maximum up time.

III. On-Site Technical Support (As Needed)

Our technicians are experienced problem solvers who will provide responsive on-site support on an as-needed basis and will ensure forward-thinking solutions to issues or requests requiring an elevated level of support.

Our technicians will:

- 1) Possess excellent customer service skills and the ability to work effectively with a variety of people.
- 2) Abide by all CalOps’s work policies and health protocols when present in facilities.

IT Hourly Rate Schedule

| IT CLASSIFICATION | HOURLY RATE (\$) ON-SITE | IT CLASSIFICATION | HOURLY RATE (\$) ON-SITE |
|-------------------------|--------------------------|-------------------------|--------------------------|
| Project Manager | 215 | Senior Systems Engineer | 165 |
| Programmer/Developer | 200 | Systems Engineer | 160 |
| Senior Network Engineer | 190 | Senior Systems Analyst | 150 |
| Network Engineer | 155 | Systems Analyst II | 145 |
| Senior Business Analyst | 180 | Systems Analyst I | 140 |
| Business Analyst II | 190 | Senior IT Technician | 130 |
| Business Analyst I | 155 | IT Technician II | 125 |
| | | IT Technician I | 120 |

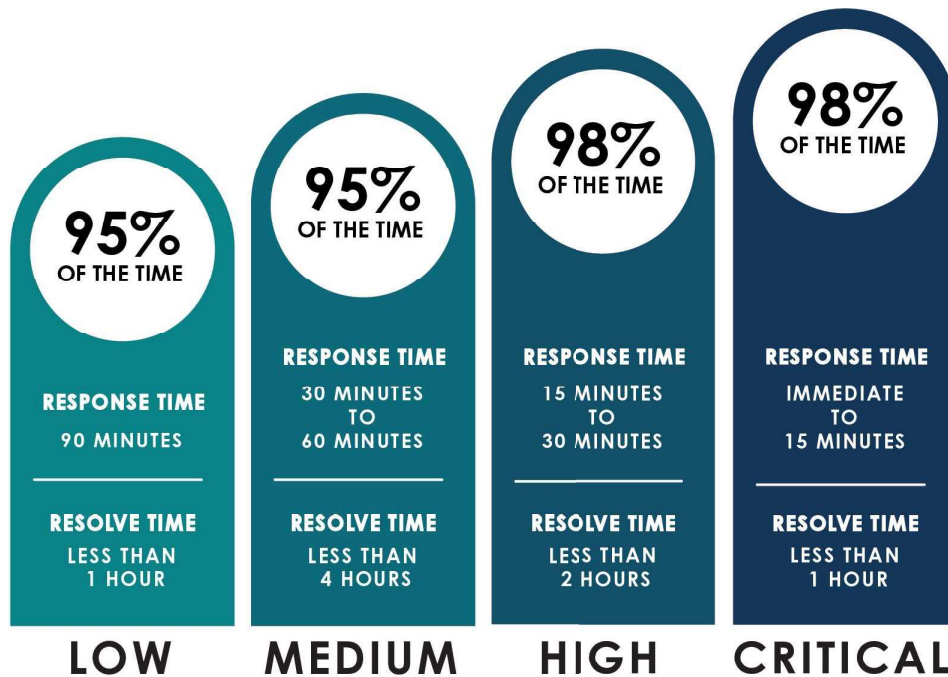
Service Level Agreement

Soft MSP is positioned to support CalOps’ technical environment with agility and will adapt to your specific service needs and expectations. We will consult with you to tailor a Service Level Agreement (SLA) that ensures our service delivery consistently meets or exceeds your response-time expectations. Our response times during regular business hours are one to two (1-2) hours for Low Priority issues, one (1) hour for Medium Priority issues, and 15 to 30 minutes for High Priority issues.

Summarized below are the key elements of our standard SLA which will be customized for CalOps:

- One-reach local phone number and email address for emergency support.
- 24/7/365 support (option)
- Respond to emergency outages within 15 to 30 minutes during regular hours.
- Respond to emergency outages within 30 minutes during non-business hours.
- In case of an emergency, be on site within two hours.
- Provide unlimited technical phone support.
- Trouble Tickets will be acknowledged within 30 minutes during regular business hours.
- Standby support, with a maximum response time of 30 minutes outside regular work hours.

Our baseline SLA terms are structured to exceed your expectations, as illustrated below. We are committed to providing service excellence and will work with you to develop detailed metrics and specified response times to ensure we meet or exceed your SLA expectations.



Pricing – Details

YEAR 1 – May 1st 2025 to April 30th 2026

| Student Hardware | | | |
|---|-------|---------------|------------------------|
| Equipment | Qty | Cost | Total Cost |
| Chromebooks, Chromebook OS | | \$ 539.00 | \$ |
| Staff Hardware | | | |
| PC, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam | | \$ 1,859.00 | \$ |
| SPED Devices | | | |
| iPad, iPad cases, Webcam, MS Surface, Headsets, Printer, Printer Ink, Paper | 12 | \$ 1,815.00 | \$ 21,780.00 |
| Total Hardware Cost | | | \$ 21,780.00 |
| Cybersecurity | | | |
| Solution | Qty | Cost | Total (Yearly Cost) |
| MDR + SOC | 500 | \$ 4.82 | \$ 28,920.00 |
| Cyber Security Training and Phishing Simulation | 500 | \$ 2.00 | \$ 12,000.00 |
| SPAM Email Filtering | 500 | \$ 4.00 | \$ 24,000.00 |
| Content Filtering (students) | 10000 | \$ 0.52 | \$ 62,004.00 |
| Itopia | 30 | \$ 100 | \$ \$3,000 |
| Total Cybersecurity Cost | | | \$ 129,924.00 |
| Inventory Management | | | |
| Empty Boxes, Shipments, Chargers, Asset tags, Stickers, Device retrieval, Inventory Update, Repairs | | | \$ 274,310 |
| Total Cost | | | \$ 274,310.00 |
| Tier 1 Support - Students | | | |
| | Qty | Cost (Yearly) | Yearly Cost |
| Cradle to Grave Support | 12000 | \$ 13.00 | \$ 1,872,000.00 |
| Provisioning Chromebooks | | \$ | \$ |
| Total Cost | | | \$ 1,872,000.00 |
| IT Support - Staff | | | |
| | Qty | Cost (Yearly) | Yearly Cost |
| Cradle to Grave Support | 500 | \$ 80.00 | \$ 480,000.00 |
| Imaging, Shipment, Packaging | | \$ 500.00 | \$ |
| Total Cost | | | \$ 480,000.00 |
| Total Cost for Year 1 | | | \$ 2,778,014.00 |
| Monthly Breakdown | | | \$ 231,501.00 |

Pricing – Details

YEAR 2 – May 1st 2026 to April 30th 2027

| Student Hardware | | | |
|---|-------|---------------|------------------------|
| Equipment | Qty | Cost | Total Cost |
| Chromebook, Chromebook OS | | \$ 539.00 | \$ |
| Staff Hardware | | | |
| PC, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam | | \$ 1,859.00 | \$ |
| SPED Devices | | | |
| iPad, iPad cases, Webcam, MS Surface, Headsets, Printer, Printer Ink, Paper | 12 | \$ 1,815.00 | \$ 21,780.00 |
| Total Hardware Cost | | | \$ 21,780.00 |
| Cybersecurity | | | |
| Solution | Qty | Cost | Total (Yearly Cost) |
| MDR + SOC | 500 | \$ 4.82 | \$ 28,920.00 |
| Cyber Security Training and Phishing Simulation | 500 | \$ 2.00 | \$ 12,000.00 |
| SPAM Email Filtering | 500 | \$ 4.00 | \$ 24,000.00 |
| Content Filtering (students) | 10000 | \$ 0.52 | \$ 62,004.00 |
| Itopia | 30 | \$ 100 | \$ 3,000 |
| Total Cybersecurity Cost | | | \$ 129,924.00 |
| Inventory Management | | | |
| Empty Boxes, Shipments, Chargers, Asset tags, Stickers, Device retrieval, Inventory Update, Repairs | | | \$ 274,310.00 |
| Total Cost | | | \$ 274,310.00 |
| Tier 1 Support - Students | | | |
| | Qty | Cost (Yearly) | Yearly Cost |
| Cradle to Grave Support | 12000 | \$ 13.00 | \$ 1,872,000.00 |
| Provisioning Chromebooks | | \$ | \$ |
| Total Cost | | | \$ 1,872,000.00 |
| IT Support - Staff | | | |
| | Qty | Cost (Yearly) | Yearly Cost |
| Cradle to Grave Support | 500 | \$ 80.00 | \$ 480,000.00 |
| Imaging, Shipment, Packaging | | \$ 500.00 | \$ |
| Total Cost | | | \$ 480,000.00 |
| Total Cost for Year 1 | | | \$ 2,778,014.00 |
| Monthly Breakdown | | | \$ 231,501.00 |

Pricing – Details

YEAR 3 - May 1st, 2027, to April 30th 2028

| Student Hardware | | | |
|---|-------|---------------|------------------------|
| Equipment | Qty | Cost | Total Cost |
| Chromebook, Chromebook OS | | \$ 539.00 | \$ |
| Staff Hardware | | | |
| PC, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam | | \$ 1,859.00 | \$ |
| SPED Devices | | | |
| iPad, iPad cases, Webcam, MS Surface, Headsets, Printer, Printer Ink, Paper | 12 | \$ 1,815.00 | \$ 21,780.00 |
| Total Hardware Cost | | | \$ 21,780.00 |
| Cybersecurity | | | |
| Solution | Qty | Cost | Total (Yearly Cost) |
| MDR + SOC | 500 | \$ 4.82 | \$ 28,920.00 |
| Cyber Security Training and Phishing Simulation | 500 | \$ 2.00 | \$ 12,000.00 |
| SPAM Email Filtering | 500 | \$ 4.00 | \$ 24,000.00 |
| Content Filtering (students) | 10000 | \$ 0.52 | \$ 62,004.00 |
| Itopia | 30 | \$ 100 | \$ 3,000 |
| Total Cybersecurity Cost | | | \$ 129,924.00 |
| Inventory Management | | | |
| Empty Boxes, Shipments, Chargers, Asset tags, Stickers, Device retrieval, Inventory Update, Repairs | | | \$ 274,310.00 |
| Total Cost | | | \$ 274,310.00 |
| Tier 1 Support - Students | | | |
| | Qty | Cost (Yearly) | Yearly Cost |
| Cradle to Grave Support | 12000 | \$ 13.00 | \$ 1,872,000.00 |
| Provisioning Chromebooks | | \$ | \$ |
| Total Cost | | | \$ 1,872,000.00 |
| IT Support - Staff | | | |
| | Qty | Cost (Yearly) | Yearly Cost |
| Cradle to Grave Support | 500 | \$ 80.00 | \$ 480,000.00 |
| Imaging, Shipment, Packaging | | \$ 500.00 | \$ |
| Total Cost | | | \$ 480,000.00 |
| Total Cost for Year 1 | | | \$ 2,778,014.00 |
| Monthly Breakdown | | | \$ 231,501.00 |

Commencement Date

This Agreement shall commence and become effective as of May 1st, 2025 (the "Effective Date") and shall remain in full force and effect in accordance with the terms and conditions set forth herein. First invoice will be issued to CalOPS on May 1st, 2025. SoftMSP will bill CalOPS for the remaining month of April accordance to pro-rated cost. Final invoice per pervious contract will be issued on April 30th, 2025.

Any future expansion of CalOPS shall be discussed in details and new amendment will be agreed upon.

Terms and Conditions

1. Definitions

For the purposes of this Agreement, the following terms shall have the meanings set forth below:

- **"Agreement"** refers to this legally binding contract, including all schedules, exhibits, and appendices attached hereto.
- **"Party" or "Parties"** means the entities entering into this Agreement, individually and collectively.
- **"Effective Date"** means May 1, 2025, the date upon which this Agreement shall commence.

2. Scope of Services

The Parties agree to perform their respective obligations as outlined in this Agreement. Each Party shall execute its duties in a professional and workmanlike manner, consistent with applicable industry standards.

3. Term and Termination

a. This Agreement shall commence on the Effective Date and shall continue in effect until terminated in accordance with the provisions herein.

b. Either Party may terminate this Agreement without cause by providing the other Party with no less than ninety (90) calendar days' prior written notice of termination. Such notice shall specify the effective date of termination and shall be delivered in accordance with the notice provisions set forth in this Agreement. Termination pursuant to this Section shall not relieve either Party of any obligations incurred prior to the effective date of termination, including, but not limited to, payment for services rendered or goods delivered.

4. Payment Terms

Unless otherwise specified, all payments due under this Agreement shall be made within thirty (30) days of receipt of a valid invoice.

5. Confidentiality

Each Party agrees to maintain in strict confidence all non-public, proprietary, or confidential information disclosed in connection with this Agreement and to use such information solely for the performance of its obligations hereunder.

6. Intellectual Property

Unless otherwise agreed in writing, all intellectual property created solely by one Party in connection with the performance of this Agreement shall remain the sole and exclusive property of that Party.

7. Indemnification

Each Party shall indemnify, defend, and hold harmless the other Party and its officers, directors, employees, and agents from and against any and all claims, liabilities, losses, damages, and expenses arising out of or related to the indemnifying Party’s breach of this Agreement, negligence, or willful misconduct.

8. Limitation of Liability

In no event shall either Party be liable to the other for any indirect, incidental, consequential, special, or punitive damages, including loss of profits or business interruption, arising out of or in connection with this Agreement, even if advised of the possibility of such damages.

9. Entire Agreement

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, whether written or oral.

10. Amendments and Waivers


Limited modification, amendment, or waiver of any provision of this Agreement shall be effective unless in writing and signed by both Parties.

11. Severability

If any provision of this Agreement is found to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the Effective Date.

California Online Public Schools

Signature: _____  _____
3E5D0F2CDCCC49C...

Name: _____ Richard Savage _____

Title: _____ Superintendent _____

Date: _____ 4/8/2025 _____

SoftMSP LLC.

Signature: _____
Signed by: Sangar Safi
6484328AD84746C...

Name: Sangar safi

Title: CEO

Date: 4/8/2025

2024-2025

PAYMENT REQUEST

Payment Request Number: 2024- 25 - 134

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/20/2025

Date Needed (Optional): _____

Invoice Number: May-2025

Vendor/Payable To: Metlife

Address: Dept LA 21296

City: Pasadena

State: CA

Zip: 91185-1296

Date Delivered or Mailed:

Method of Payment (circle one):

Credit Card Check Money Order Cashier's Check ACH OTHER:



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

| Description | Item Number (when applicable) | Cost (1) | Qty (2) | Total Cost (1) x (2) |
|-------------------------------|-------------------------------|-----------|---------|----------------------|
| Benefits-MetLife 05-2025 | - | 76,166.06 | 1 | \$ 76,166.06 |
| *See Invoice /Billing Summary | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| Order Total: | | | | \$ 76,166.06 |

Approvals

DocuSigned by:
Britnie Anderson
Signed by: 42147D...

Requestor (Signature):
Richie Romero

Administrator (Signature or Email Approval):
[Signature]

Audited By (Signature):
[Signature]

05/20/2025

Date 05/20/2025


Date 05/20/2025

Date

DocuSign Envelope ID: F35C8EC1-D4C7-42F7-B3EC-5E2306B0619C

California Online Public Schools
538834

| Coverage | Total |
|-------------------------|--------------------|
| ACCIDENT | \$3,374.99 |
| ACCIDENT | \$0.00 |
| HOSPITAL | \$2,207.51 |
| HOSPITAL | \$0.00 |
| CRITICAL ILLNESS | \$3,093.10 |
| METLIFE LEGAL PLANS | \$5,008.71 |
| BASIC LIFE | \$7,408.13 |
| DHMO-CA | \$2,586.14 |
| DHMO-TX | \$0.00 |
| DENTAL | \$27,531.32 |
| DEPENDENT AD&D | \$0.00 |
| DEPENDENT LIFE | \$0.00 |
| LONG TERM DISABILITY | \$7,972.86 |
| OPTIONAL AD&D | \$316.90 |
| OPTIONAL LIFE | \$3,203.90 |
| PERSONAL AD&D | \$1,382.85 |
| SHORT TERM DISABILITY | \$2,081.22 |
| VISION | \$5,400.93 |
| IFP | \$4,588.50 |
| Total amount due | \$76,166.06 |



SAP Billing Instructions

1. Enter/Validate your customer name and number
2. Select the Month and Year for the month you are completing the bill amount for
3. Validate the Experience number and Billing branch for each coverage, if incorrect notify your Financial Consultant Anna Massaro at Anna.Massaro@metlifeservice.com
4. For each coverage listed enter
 - a. The total count of employee lives enrolled in the product
 - b. The total monthly premium being paid to MetLife for the product
 - c. The total Coverage volume covered for the month for the product (if applicable)
5. Save the file with customer name, number and billing month
6. Email the completed monthly bill to your MetLife Financial Consultant Anna Massaro at Anna.Massaro@metlifeservice.com
7. Submit your payment via wire transfer or check to MetLife

ACH wire transmission - If paying by wire, please send MetLife your invoice by email to your Financial Consultant and include the information in the subject line: 'Wire Transfer Information - California Online Public Schools #5388834'

Bank: JP Morgan Chase Bank, New York, NY
 Acct title: Metropolitan Life Insurance Company
 Acct. #: 002-2-430680
 ABA #: 021000021

Reference: California Online Public Schools, 5388834

Physical check - payment should be submitted to the payment address, along with a copy of the invoice to enable MetLife to identify and apply your payment in a timely manner. **Please ensure that you include your group customer number on the front of the check to allow for quick and efficient payment posting.**

Los Angeles:
 MetLife
 Dept LA 21296
 Pasadena, CA 91185-1296



TRANSFER SUMMARY

Premium and Claims Funding for the Month of May 2025

Report Run Date: 05/13/2025

Group: 00653639 CALIFORNIA ONLINE PUBLIC SCHOOLS

| <u>Claims Funding and Adjustments(1)</u> | |
|---|---------------------|
| <u>Claims Funding</u> | |
| Current Month Claims Funding | \$150,676.15 |
| Retroactive Adjustment Claims Funding | \$0.00 |
| Total Claims Funding Amount Due | \$150,676.15 |
| <u>Adjustments to Transfer Account</u> | |
| Terminal Claims Funding | \$150,676.15 |
| Total Adjustments to Transfer Amount Due | \$150,676.15 |
| Total Claims Funding and Adjustments | \$301,352.30 |
| <u>Scheduled Transfer</u> | |
| Total Premium Transfer Scheduled(2) | \$135,167.46 |
| Total Claims Funding and Adjustments Transfer Scheduled | \$301,352.30 |
| Total Transfer(3) | \$436,519.76 |

(1) Amounts shown are based on transfers made to group level bank account.

(2) The transfer amount is based upon the Total Amount Due for each subgroup as credit balances on one subgroup are not used to offset premium due on another subgroup.

(3) Cigna will initiate a transfer from your account on May 20, 2025 or the next business day. Your contract requires that the full amount be available for transfer on the transfer date. Failure to fund your account may result in contract termination. Transfer detail information can be viewed in the Client Resources Website. If you have any questions please call 1-866-866-6622.



INVOICE STATEMENT BY GROUP

Premium and/or Fee Billing for the Month of May

Bill Start Date: 05/01/2025

Bill End Date: 05/31/2025

Group: 00653639 CALIFORNIA ONLINE PUBLIC SCHOOLS

| | |
|---|---------------------|
| Balance Forward from Previous Statement: | \$135,750.19 |
| (1) Payments Received: | (\$135,750.19) |
| Discretionary Billing: | \$0.00 |
| Retroactive Adjustment Premium and/or Fees: | \$0.00 |
| Current Month Premium and/or Fees: | \$135,167.46 |
| (2) Total Amount Due: | \$135,167.46 |

*** Cigna will initiate a transfer in the amount of \$135,167.46 from your account on May 20, 2025 or the next business day. The transfer amount is based upon the Total Amount Due for each subgroup as credit balances on one subgroup are not used to offset premium due on another subgroup. Your contract requires that the full amount be available for transfer on the transfer date. Failure to fund your account may result in contract termination. Transfer detail information can be viewed on the Cigna for Employers site.

Note: To view the discretionary billing item description, the statement needs to be pulled at the Subgroup Report Level.

If you have any questions please call 1-866-866-6622.

(1) Payments Received amount includes all payments and adjustments to account.

(2) Total Amount Due includes (i) the insurance premium and other Cigna charges, plus (ii) fees you have agreed to pay your benefit advisor, if applicable, which are not part of the premium or other Cigna charges.

INVOICE

SoftMSP, LLC
27051 Towne Centre Dr
Ste 120
Lake Forest, CA 92610-2819

ssafi@softmsp.com
+1 (909) 645-5064



Bill to
California Online Public Schools

Invoice details P.O. No.: Monthly Shipping & Reclamation
Invoice no.: 1029
Terms: Net 30
Invoice date: 05/01/2025
Due date: 05/31/2025

| # | Product or service | Description | Qty | Rate | Amount |
|----|-------------------------------|------------------------|-----|----------|------------|
| 1. | Services | April Reclamation Cost | 340 | \$24.00 | \$8,160.00 |
| 2. | Services | April Shipping Cost | 701 | \$14.00 | \$9,814.00 |
| 3. | Expense Reimbursements | Empty Boxes | 400 | \$20.36 | \$8,144.00 |
| 4. | Expense Reimbursements | Chargers | 200 | \$10.25 | \$2,050.00 |
| 5. | Services | Chromebook Repairs | 55 | \$110.00 | \$6,050.00 |

Total \$34,218.00

Ways to pay

BANK

[View and pay](#)



California Online Public Schools

PURCHASE REQUISITION FORM

(THIS IS NOT A PURCHASE ORDER)

Intent / Usage/ Notes of Purchase:

April Chromebook Services - additional charges for boxes/shipping/extra chargers

| | | |
|--|--|---|
| Name of Requestor: Sheryl Mosso | Today's Date: 5/7/2025 | SCHOOL YEAR INTENDED FOR: 2024/2025 |
| Department/ Grade Level: Technology | School Region: NA | Date Needed By: NA |
| Vendor Name: SoftMSP, LLC | Vendor Contact Name: Sangar Safi | Vendor Email: ssafi@softmsp.com |
| Vendor Address: 27051 Towne Centre Dr Ste 120, Lake Forest, CA 92610 | | |

| Item of Purchase: (add item link, if necessary) | Quantity: | Price: | Notes/ Description: |
|---|---------------|-----------------|---------------------|
| Chromebook Services - April Reclamation Cost | 340 x \$24 | \$8,160 | |
| Chromebook Services - April Shipping Cost | 701 x \$14 | \$9,814 | |
| Chromebook Expenses - Empty Boxes | 400 x \$20.36 | \$8,144 | |
| Chromebook Expenses - Extra Chargers | 200 x \$10.25 | \$2,050 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total: | | \$28,168 | |

| | | |
|--|--------------------------|----------------------------|
| Requestor Name: Sheryl Mosso | Requestor Signature: | Date: 05/07/2025 |
| SPuDs Name: Steve Ford | SPuDs Signature: | Date: 05/09/2025 |

FOR FINANCE DEPARTMENT USE ONLY

| | | |
|---|--|----------------------------|
| Finance Designee Name (for budget review): Lachelle Carter | Finance Designee Approval Signature: | Date: 05/20/2025 |
| Method of Payment: <input type="checkbox"/> Credit Card <input type="checkbox"/> Check <input type="checkbox"/> ACH <input type="checkbox"/> Purchase Order <input type="checkbox"/> Other: | | |
| Purchase Order #: | Requisition #: | PO# Date Issued: |



California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval. An invoice or quote must be attached to the requisition at the time of submission.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
 - a. The request is processed for payment, and a finance representative will place the order, or
 - b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.



California Online
Public Schools

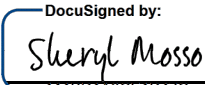
PURCHASE REQUISITION FORM
THIS IS NOT A PURCHASE ORDER


| | | |
|--|--|--|
| Name of Requestor: Sheryl Mosso | Today's Date: 4/30/25 | Date Needed By: Vendor will send invoice |
| Department/ Grade Level: Technology | School Region: N/A | |
| Vendor Name: SoftMSP | Vendor Contact Name: Lisa Lyle | Vendor Email: llyle@softmsp.com |
| Vendor Address: 27051 Towne Centre Dr Ste 120, Lake Forest, CA 92610 | | |

Intent / Usage/ Notes of Purchase:

Chromebook repairs not covered by insurance for 24/25 devices through 4/30

| Item of Purchase: <i>(add item link, if necessary)</i> | Quantity: | Price: | Notes/ Description: |
|--|-----------|--------|---------------------|
| Chromebook device repairs | 55 | \$110 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total: | | \$6050 | |

Requestor Name: Sheryl Mosso **Requestor Signature:**  **Date:** 04/30/2025
DocuSigned by: 111BD1A0CE1D47C...

SPuDs Name: Steve Ford **SPuDs Signature:**  **Date:** 05/01/2025
Signed by: 1B133E3ABC714FC...

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review):  **Date:** 05/01/2025
63EF3C9EE6DA47E...

Method of Payment: Credit Card Check ACH Purchase Order Other:

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____



Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
 - a. The request is processed for payment, and a finance representative will place the order, or
 - b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

SoCal

BILLING INVOICE

| | | | |
|-----------------|--|----------|---|
| Invoice # | 3622 | Bill To: | California Online Public School |
| Invoice Date: | 3/31/25 | | Attn: La Chelle Carter |
| Name: | El Paseo Children's Center Inc | | |
| Mailing Address | 74075 El Paseo Drive, Suite A2B Palm Desert, CA 92260 | | lacarter@calca.connectionsacademy.org SPED-Finance@californiaops.org |
| Telephone | 760-342-4900 | | abatin@calca.connectionsacademy.org |

| Provider | Invoice # | Region | Student | Service Type | Service Date | Actual Service Time | Billable Service in Hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .70 |
|--------------------|-----------|--------|--------------------------------|---------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|----------------------|
| Adriana Covarruias | 3622 | SoCal | Aenghus Decker-Knealing | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Aenghus Decker-Knealing | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Aenghus Decker-Knealing | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Aenghus Decker-Knealing | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Chesnee Pederson | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Chesnee Pederson | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Chesnee Pederson | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Chesnee Pederson | OT Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Chesnee Pederson | OT Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Harlem Allen | OT Services | 3/12/25 | 0.42 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Harlem Allen | OT Services | 3/19/25 | 0.42 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Harlem Allen | OT Services | 3/27/25 | 0.42 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Harlem Allen (n/s) | OT Services | 3/5/25 | 0.42 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Isabel Mercado | OT Services | 3/6/25 | 0.42 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Isabel Mercado | OT Services | 3/13/25 | 0.42 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Isabel Mercado | OT Services | 3/20/25 | 0.42 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Isabel Mercado | OT Services | 3/27/25 | 0.42 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Jesse Guido | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Jesse Guido | OT Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Jet Roberts | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Seven Isaacs | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Seven Isaacs (n/s) | OT Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Seven Isaacs (n/s) | OT Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Seven Isaacs (n/s) | OT Services | 3/17/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Seven Isaacs (n/s) | OT Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Tate Sharnai (n/s) | IEP Meeting | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Tyler Parker | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Conrad Dattage | IEP Meeting | 3/14/25 | 1.25 | 1.25 | 100 | \$125.00 | | \$0.00 |
| Adriana Covarruias | 3622 | SoCal | Jesse Guido | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Isabel Marquez Navarrete | 510 | 3/17/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Isabel Marquez Navarrete (n/s) | 510 | 3/24/25 | 1.00 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Isabel Marquez Navarrete | 510 | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Isabel Marquez Navarrete | 510 | 3/3/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Isabel Marquez Navarrete | 510 | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Jay Treviso Hernandez (n/s) | 510 | 3/14/25 | 1.00 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Jay Treviso Hernandez (n/s) | 510 | 3/28/25 | 1.00 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Max Maurer | 510 | 3/4/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Aileen Cuevas | 3622 | SoCal | Jay Treviso Hernandez | IEP Meeting | 3/5/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Albert Litvin | 3622 | SoCal | Gia Angulo | IEP Meeting | 3/6/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Albert Litvin | 3622 | SoCal | Violetta Bennett | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Albert Litvin | 3622 | SoCal | Tyler Parker | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alejandra Anonical | 3622 | SoCal | Ricardo Cermos | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alejandra Anonical | 3622 | SoCal | Da'Shawn Jefferson | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alejandra Anonical | 3622 | SoCal | Mila Rhines | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alicia Paoletta | 3622 | SoCal | London Hendrix-Hill | Ed Psych Assessment | 2/8/25 | n/a | n/a | n/a | \$1,950.00 | 22.00 | \$15.40 |
| Alicia Paoletta | 3622 | SoCal | Da'Haven Holly | Ed Psych Assessment | 3/9/25 | n/a | n/a | n/a | \$1,950.00 | 5.00 | \$3.50 |
| Alicia Paoletta | 3622 | SoCal | John Lopez | Ed Psych Assessment | 3/12/25 | n/a | n/a | n/a | \$1,950.00 | 34.00 | \$23.80 |
| Alysia Condon | 3622 | SoCal | Treyce Miles | Ed Psych Assessment | 1/31/25 | n/a | n/a | n/a | \$1,950.00 | 84.00 | \$58.80 |
| Alysia Condon | 3622 | SoCal | Josue Alvarado Guzman | Ed Psych Assessment | 2/17/25 | n/a | n/a | n/a | \$1,950.00 | 94.00 | \$65.80 |
| Alysia Condon | 3622 | SoCal | Darian Martinez | Ed Psych Assessment | 2/21/25 | n/a | n/a | n/a | \$1,950.00 | 88.00 | \$61.60 |
| Alyssa Guerrero | 3622 | SoCal | Christian Viramontes | OT Assessment | 3/25/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Alyssa Guerrero | 3622 | SoCal | Gabriel Villasenor | Review of Records | 3/14/25 | n/a | n/a | n/a | \$750.00 | | \$0.00 |
| Alyssa Guerrero | 3622 | SoCal | Aiden Munoz | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alyssa Guerrero | 3622 | SoCal | Kennedy Merchant | IEP Meeting | 3/3/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Alyssa Guerrero | 3622 | SoCal | Valentina Valencia | IEP Meeting | 3/12/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Alyssa Guerrero | 3622 | SoCal | Munemitsu Matsuyama | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Amy Couch | 3622 | SoCal | Anabelle Lopez | Ed Psych Assessment | 3/17/25 | n/a | n/a | n/a | \$1,950.00 | 16.00 | \$11.20 |
| Amy Couch | 3622 | SoCal | Nathan Moore | Ed Psych Assessment | 3/17/25 | n/a | n/a | n/a | \$1,950.00 | 126.00 | \$88.20 |
| Ana Do | 3622 | SoCal | Giovanni Pulido Flores | IEP Meeting | 3/6/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Anamile Norbut | 3622 | SoCal | Braxtyn Stevens | DHH Services | 3/12/25 | 0.33 | 1 | 110 | \$110.00 | | \$0.00 |

| | | | | | | | | | | |
|----------------------|------|-------|-------------------------|---------------------|---------|-------|------|-----|------------|----------------|
| Anamile Norbut | 3622 | SoCal | Matizen Stevens | DHH Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Annie Hinojos | 3622 | SoCal | Savannah Erwin | Review of Records | 3/28/25 | n/a | n/a | n/a | \$750.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Diego Olvera | OT Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Diego Olvera (n/s) | OT Services | 3/24/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Elma Younus | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Elma Younus | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Elma Younus | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Elma Younus | OT Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Gabriel Nichols | OT Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Gabriel Nichols | OT Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Gabriel Nichols | OT Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Henry Hesselman | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Henry Hesselman | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Henry Hesselman | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Henry Hesselman | OT Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Jabez Arevalo | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Jabez Arevalo | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Jabez Arevalo | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Liam Edora | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Liam Edora | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Liam Edora | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Liam Spearman | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Liam Spearman | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Mishka Donini | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Mishka Donini | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Mishka Donini | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Nathan Padilla (n/s) | OT Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Nathan Padilla (n/s) | OT Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Thea Bella Asuncion | OT Services | 3/7/25 | 0.50 | 3 | 110 | \$330.00 | 110.00 \$77.00 |
| Ariana Vista | 3622 | SoCal | Tristen Stidham | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ariana Vista | 3622 | SoCal | Tristen Stidham (n/s) | OT Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Arlene Mar | 3622 | SoCal | Jeremiah Dunham | Ed Psych Assessment | 3/30/25 | n/a | n/a | n/a | \$1,950.00 | 6.40 \$4.48 |
| Armando Alvarez Rico | 3622 | SoCal | Gabriel Villaseor | Speech Assessment | 3/4/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| Armando Alvarez Rico | 3622 | SoCal | Andres Montalvo | Speech Assessment | 3/5/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| Armando Alvarez Rico | 3622 | SoCal | Adrian Montalvo | Speech Assessment | 3/6/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| Armando Alvarez Rico | 3622 | SoCal | Giovanni Pulido Flores | IEP Meeting | 3/6/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 |
| Armando Alvarez Rico | 3622 | SoCal | Valentina Valencia | IEP Meeting | 3/12/25 | 1.75 | 1.75 | 100 | \$175.00 | \$0.00 |
| Armando Alvarez Rico | 3622 | SoCal | Adrian Montalvo | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Armando Alvarez Rico | 3622 | SoCal | Andres Montalvo | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Armando Alvarez Rico | 3622 | SoCal | Aiden Munoz | IEP Meeting | 3/31/25 | 1.25 | 1.25 | 100 | \$125.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Munemitsu Matsuyama | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Petra Arteaga | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Petra Arteaga | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Petra Arteaga | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Rudy Torres | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Samantha Morales Lomeli | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Samantha Morales Lomeli | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Samantha Morales Lomeli | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Samantha Morales Lomeli | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Shaunt Kumar | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Shaunt Kumar | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Shaunt Kumar | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Shaunt Kumar | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |

| | | | | | | | | | | |
|-----------------|------|-------|---------------------------------|-------------------|---------|-------|------|-----|------------|--------|
| Ashton Guillard | 3622 | SoCal | Shyera Plants | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Shyera Plants | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Shyera Plants | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Teri Lynn Jackson (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tessa Walker | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tessa Walker | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tessa Walker | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tessa Walker | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tyler Parker | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tyler Parker | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tyler Parker | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tyler Paulino | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tyler Paulino | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tyler Paulino | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Tyler Paulino (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Weston Stevens | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Weston Stevens | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Weston Stevens | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ashton Guillard | 3622 | SoCal | Weston Stevens | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Alfredo Pineda | 510 | 3/18/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Alfredo Pineda | 510 | 3/4/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Alfredo Pineda | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Alfredo Pineda | 510 | 3/25/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Brighton Kiemann (n/s) | 510 | 3/5/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Brighton Kiemann (n/s) | 510 | 3/19/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Caleb Lamb | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Caleb Lamb | 510 | 3/28/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Dennis David | 510 | 3/12/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Dennis David | 510 | 3/26/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Faith Yotter | 510 | 3/7/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Faith Yotter | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Faith Yotter | 510 | 3/21/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Faith Yotter | 510 | 3/28/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Kira Martin (n/s) | 510 | 3/20/25 | 1.00 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 510 | 3/18/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 510 | 3/4/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 510 | 3/11/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Riley Addie | 515 | 3/6/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Riley Addie | 515 | 3/13/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Riley Addie | 515 | 3/20/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Riley Addie | 515 | 3/27/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Savannah Erwin (n/s) | 515 | 3/10/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Savannah Erwin (n/s) | 515 | 3/24/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Sofia Guerrero | 510 | 3/5/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Sofia Guerrero | 510 | 3/19/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Unique Tovar | 510 | 3/3/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Unique Tovar | 510 | 3/10/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Unique Tovar | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Unique Tovar | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Unique Tovar | 510 | 3/24/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Unique Tovar | 510 | 3/28/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Unique Tovar (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Da'Shawn Jefferson | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Dennis David | IEP Meeting | 3/20/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Brenda Rea | 3622 | SoCal | Mikayla Campbell-Johnston | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Camraya Joliff | 3622 | SoCal | Teri Lynn Jackson | Speech Assessment | 3/6/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| Camraya Joliff | 3622 | SoCal | Darian Martinez | IEP Meeting | 3/4/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Camraya Joliff | 3622 | SoCal | Jason Butts | IEP Meeting | 3/7/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 |
| Candice Gayle | 3622 | SoCal | Serena DeNaples | PT Assessment | 3/18/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| Candice Gayle | 3622 | SoCal | Leo Ramirez | PT Assessment | 3/24/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 |
| Candice Gayle | 3622 | SoCal | Izzy Arellano | PT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Candice Gayle | 3622 | SoCal | Mateo Panduro | PT Services | 3/5/25 | 0.33 | 1 | 110 | \$110.00 | \$0.00 |
| Candice Gayle | 3622 | SoCal | Mateo Panduro | PT Services | 3/12/25 | 0.33 | 1 | 110 | \$110.00 | \$0.00 |

| | | | | | | | | | | | |
|------------------|------|-------|------------------------------|---------------------|---------|-------|------|-----|------------|--------|----------|
| Candice Gayle | 3622 | SoCal | Mateo Panduro | PT Services | 3/21/25 | 0.33 | 1 | 110 | \$110.00 | \$0.00 | |
| Candice Gayle | 3622 | SoCal | Mishka Donini | PT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Candice Gayle | 3622 | SoCal | Talline Brubaker | PT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Candice Gayle | 3622 | SoCal | Uriel Reynada Gonzalez (n/s) | IEP Meeting | 2/26/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Cari Geiss | 3622 | SoCal | Israel Lopez | Ed Psych Assessment | 1/24/25 | n/a | n/a | n/a | \$1,950.00 | 108.00 | \$75.60 |
| Cari Geiss | 3622 | SoCal | Trystin Lewis | Ed Psych Assessment | 2/12/25 | n/a | n/a | n/a | \$1,950.00 | 10.00 | \$7.00 |
| Cari Geiss | 3622 | SoCal | Sequoyah Rene | Ed Psych Assessment | 2/13/25 | n/a | n/a | n/a | \$1,950.00 | 172.00 | \$120.40 |
| Cari Geiss | 3622 | SoCal | London Bravo | Ed Psych Assessment | 2/14/25 | n/a | n/a | n/a | \$1,950.00 | 15.00 | \$10.50 |
| Cari Geiss | 3622 | SoCal | Dominick Martinez | Ed Psych Assessment | 2/21/25 | n/a | n/a | n/a | \$1,950.00 | 62.00 | \$43.40 |
| Cari Geiss | 3622 | SoCal | Safel Abdulovski | Ed Psych Assessment | 2/28/25 | n/a | n/a | n/a | \$1,950.00 | 15.00 | \$10.50 |
| Cassidy Quintana | 3622 | SoCal | Ayden Clark | IEP Meeting | 3/11/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Cassidy Quintana | 3622 | SoCal | Dean Mercado | IEP Meeting | 3/14/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Cassidy Quintana | 3622 | SoCal | Anthony Ramirez | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Chelsey Lane | 3622 | SoCal | Mason Diaz | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Corinna Faanunu | 3622 | SoCal | Anthony Hernandez | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 34.00 | \$23.80 |
| Corinna Faanunu | 3622 | SoCal | Barbara Solis | Ed Psych Assessment | 3/5/25 | n/a | n/a | n/a | \$1,950.00 | 118.00 | \$82.60 |
| Corinna Faanunu | 3622 | SoCal | Fransua Covarubias | Ed Psych Assessment | 3/8/25 | n/a | n/a | n/a | \$1,950.00 | 86.00 | \$60.20 |
| Cynthia Rowland | 3622 | SoCal | Zahlyah Thomas | Nurse Assessment | 3/26/25 | n/a | n/a | n/a | \$700.00 | 43.00 | \$30.10 |
| Danielle Roghair | 3622 | SoCal | Dwayne'son Wright | OT Assessment | 2/28/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Danielle Roghair | 3622 | SoCal | Lorena Tolentino | OT Assessment | 3/14/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Danielle Roghair | 3622 | SoCal | Serena DeNaples | OT Assessment | 3/17/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Danielle Roghair | 3622 | SoCal | Cole Ridgley | IEP Meeting | 3/5/25 | 2.00 | 2 | 100 | \$200.00 | \$0.00 | |
| Danielle Roghair | 3622 | SoCal | Giovanni Pulido Flores | IEP Meeting | 3/6/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Danielle Roghair | 3622 | SoCal | Clarissa Sierra | IEP Meeting | 3/11/25 | 2.00 | 2 | 100 | \$200.00 | \$0.00 | |
| Danielle Roghair | 3622 | SoCal | Lorena Tolentino | IEP Meeting | 3/21/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Destiny Coria | 3622 | SoCal | Izaak Mendez | Ed Psych Assessment | 2/17/25 | n/a | n/a | n/a | \$1,950.00 | 82.00 | \$57.40 |
| Destiny Coria | 3622 | SoCal | Arlene Arias | Ed Psych Assessment | 3/18/25 | n/a | n/a | n/a | \$1,950.00 | 62.00 | \$43.40 |
| Diana Cadigan | 3622 | SoCal | Aleysha Santiago | DHH Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Aleysha Santiago | DHH Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Aleysha Santiago | DHH Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Aleysha Santiago | DHH Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Deanna Spiwak | DHH Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Deanna Spiwak | DHH Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Deanna Spiwak | DHH Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Deanna Spiwak | DHH Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Emma Kirakos | DHH Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Emma Kirakos | DHH Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Emma Kirakos | DHH Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Emma Kirakos | DHH Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Emma Kirakos | DHH Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Emma Kirakos | DHH Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Emma Kirakos | DHH Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Heidi Romero | DHH Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Heidi Romero | DHH Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Deanna Spiwak | IEP Meeting | 3/11/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Deanna Spiwak | IEP Meeting | 3/31/25 | 2.00 | 2 | 100 | \$200.00 | \$0.00 | |
| Diana Cadigan | 3622 | SoCal | Ariel Gaxiola | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 | 3/27/25 | 0.50 | 1.00 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart (n/s) | 535 | 3/28/25 | 0.50 | 0.50 | 110 | \$55.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart (n/s) | 535 | 3/19/25 | 0.50 | 0.50 | 110 | \$55.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 (Parent) | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 (Parent) | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 (Parent) | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Georgio Stewart | 535 (Parent) | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Eleanora Magri | 3622 | SoCal | Jackson Vincent | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |

| | | | | | | | | | | | |
|-------------------|------|-------|----------------------------|---------------------|---------|------|------|-----|------------|--------|---------|
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 520 | 3/7/25 | 0.50 | 1 | 120 | \$120.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 520 | 3/13/25 | 0.50 | 1 | 120 | \$120.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 520 | 3/21/25 | 0.50 | 1 | 120 | \$120.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 520 | 3/28/25 | 0.50 | 1 | 120 | \$120.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/3/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/4/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/6/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/10/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/11/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/12/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/18/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/19/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/20/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/21/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/24/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/26/25 | 1.50 | 1.50 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/28/25 | 1.50 | 1.50 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz | 535 | 3/31/25 | 1.50 | 1.50 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Jacob Ortiz (n/s) | 535 | 3/25/25 | 1.50 | 0.75 | 110 | \$82.50 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/5/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/7/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/10/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/12/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/21/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/24/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/25/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/26/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/27/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera | 535 | 3/31/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera (n/s) | 535 | 3/20/25 | 1.50 | 0.75 | 110 | \$82.50 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera (n/s) | 535 | 3/4/25 | 1.50 | 0.75 | 110 | \$82.50 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera (n/s) | 535 | 3/11/25 | 1.50 | 0.75 | 110 | \$82.50 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Shyanna Rivera (n/s) | 535 | 3/18/25 | 1.50 | 0.75 | 110 | \$82.50 | | \$0.00 |
| Eleanora Magri | 3622 | SoCal | Lloyd Spearman (cancelled) | IEP Meeting | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Elizabeth Bogarin | 3622 | SoCal | Liljen (Aspren) Arias | Ed Psych Assessment | 3/14/25 | n/a | n/a | n/a | \$1,950.00 | 120.00 | \$84.00 |
| Elizabeth Ramirez | 3622 | SoCal | Adam Raygosa | 510 | 3/21/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Charlotte Millus (n/s) | 510 | 3/21/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Charlotte Millus (n/s) | 510 | 3/28/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Da'Shawn Jefferson (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Da'Shawn Jefferson | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Kota Bellamy | 510 | 3/6/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Kota Bellamy | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Kota Bellamy (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Morgan Haas | 535 | 3/13/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Morgan Haas | 535 | 3/20/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Kota Bellamy | IEP Meeting | 3/27/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Norah Gallegos | IEP Meeting | 3/6/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Thomas Shelton | IEP Meeting | 3/14/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3622 | SoCal | Charlotte Millus | IEP Meeting | 3/4/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Angelina Romero (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Angelina Romero (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Angelina Romero (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Angelina Romero (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Ava Bates | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Ava Bates | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Ava Bates | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Ava Bates | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Ava Bates | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Ava Bates (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Ava Bates (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Hailey Vasquez | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Hailey Vasquez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Hailey Vasquez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Hailey Vasquez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |

| | | | | | | | | | | |
|---------------|------|-------|--------------------------------|-----------------|---------|------|-----|-----|----------|--------|
| Emily Chupek | 3622 | SoCal | Jason Knowles (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Jason Knowles (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Leah Morales | Speech Services | 3/7/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Leah Morales | Speech Services | 3/14/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Leah Morales | Speech Services | 3/21/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Leah Morales | Speech Services | 3/28/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Emily Chupek | 3622 | SoCal | Sean Torres (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Aenghus Decker-Knealing | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Aenghus Decker-Knealing | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Aenghus Decker-Knealing | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Alexander Mendoza | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Alexander Mendoza | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Alexander Mendoza | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Brody Ashley Lackey | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Brody Ashley Lackey | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Brody Ashley Lackey | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Brody Ashley Lackey (n/s) | Speech Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Douglas Shannon (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Douglas Shannon (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Douglas Shannon (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Elijah Avakian | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Elijah Avakian | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Elijah Avakian | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Elijah Avakian | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Elijah Avakian | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Elijah Avakian | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Elijah Avakian | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Gabriel Villasenor | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Gabriel Villasenor | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Gabriel Villasenor (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Giovanni Jimenez-Ramirez | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Giovanni Jimenez-Ramirez (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Giovanni Jimenez-Ramirez (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jamie (James) Tran | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jamie (James) Tran | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jay Jr Bedassie | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jay Jr Bedassie | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jay Jr Bedassie | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jay Jr Bedassie | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jay Jr Bedassie | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jay Jr Bedassie | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Jay Jr Bedassie | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Joshua Jimenez (n/s) | Speech Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalel Larios | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalel Larios | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalel Larios | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalel Larios | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalel Larios | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalel Larios | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalel Larios | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalvin Marcellus Tan | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalvin Marcellus Tan | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalvin Marcellus Tan | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Kalvin Marcellus Tan | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Liam Edora | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3622 | SoCal | Liam Edora | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |

| | | | | | | | | | | |
|-------------|------|-------|--------------------------|-----------------|---------|------|-----|-----|----------|--------|
| Evette Rios | 3622 | SoCal | Anthony Ramirez (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Christopher Baltes | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Christopher Baltes | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Christopher Baltes | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Christopher Baltes | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Da'Shawn Jefferson | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Da'Shawn Jefferson (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Da'Shawn Jefferson (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Dean Mercado | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Dean Mercado | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Dean Mercado | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Dean Mercado | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Dean Mercado (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eduardo Garduno Aviles | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eduardo Garduno Aviles | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eduardo Garduno Aviles | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eduardo Garduno Aviles | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eduardo Garduno Aviles | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eduardo Garduno Aviles | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eduardo Garduno Aviles | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eric Hernandez | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eric Hernandez | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eric Hernandez | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Eric Hernandez (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ilfanda Martinez Gomez | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ilfanda Martinez Gomez | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ilfanda Martinez Gomez | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Ivory Mirsky (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Izzy Arellano (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Jason Butts | Speech Services | 2/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Jason Butts | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Jason Butts | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Jason Butts | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Jason Butts (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Josue Fierro | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Josue Fierro | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Josue Fierro | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Josue Fierro | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Katelyn Guemero | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Katelyn Guemero | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Katelyn Guemero | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Katelyn Guemero | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kaimana Akana | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kaimana Akana | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kaimana Akana | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kaimana Akana (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Kristopher Jackson | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Latae Spearman | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Latae Spearman | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3622 | SoCal | Latae Spearman | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |

| | | | | | | | | | | | |
|-------------------|------|-------|-----------------------|---------------------|---------|-------|------|-----|------------|--------|----------|
| Evette Rios | 3622 | SoCal | Latae Spearman | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Liam Spearman | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Liam Spearman | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Lloyd Spearman | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Lloyd Spearman | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Lloyd Spearman | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Lloyd Spearman | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Logan Messner | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Logan Messner | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Logan Messner | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mauricio Nanez (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mauricio Nanez (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mauricio Nanez (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mauricio Nanez (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Maximus Lopez (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Maximus Lopez (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Maximus Lopez (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mila Rhines | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mila Rhines (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mila Rhines (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Mila Rhines (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Morgan Haas | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Morgan Haas | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Morgan Haas | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Morgan Haas | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Morgan Haas (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Morgan Haas (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Morgan Haas (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Naihlea Delgado (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Naihlea Delgado (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Naihlea Delgado (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Naihlea Delgado (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Noah Flores | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Osiris Adams (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Ricardo Cermtos | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Ricardo Cermtos (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Ricardo Cermtos (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Ricardo Cermtos (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Alali (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3622 | SoCal | Sarah Lyman | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Gary Ferrer | 3622 | SoCal | Savannah Catano | Ed Psych Assessment | 2/11/25 | n/a | n/a | n/a | \$1,950.00 | 5.40 | \$3.78 |
| Gary Ferrer | 3622 | SoCal | Lawunda Price | Ed Psych Assessment | 2/26/25 | n/a | n/a | n/a | \$1,950.00 | 140.80 | \$98.56 |
| Heather Dodi | 3622 | SoCal | Sean Amoroso | O & M Services | 3/22/25 | 3.00 | 7 | 110 | \$770.00 | 154.00 | \$107.80 |
| Jacqueline Cotten | 3622 | SoCal | Jesi Chavez | Nurse Assessment | 3/13/25 | n/a | n/a | n/a | \$700.00 | | \$0.00 |
| Jasmine Ceballos | 3622 | SoCal | Santiago Padilla | Ed Psych Assessment | 3/10/25 | n/a | n/a | n/a | \$1,950.00 | 128.00 | \$89.60 |
| Jasmine Ceballos | 3622 | SoCal | Sion Cordero | Ed Psych Assessment | 3/21/25 | n/a | n/a | n/a | \$1,950.00 | 90.80 | \$63.56 |
| Jessica Marinelli | 3622 | SoCal | Anna Clay | Speech Assessment | 3/14/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Jessica Marinelli | 3622 | SoCal | Gabriel Villasenor | IEP Meeting | 3/12/25 | 1.25 | 1.25 | 100 | \$125.00 | | \$0.00 |
| Jessica Marinelli | 3622 | SoCal | Kaimana Akana | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Jessica Marinelli | 3622 | SoCal | Matthew-Preston Toure | IEP Meeting | 3/6/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |

| | | | | | | | | | | |
|-------------------|------|-------|---------------------------------|-------------|---------|------|-----|-----|----------|--------|
| Jessica Marinelli | 3622 | SoCal | Munemitsu Matsuyama | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 |
| Jessica Marinelli | 3622 | SoCal | Petra Arteaga | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Jessica Marinelli | 3622 | SoCal | Tessa Walker | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Aiden Catalan | 510 | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Aiden Catalan | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Aiden Catalan (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Angelina Romero | 510 | 3/4/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Angelina Romero (n/s) | 510 | 3/18/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Douglas Shannon (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Douglas Shannon (n/s) | 510 | 3/11/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Eric Hernandez (n/s) | 515 | 2/19/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Eric Hernandez (n/s) | 515 | 3/19/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Eric Hernandez (n/s) | 515 | 3/5/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Ezekiel Ramirez | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Ezekiel Ramirez (n/s) | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Ezekiel Ramirez (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Ezekiel Ramirez (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser | 510 | 3/20/25 | 0.75 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser | 510 | 3/27/25 | 0.75 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser (n/s) | 510 | 3/13/25 | 0.75 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser (n/s) | 510 | 3/6/25 | 0.75 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Kevin Arami (n/s) | 510 | 3/26/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Kevin Arami (n/s) | 510 | 3/12/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Norah Gallegos (n/s) | 510 | 3/4/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Norah Gallegos (n/s) | 510 | 3/18/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Patricia Gonzales | 510 | 3/4/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Patricia Gonzales (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Patricia Gonzales (n/s) | 510 | 3/11/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Raymond Salazar | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Raymond Salazar (n/s) | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Sarah Lyman | 510 | 3/13/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Sarah Lyman (n/s) | 510 | 3/20/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Sarah Lyman (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Sarah Lyman (n/s) | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Savannah Nick (n/s) | 510 | 3/4/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Savannah Nick (n/s) | 510 | 3/11/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Savannah Nick (n/s) | 510 | 3/18/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Savannah Nick (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Violetta Bennett | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Violetta Bennett (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Violetta Bennett (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Violetta Bennett (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Akimasa Matsuyama (n/s) | 515 | 3/5/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Akimasa Matsuyama (n/s) | 515 | 3/12/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Akimasa Matsuyama (n/s) | 515 | 3/19/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Akimasa Matsuyama (n/s) | 515 | 3/26/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser (n/s) | 515 | 3/10/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser (n/s) | 515 | 3/17/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser (n/s) | 515 | 3/24/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser (n/s) | 515 | 3/31/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser (n/s) | 515 | 3/3/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jesse Matzen (n/s) | 515 | 3/5/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jesse Matzen (n/s) | 515 | 3/12/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jesse Matzen (n/s) | 515 | 3/19/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Jesse Matzen (n/s) | 515 | 3/26/25 | 0.33 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Lucas Vazquez | 515 | 3/12/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Lucas Vazquez (n/s) | 515 | 3/5/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Lucas Vazquez (n/s) | 515 | 3/19/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Margaret Navaro (n/s) | 515 | 3/10/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Margaret Navaro (n/s) | 515 | 3/17/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Margaret Navaro (n/s) | 515 | 3/24/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Margaret Navaro (n/s) | 515 | 3/31/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Margaret Navaro (n/s) | 515 | 3/3/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Matthew-Preston Toure | 515 | 3/3/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 515 | 3/10/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 515 | 3/17/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 515 | 3/24/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 515 | 3/31/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Mikayla Campbell-Johnston (n/s) | 515 | 3/3/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Oliver Hernandez | 515 | 3/19/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |
| Jill Gillette | 3622 | SoCal | Oliver Hernandez | 515 | 3/26/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 |

| | | | | | | | | | | | |
|----------------|------|-------|--------------------------|---------------------|---------|------|-----|-----|------------|--------|----------|
| Jill Gillette | 3622 | SoCal | Oliver Hernandez (n/s) | 515 | 3/5/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Oliver Hernandez (n/s) | 515 | 3/12/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Trevor Johnston (n/s) | 515 | 3/12/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Trevor Johnston (n/s) | 515 | 3/5/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Trevor Johnston (n/s) | 515 | 3/19/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Trevor Johnston (n/s) | 515 | 3/26/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Andrew Konshak (n/s) | 520 | 3/12/25 | 0.50 | 0.5 | 120 | \$60.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Andrew Konshak (n/s) | 520 | 3/26/25 | 0.50 | 0.5 | 120 | \$60.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Jasmine Chesser | 520 | 3/5/25 | 0.50 | 1 | 120 | \$120.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Violetta Bennett | 520 | 3/12/25 | 1.00 | 1 | 120 | \$120.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Andrew Konshak | IEP Meeting | 3/21/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Douglas Shannon | IEP Meeting | 3/7/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Matthew-Preston Toure | IEP Meeting | 3/6/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Oliver Hernandez | IEP Meeting | 3/3/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Jill Gillette | 3622 | SoCal | Violetta Bennett | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Jodi Cunha | 3622 | SoCal | Jameson Godden | Ed Psych Assessment | 3/28/25 | n/a | n/a | n/a | \$1,950.00 | 148.00 | \$103.60 |
| Kanoa Elizondo | 3622 | SoCal | Kalvin Marcellus Tan | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Kalvin Marcellus Tan | APE Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Kalvin Marcellus Tan | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Kalvin Marcellus Tan | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Liam Edora | APE Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Liam Edora | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Liam Edora | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Liam Edora (m/w 3/24) | APE Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Liam Edora | APE Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Mateo Panduro | APE Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Mateo Panduro | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Mateo Panduro | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Mateo Panduro | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Mateo Panduro | APE Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Munemitsu Matsuyama | APE Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Munemitsu Matsuyama | APE Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Munemitsu Matsuyama | APE Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Munemitsu Matsuyama | APE Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Robert Gray | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Robert Gray | APE Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Robert Gray | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Robert Gray | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Robert Gray | APE Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3622 | SoCal | Munemitsu Matsuyama | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Adam Raygosa | APE Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Adam Raygosa | APE Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Alexander Mendoza | APE Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Athena Lindsay | APE Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Elijah Romero | APE Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Giovanni Jimenez-Ramirez | APE Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Giovanni Jimenez-Ramirez | APE Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Marston Judkins | APE Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Marston Judkins | APE Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Marston Judkins | APE Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Marston Judkins | APE Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Mason Diaz | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Mason Diaz | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Mason Diaz | APE Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Yarezi Sigala | APE Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3622 | SoCal | Yarezi Sigala | APE Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |

| | | | | | | | | | | | |
|---------------------------|------|-------|---------------------------|---------------------|---------|------|-----|-----|------------|--------|----------|
| Kasey Galik | 3622 | SoCal | Yaretzl Sigala | APE Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galik | 3622 | SoCal | Yaretzl Sigala | APE Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kathleen Frazier | 3622 | SoCal | Cole Ridgley | IEP Meeting | 3/5/25 | 2.00 | 2 | 100 | \$200.00 | | \$0.00 |
| Kathleen Frazier | 3622 | SoCal | Jet Roberts | Nurse Assessment | 3/14/25 | n/a | n/a | n/a | \$700.00 | 13.60 | \$9.52 |
| Kathleen Frazier | 3622 | SoCal | Zion Smith | Nurse Assessment | 3/20/25 | n/a | n/a | n/a | \$700.00 | 37.00 | \$25.90 |
| Kathleen Frazier | 3622 | SoCal | Liam Spearman | Nurse Assessment | 3/20/25 | n/a | n/a | n/a | \$700.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | LeAunte Pinkney-Moore | AT Assessment | 3/7/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Serena DeNaples | AT Assessment | 3/7/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Serena DeNaples | AAC Assessment | 3/7/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Camille Frausto | AAC Assessment | 3/12/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Za'ra Brown | AAC Assessment | 3/19/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Za'ra Brown | AT Assessment | 3/19/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Amiyah Wilson | AAC Assessment | 3/20/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Sage Jacobs | AT Assessment | 3/21/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Sage Jacobs | AAC Assessment | 3/21/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Amirah Gottlieb | AT Assessment | 3/28/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Munemitsu Matsuyama | AT Services | 3/10/25 | 1.50 | 1.5 | 120 | \$180.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Douglas Shannon | AT Services | 3/14/25 | 0.50 | 1 | 120 | \$120.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Jesse Guido | AT Services | 3/18/25 | 0.50 | 1 | 120 | \$120.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Savannah Catano | AT Services | 3/28/25 | 1.00 | 1 | 120 | \$120.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Clanssa Sierra | IEP Meeting | 3/11/25 | 2.50 | 2.5 | 100 | \$250.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Valentina Valencia | IEP Meeting | 3/12/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Douglas Shannon | IEP Meeting | 3/7/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Savannah Catano | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Onyx-Ray Murrell | IEP Meeting | 3/21/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Anthony Ramirez | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Jesse Guido | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Eddie Gallagher | IEP Meeting | 3/26/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Aiden Munoz | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Matthew Gomez | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Aiden Munoz (n/s) | IEP Meeting | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Aphaea Drymon | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Dunn | 3622 | SoCal | Munemitsu Matsuyama | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kelly Hannum | 3622 | SoCal | Devin Thomas | Ed Psych Assessment | 2/3/25 | n/a | n/a | n/a | \$1,950.00 | 44.00 | \$30.80 |
| Kelly Hannum | 3622 | SoCal | Tristan Willis | Ed Psych Assessment | 3/2/25 | n/a | n/a | n/a | \$1,950.00 | 164.00 | \$114.80 |
| Kelly Hannum | 3622 | SoCal | Leila Mejia | Ed Psych Assessment | 3/9/25 | n/a | n/a | n/a | \$1,950.00 | 100.00 | \$70.00 |
| Kelly Paolisso | 3622 | SoCal | Mavontay Hamilton | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 56.00 | \$39.20 |
| Kelly Paolisso | 3622 | SoCal | Brighton Kiem | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 52.00 | \$36.40 |
| Khalilah Condon | 3622 | SoCal | Dean Mercado | FBA | 3/3/25 | n/a | n/a | n/a | \$1,950.00 | | \$0.00 |
| Khalilah Condon | 3622 | SoCal | Wilder Lillehoff | FBA | 3/23/25 | n/a | n/a | n/a | \$1,950.00 | 106.60 | \$74.62 |
| Khalilah Condon | 3622 | SoCal | Wilder Lillehoff | Staffing Meeting | 3/20/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Cezar-Adam Grano | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks (n/s) | Speech Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks (n/s) | Speech Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks (n/s) | Speech Services | 3/17/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks (n/s) | Speech Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Georgia Peach Marks (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Joshua Blackburn | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Joshua Blackburn | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Joshua Blackburn | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Joshua Blackburn (n/s) | Speech Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Joshua Blackburn (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3622 | SoCal | Douglas Shannon | IEP Meeting | 3/7/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Lauren Linhoff | 3622 | SoCal | Sean Amoroso | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Linhoff | 3622 | SoCal | Sean Amoroso | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lynn Defino | 3622 | SoCal | Gilberto Polanco | 510 | 3/5/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Lynn Defino | 3622 | SoCal | Gilberto Polanco | 510 | 3/19/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Lynn Defino | 3622 | SoCal | Gilberto Polanco | 510 | 3/26/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Lynn Defino | 3622 | SoCal | Gilberto Polanco (n/s) | 510 | 3/12/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |

| | | | | | | | | | | |
|-----------------|------|-------|------------------------|-----------------|---------|------|-----|-----|----------|--------|
| Mae Belen Vital | 3622 | SoCal | Conrad Dattage | IEP Meeting | 3/14/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Logan Messner | IEP Meeting | 3/5/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Trystin Lewis | IEP Meeting | 3/19/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Adam Raygosa | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Adam Raygosa (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Adam Raygosa (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Adam Raygosa (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Eli Ramirez | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Eli Ramirez | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Eli Ramirez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Eli Ramirez | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Eli Ramirez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Eli Ramirez (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elijah Lester | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elijah Lester (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elijah Lester (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elma Younus | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elma Younus | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elma Younus | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elma Younus | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elma Younus | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elma Younus | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Elma Younus (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Harlem Allen | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Harlem Allen | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Harlem Allen (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Harlem Allen (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Henry Hesselman | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Henry Hesselman | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Henry Hesselman | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Henry Hesselman | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Henry Hesselman | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Henry Hesselman | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Izaak Mendez | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Izaak Mendez (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Izaak Mendez (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Izaak Mendez (n/s) | Speech Services | 3/24/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Izaak Mendez (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Jeffrey Luna (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Jeffrey Luna (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Jeffrey Luna (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Jeffrey Luna (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Joel Martinez | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Joel Martinez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Kennedy Vanias | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Kennedy Vanias | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Kennedy Vanias (n/s) | Speech Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Kennedy Vanias (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Kennedy Vanias (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Kennedy Vanias (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Liam Spearman (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Liam Spearman (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Niko Gentle | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Niko Gentle | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Niko Gentle | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Niko Gentle | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Niko Gentle (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Niko Gentle (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz (n/s) | Speech Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Romeo Jackiewicz (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Taline Brubaker | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Taline Brubaker (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Trystin Lewis | Speech Services | 3/6/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Trystin Lewis | Speech Services | 3/20/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 |

| | | | | | | | | | | | |
|-----------------|------|-------|---------------------------------|---------------------|---------|------|-----|-----|------------|-------|---------|
| Mae Belen Vital | 3622 | SoCal | Trystin Lewis | Speech Services | 3/27/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Trystin Lewis (n/s) | Speech Services | 3/13/25 | 1.00 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Violetta Bennett (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Violetta Bennett (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mae Belen Vital | 3622 | SoCal | Violetta Bennett (n/s) | Speech Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Maite Saavedra | 3622 | SoCal | Valentina Valencia | Ed Psych Assessment | 3/4/25 | n/a | n/a | n/a | \$1,950.00 | 74.00 | \$51.80 |
| Mara Lewis | 3622 | SoCal | Osiris Adams | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Mary Kay Dodd | 3622 | SoCal | Arlene Arias | Nurse Assessment | 3/14/25 | n/a | n/a | n/a | \$700.00 | 8.00 | \$5.60 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 2/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 2/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 2/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 2/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Ava Bates | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Isabel Paulo-Cruz | 535 | 2/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Melanie Segrave | 3622 | SoCal | Isabel Paulo-Cruz | 535 | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Eddie Gallagher (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jabez Arevalo | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jay Treviso Hernandez (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jay Treviso Hernandez (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jay Treviso Hernandez (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jay Treviso Hernandez (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Jeriah Diaz (n/s) | Speech Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Matthew Gomez | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Matthew Gomez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Matthew Gomez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Matthew Gomez | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Matthew Gomez (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Matthew Gomez (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Matthew Gomez (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Maya Faison | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Maya Faison | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Maya Faison | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Maya Faison | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Odalys Davalos Villagomez | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Odalys Davalos Villagomez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Odalys Davalos Villagomez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes Allin | 3622 | SoCal | Odalys Davalos Villagomez (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Monika Mabe | 3622 | SoCal | Aliyan Torres (n/s) | 510 | 3/21/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3622 | SoCal | Aliyan Torres | 510 | 3/3/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |

| | | | | | | | | | | | |
|------------------|------|-------|-------------------------------|-------------------|---------|-------|------|-----|------------|--------|---------|
| Monika Mabe | 3622 | SoCal | Alyah Torres | 510 | 3/7/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Alyah Torres (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Alyah Torres (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Alyah Torres (n/s) | 510 | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Alyah Torres (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Ariel Gaxiola (n/s) | 515 | 3/7/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Ariel Gaxiola (n/s) | 515 | 3/14/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Ariel Gaxiola (n/s) | 515 | 3/21/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Genese Montiel | 510 | 3/7/25 | 0.75 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Genese Montiel (n/s) | 510 | 3/21/25 | 0.75 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Genese Montiel (n/s) | 510 | 3/14/25 | 0.75 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Jake Heffeman (n/s) | 510 | 3/21/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Jake Heffeman (n/s) | 510 | 3/7/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Juanjose Mendez Garcia (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Sophia (Tyler) Joyner (n/s) | 520 | 3/21/25 | 0.50 | 0.5 | 120 | \$60.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Trevor Johnston | 510 | 3/3/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Trevor Johnston | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Trevor Johnston | 510 | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Trevor Johnston (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Trevor Johnston (n/s) | 510 | 3/14/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Ariel Gaxiola | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3622 | SoCal | Genese Montiel | IEP Meeting | 3/20/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Monique Nguyen | 3622 | SoCal | Aiden Munoz | IEP Meeting | 3/3/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Monique Nguyen | 3622 | SoCal | Victor Lopez | IEP Meeting | 3/6/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Monique Nguyen | 3622 | SoCal | Elma Younus | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Monique Nguyen | 3622 | SoCal | Liam Spearman | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Monique Nguyen | 3622 | SoCal | Victor Lopez | IEP Meeting | 3/19/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Monique Nguyen | 3622 | SoCal | Tate Sharai | IEP Meeting | 3/27/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Nadia Rojas | 3622 | SoCal | Nicholas Green | Nurse Assessment | 3/1/25 | n/a | n/a | n/a | \$700.00 | 66.00 | \$46.20 |
| Nadia Rojas | 3622 | SoCal | Mirade Robertson | Nurse Assessment | 3/1/25 | n/a | n/a | n/a | \$700.00 | 117.00 | \$81.90 |
| Nadia Rojas | 3622 | SoCal | Samuel Holgado | Nurse Assessment | 3/3/25 | n/a | n/a | n/a | \$700.00 | 40.00 | \$28.00 |
| Nadia Rojas | 3622 | SoCal | Olivia Aguilar | Nurse Assessment | 3/4/25 | n/a | n/a | n/a | \$700.00 | 122.00 | \$85.40 |
| Nadia Rojas | 3622 | SoCal | Londyn Hendrix Hill | Nurse Assessment | 3/15/25 | n/a | n/a | n/a | \$700.00 | 27.00 | \$18.90 |
| Nadia Rojas | 3622 | SoCal | Destiny Linares | Nurse Assessment | 3/17/25 | n/a | n/a | n/a | \$700.00 | 130.00 | \$91.00 |
| Nadia Rojas | 3622 | SoCal | Alexis Sanchez | Nurse Assessment | 3/17/25 | n/a | n/a | n/a | \$700.00 | 0.00 | \$0.00 |
| Nadia Rojas | 3622 | SoCal | Olivia Munoz | Nurse Assessment | 3/21/25 | n/a | n/a | n/a | \$700.00 | 81.00 | \$56.70 |
| Nadia Rojas | 3622 | SoCal | Jayden Proffitt | Nurse Assessment | 3/22/25 | n/a | n/a | n/a | \$700.00 | 59.00 | \$41.30 |
| Nadia Rojas | 3622 | SoCal | Leah Morales | Nurse Assessment | 3/22/25 | n/a | n/a | n/a | \$700.00 | 102.00 | \$71.40 |
| Nadia Rojas | 3622 | SoCal | Lilien (Aspren) Arias | Nurse Assessment | 3/24/25 | n/a | n/a | n/a | \$700.00 | 82.00 | \$57.40 |
| Nadia Rojas | 3622 | SoCal | Lilien (Aspren) Arias | ECP | 3/24/25 | 1.50 | 1.5 | 110 | \$165.00 | \$0.00 | \$0.00 |
| Nadia Rojas | 3622 | SoCal | Jayden Proffitt | ECP x3 | 3/22/25 | 4.50 | 4.5 | 110 | \$495.00 | \$0.00 | \$0.00 |
| Nadia Rojas | 3622 | SoCal | Nicholas Green | ECP x 2 | 3/1/25 | 3.00 | 3 | 110 | \$330.00 | \$0.00 | \$0.00 |
| Patricia Slaback | 3622 | SoCal | Jesus Barragan Ramirez | OI Services | 3/28/25 | 0.25 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Patricia Slaback | 3622 | SoCal | Clanssa Sierra | OI Services | 3/27/25 | 0.25 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Patricia Slaback | 3622 | SoCal | Thea Bella Ascuncion | OI Services | 3/28/25 | 0.25 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Patricia Slaback | 3622 | SoCal | Clanssa Sierra | IEP Meeting | 3/11/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Angel Vargas Santamaria | Speech Services | 2/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Angel Vargas Santamaria (n/s) | Speech Services | 2/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Angel Vargas Santamaria (n/s) | Speech Services | 2/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Angel Vargas Santamaria (n/s) | Speech Services | 2/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Katelynn Cardona | Speech Services | 2/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Katelynn Cardona (n/s) | Speech Services | 2/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Katelynn Cardona (n/s) | Speech Services | 2/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Mavontay Hamilton | Speech Services | 2/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Mavontay Hamilton | Speech Services | 2/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Tiarra Neri-Booker | Speech Services | 2/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Tiarra Neri-Booker | Speech Services | 2/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Tiarra Neri-Booker | Speech Services | 2/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Tiarra Neri-Booker | Speech Services | 2/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | \$0.00 |
| Penny Lopez | 3622 | SoCal | Tiarra Neri-Booker | Speech Assessment | 2/24/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Andrea Sandoval (n/s) | 510 | 3/5/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Andrea Sandoval (n/s) | 510 | 3/26/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Elma Younus | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Elma Younus | 510 | 3/18/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Elma Younus | 510 | 3/25/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Elma Younus | 510 | 3/4/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Isaac Owens | 510 | 3/26/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Isaac Owens (n/s) | 510 | 3/5/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Isaac Owens (n/s) | 510 | 3/19/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Jeremiah Navamo (n/s) | 515 | 3/26/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | \$0.00 |
| Reginald Boyd | 3622 | SoCal | Osins Adams | 515 | 3/31/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | \$0.00 |

| | | | | | | | | | | | |
|--------------------|------|-------|---------------------------|---------------------|---------|-------|------|-----|------------|--------|---------|
| Reginald Boyd | 3622 | SoCal | Osins Adams | 515 | 3/19/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Osins Adams | 515 | 3/26/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Osins Adams | 515 | 3/24/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Phebe Liuzzo | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Phebe Liuzzo (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Phebe Liuzzo (n/s) | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Phebe Liuzzo (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | William Pasmant | 510 | 3/7/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | William Pasmant | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | William Pasmant | 510 | 3/21/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | William Pasmant | 510 | 3/28/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Zahir Farhan | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Elma Younus | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Zahir Farhan | IEP Meeting | 3/20/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | John Lopez | IEP Meeting | 3/6/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Osins Adams | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Jeremiah Navarro (n/s) | IEP Meeting | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Andrea Sandoval | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3622 | SoCal | Andrea Sandoval | IEP Meeting | 3/13/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Roxanna Ware | 3622 | SoCal | Skyler Hersey | Ed Psych Assessment | 3/5/25 | n/a | n/a | n/a | \$1,950.00 | 50.60 | \$35.42 |
| Roxanna Ware | 3622 | SoCal | Jesi Chavez | Ed Psych Assessment | 3/6/25 | n/a | n/a | n/a | \$1,950.00 | 10.00 | \$7.00 |
| Roxanna Ware | 3622 | SoCal | Conrad Dattage | Ed Psych Assessment | 3/9/25 | n/a | n/a | n/a | \$1,950.00 | 108.80 | \$76.16 |
| Roxanna Ware | 3622 | SoCal | Nathan Ramirez | Ed Psych Assessment | 3/12/25 | n/a | n/a | n/a | \$1,950.00 | 91.00 | \$63.70 |
| Roxanna Ware | 3622 | SoCal | Nathan Ramirez | FBA Assessment | 3/12/25 | n/a | n/a | n/a | \$1,950.00 | | \$0.00 |
| Sarah Sabghzadeh | 3622 | SoCal | Elijah Edwards | 510 | 3/26/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Elijah Edwards (n/s) | 510 | 3/12/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Elijah Edwards | 515 | 3/26/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Elijah Edwards (n/s) | 515 | 3/12/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Elijah Edwards (n/s) | 520 | 3/4/25 | 0.50 | 0.5 | 120 | \$60.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Hailey Vasquez | 510 | 3/13/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Hailey Vasquez | 510 | 3/27/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Kennedy Ibanez | 510 | 3/6/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Kennedy Ibanez (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Kennedy Ibanez | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Kennedy Ibanez | 510 | 3/27/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Leah Morales | 510 | 3/6/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Leah Morales | 510 | 3/13/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Leah Morales | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Sarah Sabghzadeh | 3622 | SoCal | Leah Morales | 510 | 3/27/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Shelbi Casados | 3622 | SoCal | Olivia Jaime | Speech Assessment | 3/19/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Shelbi Casados | 3622 | SoCal | Leo Ramirez | Speech Assessment | 3/23/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Andrew Konshak (n/s) | 535 | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Andrew Konshak (n/s) | 535 | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Andrew Konshak (n/s) | 535 | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Andrew Konshak (n/s) | 535 | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero | 535 | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Angelina Romero (n/s) | 535 | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 Parent | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 Parent | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 Parent | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Elma Younus | 535 Parent | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Georgia Peach Marks (n/s) | 535 | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Georgia Peach Marks (n/s) | 535 | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Georgia Peach Marks (n/s) | 535 | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Georgia Peach Marks (n/s) | 535 | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |

| | | | | | | | | | | | |
|--------------------|------|-------|---------------------------|------------------|---------|------|-----|-----|----------|--------|---------|
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Hailey Banuelos | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Isabel Mercado | 535 | 3/4/25 | 0.65 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Isabel Mercado | 535 | 3/11/25 | 0.65 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Isabel Mercado | 535 | 3/25/25 | 0.65 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Izaak Mendez (n/s) | 535 | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Izaak Mendez (n/s) | 535 | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Izaak Mendez (n/s) | 535 | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Izaak Mendez (n/s) | 535 | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Jules Hurwitz (n/s) | 535 | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Killian Ikia Gomez | 535 | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Killian Ikia Gomez | 535 | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Killian Ikia Gomez | 535 | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Killian Ikia Gomez | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Killian Ikia Gomez | 535 | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Killian Ikia Gomez | 535 | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Killian Ikia Gomez | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Latae Spearman | 535 | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Latae Spearman | 535 | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Latae Spearman | 535 | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Latae Spearman | 535 | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Latae Spearman | 535 | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Latae Spearman | 535 | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Lloyd Spearman | 535 | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Lloyd Spearman | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Lloyd Spearman | 535 | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Lloyd Spearman | 535 | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Lloyd Spearman (n/s) | 535 | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Migbert Damazo Mendoza | 535 | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Migbert Damazo Mendoza | 535 | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Migbert Damazo Mendoza | 535 | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Migbert Damazo Mendoza | 535 | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Migbert Damazo Mendoza | 535 | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Migbert Damazo Mendoza | 535 | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Migbert Damazo Mendoza | 535-Parent | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas | 535 | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas | 535 | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas (n/s) | 535 | 3/17/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas (n/s) | 535 | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas (n/s) | 535 | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas (n/s) | 535 | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas (n/s) | 535 | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Morgan Haas (n/s) | 535 | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Munemitsu Matsuyama (n/s) | 535 | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Munemitsu Matsuyama (n/s) | 535 | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Munemitsu Matsuyama (n/s) | 535 | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Munemitsu Matsuyama (n/s) | 535 | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Roman Armenise | 535 | 3/6/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Roman Armenise | 535 | 3/13/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Roman Armenise | 535 | 3/20/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Tristen Stidham | 535 | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Tristen Stidham | 535 | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Zechariah Reese (n/s) | 535 | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Zechariah Reese (n/s) | 535 | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Zechariah Reese (n/s) | 535 | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3622 | SoCal | Zechariah Reese (n/s) | 535 | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Susana Cedre | 3622 | SoCal | Diego Rios | Nurse Assessment | 3/15/25 | n/a | n/a | n/a | \$700.00 | 7.60 | \$5.32 |
| Susana Cedre | 3622 | SoCal | Samuel Bayona | Nurse Assessment | 3/15/25 | n/a | n/a | n/a | \$700.00 | 1.90 | \$1.33 |
| Susana Cedre | 3622 | SoCal | Leo Ramirez | Nurse Assessment | 3/20/25 | n/a | n/a | n/a | \$700.00 | 46.90 | \$32.83 |
| Susana Cedre | 3622 | SoCal | Olivia Jaime | Nurse Assessment | 3/22/25 | n/a | n/a | n/a | \$700.00 | 10.30 | \$7.21 |
| Susana Cedre | 3622 | SoCal | Serena Castillo | Nurse Assessment | 3/22/25 | n/a | n/a | n/a | \$700.00 | 15.80 | \$11.06 |
| Susana Cedre | 3622 | SoCal | Jaanisar Bagla | Nurse Assessment | 3/22/25 | n/a | n/a | n/a | \$700.00 | 76.60 | \$53.62 |

| | | | | | | | | | | | |
|----------------|------|-------|------------------------|---------------------|---------|------|------|-----|------------|--------|---------|
| Susana Cedre | 3622 | SoCal | Liliana Rodriguez | Nurse Assessment | 3/1/25 | n/a | n/a | n/a | \$700.00 | 15.70 | \$10.99 |
| Susana Cedre | 3622 | SoCal | Kevin Neri | Nurse Assessment | 3/1/25 | n/a | n/a | n/a | \$700.00 | 77.60 | \$54.32 |
| Susana Cedre | 3622 | SoCal | Anthony Hernandez | Nurse Assessment | 3/3/25 | n/a | n/a | n/a | \$700.00 | 38.50 | \$26.95 |
| Susana Cedre | 3622 | SoCal | Soni Foster-Jackson | Nurse Assessment | 3/8/25 | n/a | n/a | n/a | \$700.00 | 103.60 | \$72.52 |
| Susana Cedre | 3622 | SoCal | LeAunte Pinkney-Moore | Nurse Assessment | 3/12/25 | n/a | n/a | n/a | \$700.00 | 74.80 | \$52.36 |
| Susana Cedre | 3622 | SoCal | Liliana Rodriguez | ECP | 3/1/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Susana Cedre | 3622 | SoCal | Leo Ramirez | ECP | 3/20/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Susana Cedre | 3622 | SoCal | Diego Rios | ECP | 3/15/25 | 1.50 | 1.5 | 110 | \$165.00 | | \$0.00 |
| Teresa Nicolle | 3622 | SoCal | Anna Clay | Nurse Assessment | 3/10/25 | n/a | n/a | n/a | \$700.00 | 25.90 | \$18.13 |
| Terrie Schoch | 3622 | SoCal | Ani Zuniga | 510 | 3/5/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ani Zuniga | 510 | 3/12/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ani Zuniga | 510 | 3/19/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ani Zuniga | 510 | 3/26/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Avangalina Postel | 515 | 3/6/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Avangalina Postel | 515 | 3/20/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Avangalina Postel | 515 | 3/27/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Avangalina Postel | 515 | 3/13/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Cassandra Kosman (n/s) | 520 | 3/5/25 | 1.00 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Cassandra Kosman (n/s) | 520 | 3/19/25 | 1.00 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Cassandra Kosman (n/s) | 520 | 3/12/25 | 1.00 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Cassandra Kosman (n/s) | 520 | 3/26/25 | 1.00 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Cynthia Navaro (n/s) | 515 | 3/25/25 | 1.00 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Huda Al-Thani | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ivory Mirsky (n/s) | 515 | 3/4/25 | 0.25 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ivory Mirsky (n/s) | 515 | 3/11/25 | 0.25 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ivory Mirsky (n/s) | 515 | 3/18/25 | 0.25 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ivory Mirsky (n/s) | 515 | 3/25/25 | 0.25 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Jayden Trasvina | 515 | 3/13/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Jayden Trasvina (n/s) | 515 | 3/27/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Jayden Trasvina (n/s) | 515 | 3/20/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Jayden Trasvina (n/s) | 515 | 3/6/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Kennedy Vanias | 515 | 3/19/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Mete Ozglik | 515 | 3/6/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Mete Ozglik | 515 | 3/13/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Mete Ozglik | 515 | 3/20/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Mete Ozglik (n/s) | 515 | 3/27/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis | 510 | 3/6/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis | 510 | 3/13/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis | 510 | 3/27/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis (n/s) | 520 | 3/5/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis (n/s) | 520 | 3/12/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis (n/s) | 520 | 3/19/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis (n/s) | 520 | 3/26/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis | 530 | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Owen Ligeikis | 530 | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ricardo Cermos (n/s) | 515 | 3/6/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ricardo Cermos (n/s) | 515 | 3/20/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Ricardo Cermos (n/s) | 515 | 3/27/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Seven Isaacs | 510 | 3/27/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Seven Isaacs | 510 | 3/6/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Seven Isaacs | 510 | 3/30/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Seven Isaacs (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Sofia Corbisiero (n/s) | 520 | 2/25/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Sofia Corbisiero (n/s) | 520 | 3/4/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Sofia Corbisiero (n/s) | 520 | 3/18/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Sofia Corbisiero (n/s) | 520 | 3/25/25 | 0.50 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Terrie Schoch | 3622 | SoCal | Avangalina Postel | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Anthony Ramirez | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Anthony Ramirez | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Anthony Ramirez | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Cynthia Navaro | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Romeo Jackiewicz | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Romeo Jackiewicz | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Anthony Ramirez | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Tina Kim | 3622 | SoCal | Gabriel Villasenor | IEP Meeting | 3/12/25 | 1.25 | 1.25 | 100 | \$125.00 | | \$0.00 |
| Vahe Amirian | 3622 | SoCal | Francesca Shipley | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 54.00 | \$37.80 |
| Vahe Amirian | 3622 | SoCal | Liliana Rodriguez | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 117.00 | \$81.90 |
| Vahe Amirian | 3622 | SoCal | Isabella Malena | Ed Psych Assessment | 3/4/25 | n/a | n/a | n/a | \$1,950.00 | 112.00 | \$78.40 |
| Vahe Amirian | 3622 | SoCal | Samuel Bayona | Ed Psych Assessment | 3/8/25 | n/a | n/a | n/a | \$1,950.00 | 98.00 | \$68.60 |
| Vahe Amirian | 3622 | SoCal | Serena DeNaples | Ed Psych Assessment | 3/8/25 | n/a | n/a | n/a | \$1,950.00 | 65.00 | \$45.50 |

| | | | | | | | | | | | |
|-----------------------|------|-------|----------------------------|---------------------|---------|-------|------|-----|------------|--------|---------|
| Vahe Amirian | 3622 | SoCal | Olivia Jaime | Ed Psych Assessment | 3/9/25 | n/a | n/a | n/a | \$1,950.00 | 108.00 | \$75.60 |
| Vahe Amirian | 3622 | SoCal | LeAunte Pinkney-Moore | Ed Psych Assessment | 3/11/25 | n/a | n/a | n/a | \$1,950.00 | 112.00 | \$78.40 |
| Vahe Amirian | 3622 | SoCal | Alexis Sanchez | Ed Psych Assessment | 3/11/25 | n/a | n/a | n/a | \$1,950.00 | 68.00 | \$47.60 |
| Vahe Amirian | 3622 | SoCal | Diego Rios | Ed Psych Assessment | 3/16/25 | n/a | n/a | n/a | \$1,950.00 | 102.00 | \$71.40 |
| Vahe Amirian | 3622 | SoCal | Jaanisar Bagla | Ed Psych Assessment | 3/16/25 | n/a | n/a | n/a | \$1,950.00 | 68.00 | \$47.60 |
| Vahe Amirian | 3622 | SoCal | Misael Tolentino Hernandez | IEP Meeting | 3/4/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Vahe Amirian | 3622 | SoCal | Tate Sharrat | IEP Meeting | 3/27/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Dwayne'son Wright | Speech Assessment | 2/12/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Serena DeNaples | Speech Assessment | 3/4/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Leah Morales | Speech Assessment | 3/22/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Aiden Munoz | IEP Meeting | 3/3/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Misael Tolentino Hernandez | IEP Meeting | 3/3/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Jay Treviso Hernandez | IEP Meeting | 3/5/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Odajys Davalos Villagomez | IEP Meeting | 3/6/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Matthew Gomez | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Liam Spearman | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Anel Gaxiola | IEP Meeting | 3/12/25 | 1.25 | 1.25 | 100 | \$125.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Jenah Diaz | IEP Meeting | 3/18/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Christopher Sparks | IEP Meeting | 3/21/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Eddie Gallagher | IEP Meeting | 3/26/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Vanessa Abraham | 3622 | SoCal | Mason Diaz | IEP Meeting | 3/28/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Anna Clay | OT Assessment | 3/28/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Brighton Kieman | OT Assessment | 3/13/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Angel Hernandez (n/s) | OT Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Angel Hernandez (n/s) | OT Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Angel Hernandez (n/s) | OT Services | 3/17/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Angel Hernandez (n/s) | OT Services | 3/24/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Angel Hernandez (n/s) | OT Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Anna Clay (n/s) | OT Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Anna Clay (n/s) | OT Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Athena Lindsay | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Athena Lindsay | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Athena Lindsay | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Athena Lindsay (n/s) | OT Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Brighton Kieman (n/s) | OT Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Brighton Kieman (n/s) | OT Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Christopher Baltes | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Christopher Baltes | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Christopher Baltes | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Eddie Gallagher | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Eddie Gallagher | OT Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Eddie Gallagher | OT Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Eddie Gallagher (n/s) | OT Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Felix Perez | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Felix Perez | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Felix Perez (n/s) | OT Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Felix Perez (n/s) | OT Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons (n/s) | OT Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons (n/s) | OT Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons (n/s) | OT Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Frank Manzo-Lyons (n/s) | OT Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Georgia Peach Marks | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Georgia Peach Marks | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Georgia Peach Marks | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Georgia Peach Marks (n/s) | OT Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Gilberto Polanco | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Gilberto Polanco | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Gilberto Polanco | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Gilberto Polanco (n/s) | OT Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Halley Vasquez | OT Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Halley Vasquez | OT Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Halley Vasquez | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Halley Vasquez | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Halley Vasquez | OT Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Heidi Romero | OT Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Heidi Romero | OT Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3622 | SoCal | Heidi Romero | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |

| | | | | | | | | | | | |
|-----------------------|------|-------|-----------------------------|----------------|---------|------|-----|-----|------------|--------|----------|
| Yasaman Danesh-Panahi | 3622 | SoCal | Heidi Romero | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Heidi Romero | OT Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Jayden Gaines | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Jayden Gaines | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Jayden Gaines | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joel Martinez | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joel Martinez | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joel Martinez | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joel Martinez (n/s) | OT Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joshua Blackburn (n/s) | OT Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joshua Blackburn (n/s) | OT Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joshua Blackburn (n/s) | OT Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Joshua Blackburn | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Liam Spearman | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Malonia Roman | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Malonia Roman | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Malonia Roman | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Malonia Roman | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Mateo Panduro | OT Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Mateo Panduro | OT Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Mateo Panduro | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Mateo Panduro | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Mateo Panduro | OT Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Maximus Lopez | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Maximus Lopez (n/s) | OT Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Maximus Lopez (n/s) | OT Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Maximus Lopez (n/s) | OT Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Miguel Antonio Ylagan | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Miguel Antonio Ylagan | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Miguel Antonio Ylagan | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Miguel Antonio Ylagan (n/s) | OT Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Munemitsu Matsuyama | OT Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Munemitsu Matsuyama | OT Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Munemitsu Matsuyama | OT Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Munemitsu Matsuyama | OT Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Onyx-Ray Murrell | OT Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Onyx-Ray Murrell | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Onyx-Ray Murrell | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Onyx-Ray Murrell (n/s) | OT Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Onyx-Ray Murrell (n/s) | OT Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Roman Armenise | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Roman Armenise | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Roman Armenise | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Roman Armenise | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Rudy Torres | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Rudy Torres | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Rudy Torres (n/s) | OT Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Rudy Torres (n/s) | OT Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Tyler Parker | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Tyler Parker | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Yaretzi Sigala | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Yaretzi Sigala | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Yaretzi Sigala (n/s) | OT Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Yaretzi Sigala (n/s) | OT Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Yaretzi Sigala (n/s) | OT Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Zya Taylor | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Zya Taylor | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Zya Taylor | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Zya Taylor | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Eddie Gallagher | IEP Meeting | 3/26/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3622 | SoCal | Onyx-Ray Murrell | IEP Meeting | 3/21/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Cole Ridgley | FBA Assessment | 3/5/25 | n/a | n/a | n/a | \$1,950.00 | 678.00 | \$474.60 |
| Yvonne Duarte | 3622 | SoCal | Sincere Miller | FBA Assessment | 3/5/25 | n/a | n/a | n/a | \$1,950.00 | 46.00 | \$32.20 |
| Yvonne Duarte | 3622 | SoCal | Gavin Cuenca | 535 | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Gavin Cuenca | 535 | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Gavin Cuenca | 535 | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Gavin Cuenca | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Gavin Cuenca | 535 | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Gavin Cuenca | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Ariel Gaxiola | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yvonne Duarte | 3622 | SoCal | Elma Younus | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |

| | | | | | | | | | | | |
|---------------|------|-------|------------------------|---------------------------|--------------|------|---------------------------|-------------------|---------------------|-----------------|-------------------|
| Yvonne Duarte | 3622 | SoCal | Migbert Damazo Mendoza | IEP Meeting | 3/12/25 | 1.25 | 1.25 | 100 | \$125.00 | | \$0.00 |
| Yvonne Duarte | 3622 | SoCal | Lloyd Spearman | IEP Meeting | 2/24/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Yvonne Duarte | 3622 | SoCal | Munemitsu Matsuyama | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| | | | | Total for Service: | | | Total for Mileage: | Total Due: | \$285,510.00 | 6,044.20 | \$4,230.94 |
| Total | | | | | \$285,510.00 | \$ | 4,230.94 | \$289,740.94 | | | |



1722 S. Lewis Rd.
Camarillo, CA 93012-8520

Invoice Date: 4/30/2025
Invoice No.: 37121

April 2025
Invoice

To: California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

| | | | | | |
|---|----------------------------|-------------|--------------------|----------------------|---------------------|
| <u>Net Due:</u> 30 Days | <u>Due Date:</u> 5/30/2025 | <u>Unit</u> | <u>Description</u> | <u>Cost Per Unit</u> | <u>Subtotal</u> |
| | | | | | |
| <u>Nathan Pisciotta</u> | | | | | |
| Camino a Casa-Residential Board and Care (All inclusive) | | 30 | Days | 1,300.00 | 39,000.00 |
| | | | | | |
| Total Amount Due: | | | | | \$ 39,000.00 |

Prepared by: Marisol Morales, Lead Revenue Specialist
Phone: 805-366-4421 email: mmarales@casapacifica.org



CASA PACIFICA
CENTERS FOR CHILDREN & FAMILIES

Non-Public School Attendance

Period from 04/01/2025 to 04/30/2025

District: California Online Public Schools

Calendar Month: April, 2025

School Days Open: 17

| Client | Tuesday, 01 | Wednesday, 02 | Thursday, 03 | Friday, 04 | Monday, 07 | Tuesday, 08 | Wednesday, 09 | Thursday, 10 | Friday, 11 | Monday, 21 | Tuesday, 22 | Wednesday, 23 | Thursday, 24 | Friday, 25 | Monday, 28 | Tuesday, 29 | Wednesday, 30 | Days Present | |
|-------------------|-------------|---------------|--------------|------------|------------|-------------|---------------|--------------|------------|------------|-------------|---------------|--------------|------------|------------|-------------|---------------|--------------|----|
| Pisciotta, Nathan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 17 |
| Total | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |

Verified By: *M. Morse*
Teacher, Program Specialist

Date: 05/02/25

NORCAL

BILLING INVOICE

| | | | |
|-----------------|---------------------------------|----------|---------------------------------------|
| Invoice # | 3623 | Bill To: | California Online Public School |
| Invoice Date: | 3/31/25 | | Attn: La Chelle Carter |
| Name: | El Paseo Children's Center Inc | | |
| Mailing Address | 74078 El Paseo Drive, Suite A2B | | lacarter@calca.connectionsacademy.org |
| Telephone | 760-342-4900 | | SPED-Finance@californiaops.org |
| | | | abatn@calca.connectionsacademy.org |

| Provider | Invoice # | Region | Student | Service Type | Service Date | Actual Service Time | Billable Service in Hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .70 |
|----------------------|-----------|--------|--------------------------|---------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|----------------------|
| Alejandra Anonical | 3623 | NorCal | Mauricio Lopez Ramirez | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alejandra Anonical | 3623 | NorCal | Lielia Hendrix | IEP Meeting | 3/26/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alejandra Anonical | 3623 | NorCal | Lielia Hendrix (n/s) | IEP Meeting | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Alejandra Anonical | 3623 | NorCal | Jonah Moore | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alejandra Anonical | 3623 | NorCal | James Indizzo | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alyssa Guerrero | 3623 | NorCal | Robert Glover | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Alyssa Guerrero | 3623 | NorCal | Felipe Pollard | OT Assessment | 3/14/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Alyssa Guerrero | 3623 | NorCal | Darlin Perez | IEP Meeting | 3/19/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alyssa Guerrero | 3623 | NorCal | Felipe Pollard (n/s) | IEP Meeting | 3/21/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Alyssa Guerrero | 3623 | NorCal | Mackenzie Smith | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alyssa Guerrero | 3623 | NorCal | Mia Arvalo Gallardo | OT Assessment | 3/28/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/3/25 | 0.25 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/5/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/10/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/12/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/20/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/21/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/24/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | DHH Service | 3/27/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Anamile Norbut | 3623 | NorCal | Jahanara Hurst | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Frank Gorman | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Frank Gorman | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Frank Gorman | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Frank Gorman | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Imere Washington (n/s) | OT Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Imere Washington (n/s) | OT Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Imere Washington | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Imere Washington | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Kendal Grey-Harbin | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Kendal Grey-Harbin | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Kendal Grey-Harbin (n/s) | OT Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Mackenzie Smith | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Mackenzie Smith | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Mackenzie Smith | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Mackenzie Smith | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Rimah Abed | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Rimah Abed | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Robert Glover | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Robert Glover | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Robert Glover | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Robert Glover | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Skylar Deverse | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ariana Vista | 3623 | NorCal | Skylar Deverse | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Armando Alvarez Rico | 3623 | NorCal | James Edward Perez | IEP Meeting | 3/17/25 | 1.25 | 1.25 | 100 | \$125.00 | | \$0.00 |
| Armando Alvarez Rico | 3623 | NorCal | Mackenzie Smith | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Iyanni Smith (n/s) | Speech Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Johnny Atkins | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Johnny Atkins | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Johnny Atkins | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Johnny Atkins | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Maxmiano Dangelo | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Maxmiano Dangelo | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Maxmiano Dangelo | Speech Services | 3/13/25 | 0.75 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Maxmiano Dangelo | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Maxmiano Dangelo (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Maxmiano Dangelo | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Maxmiano Dangelo | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Royal Steen (n/s) | Speech Services | 3/24/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Royal Steen (n/s) | Speech Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Royal Steen (n/s) | Speech Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ashton Guillard | 3623 | NorCal | Royal Steen (n/s) | Speech Services | 3/17/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Brandice Mabe | 3623 | NorCal | Sammy Moore | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 173.60 | \$121.52 |

| | | | | | | | | | | | |
|-------------------|------|--------|---------------------------------------|---------------------|---------|------|-----|-----|------------|--------|----------|
| Brandice Mabe | 3623 | NorCal | Mia Batzianis | Ed Psych Assessment | 3/10/25 | n/a | n/a | n/a | \$1,950.00 | 44.40 | \$31.08 |
| Brandice Mabe | 3623 | NorCal | Skylar Sibley | Ed Psych Assessment | 3/15/25 | n/a | n/a | n/a | \$1,950.00 | 177.60 | \$124.32 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/3/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/5/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/10/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/12/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/17/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/19/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/24/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/26/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ian Kelly (n/s) | 515 | 3/31/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/20/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Bella (Kaden) Martinez-Richards (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Kimmy (Sebastian) Surfield (n/s) | 510 | 3/5/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Kimmy (Sebastian) Surfield (n/s) | 510 | 3/12/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Kimmy (Sebastian) Surfield (n/s) | 510 | 3/19/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Kimmy (Sebastian) Surfield (n/s) | 510 | 3/26/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Ayesha Gamer | IEP Meeting | 3/18/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3623 | NorCal | Kimmy (Sebastian) Surfield | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Danielle Roghair | 3623 | NorCal | Angelo Orozco (n/s) | IEP Meeting | 3/12/25 | 0.25 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Denise Reynolds | 3623 | NorCal | Larenz Sat | Nurse Assessment | 3/27/25 | n/a | n/a | n/a | \$700.00 | 8.00 | \$5.80 |
| Denise Reynolds | 3623 | NorCal | Harley Calcagno | Nurse Assessment | 3/1/25 | n/a | n/a | n/a | \$700.00 | 53.80 | \$37.86 |
| Denise Reynolds | 3623 | NorCal | Ayako Bolton | Nurse Assessment | 3/9/25 | n/a | n/a | n/a | \$700.00 | 79.40 | \$55.58 |
| Denise Reynolds | 3623 | NorCal | Andrew Farnham | Nurse Assessment | 3/13/25 | n/a | n/a | n/a | \$700.00 | 15.00 | \$10.50 |
| Denise Reynolds | 3623 | NorCal | Christopher Montantes | Nurse Assessment | 3/18/25 | n/a | n/a | n/a | \$700.00 | 102.00 | \$71.40 |
| Denise Reynolds | 3623 | NorCal | Neveahmay Green | Nurse Assessment | 3/20/25 | n/a | n/a | n/a | \$700.00 | 12.20 | \$8.54 |
| Diana Cadigan | 3623 | NorCal | Alicia Lyding | DHH Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Diana Cadigan | 3623 | NorCal | Alicia Lyding | DHH Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Diana Cadigan | 3623 | NorCal | Alicia Lyding | DHH Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Diana Cadigan | 3623 | NorCal | Jack (Jackie) Avery (n/s) | DHH Services | 3/17/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Diana Cadigan | 3623 | NorCal | Jack (Jackie) Avery | DHH Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Diana Cadigan | 3623 | NorCal | Jack (Jackie) Avery | DHH Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Diana Cadigan | 3623 | NorCal | Noelani Walker | DHH Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Diana Cadigan | 3623 | NorCal | Noelani Walker | IEP Meeting | 3/26/25 | 1 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3623 | NorCal | Johanna Leal Bonilla | 515 | 3/11/25 | 0.75 | 1 | 95 | \$95.00 | | \$0.00 |
| Elizabeth Ramirez | 3623 | NorCal | Johanna Leal Bonilla (n/s) | 515 | 3/18/25 | 0.38 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Elizabeth Ramirez | 3623 | NorCal | Johanna Leal Bonilla | 515 | 3/25/25 | 0.75 | 1 | 95 | \$95.00 | | \$0.00 |
| Elizabeth Ramirez | 3623 | NorCal | Avah Lemos | 510 | 3/21/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3623 | NorCal | Avah Lemos | 510 | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3623 | NorCal | Johanna Leal Bonilla | IEP Meeting | 3/26/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Kimmy (Sebastian) Surfield | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Kimmy (Sebastian) Surfield | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Kimmy (Sebastian) Surfield (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Kimmy (Sebastian) Surfield (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Titus Brown | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Titus Brown | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Titus Brown (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Titus Brown (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Titus Brown (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Titus Brown (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Emily Chupek | 3623 | NorCal | Titus Brown (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | James Edward Perez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Janea Atkins | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Janea Atkins | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Janea Atkins | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Mackenzie Smith (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Mackenzie Smith | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Mackenzie Smith | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Mackenzie Smith | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Neva Perez (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Neva Perez | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Neva Perez | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Neva Perez (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Neva Perez | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Neva Perez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Neva Perez | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |

| | | | | | | | | | | |
|---------------|------|--------|---------------------------------|-----------------|-----------|------|-----|-----|----------|--------|
| Ericka Panayi | 3623 | NorCal | Neva Perez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Noah Perez | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Noah Perez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Noah Perez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Noah Perez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Shyma Barak | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Shyma Barak | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Skylar Deverse | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Skylar Deverse | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Skylar Deverse | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Skylar Deverse | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Skylar Deverse | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Ericka Panayi | 3623 | NorCal | Vincent Gonzales | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akasha Clark | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akasha Clark | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akasha Clark | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akasha Clark | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akasha Clark | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akasha Clark | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akasha Clark | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akira Clark | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akira Clark | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akira Clark | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Akira Clark | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Christopher Montantes | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Christopher Montantes (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Destiny Vargas (n/s) | Speech Services | 3/6/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Destiny Vargas (n/s) | Speech Services | 3/20/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Destiny Vargas (n/s) | Speech Services | 3/27/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Destiny Vargas (n/s) | Speech Services | 3/13/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Gordon Newnam (n/s) | Speech Services | 3/4/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Gordon Newnam (n/s) | Speech Services | 3/11/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Gordon Newnam (n/s) | Speech Services | 3/18/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Gordon Newnam (n/s) | Speech Services | 3/25/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Imere Washington (n/s) | Speech Services | 3.5/2025 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Imere Washington | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Imere Washington | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Imere Washington | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Imere Washington | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Imere Washington | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Imere Washington | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | James Indrizzo (n/s) | Speech Services | 3/21/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | James Indrizzo (n/s) | Speech Services | 3/25/25 | 0.25 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | James Indrizzo | Speech Services | 3.27/2025 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore (n/s) | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonah Moore (n/s) | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonathan Arevalo-Gallardo | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonathan Arevalo-Gallardo | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonathan Arevalo-Gallardo | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonathan Arevalo-Gallardo | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonathan Arevalo-Gallardo (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonathan Arevalo-Gallardo | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Jonathan Arevalo-Gallardo | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lanz Lane | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lanz Lane (n/s) | Speech Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lanz Lane | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lanz Lane (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lielia Hendrix (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lielia Hendrix (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lielia Hendrix (n/s) | Speech Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lielia Hendrix (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Lielia Hendrix | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Marco Gutierrez (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Marco Gutierrez (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Marco Gutierrez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Mauricio Lopez Ramirez | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Mauricio Lopez Ramirez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Mauricio Lopez Ramirez (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Mauricio Lopez Ramirez | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Mauricio Lopez Ramirez | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Mauricio Lopez Ramirez | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Mauricio Lopez Ramirez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 |
| Evette Rios | 3623 | NorCal | Raymond Rivera (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 |

| | | | | | | | | | | | |
|--------------------|------|--------|-----------------------------|--------------------------|---------|-------|------|-----|------------|--------|----------|
| Evette Rios | 3623 | NorCal | Raymond Rivera (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3623 | NorCal | Raymond Rivera (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3623 | NorCal | Raymond Rivera (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Heidi Newton | 3623 | NorCal | Skyler Sibley | Nurse Assessment | 3/5/25 | n/a | n/a | n/a | \$700.00 | 138.90 | \$97.23 |
| Heidi Newton | 3623 | NorCal | Alicia Lyding (n/s) | Nurse Assessment | 3/14/25 | n/a | n/a | n/a | \$90.00 | | \$0.00 |
| Heidi Newton | 3623 | NorCal | Julian Sienko | Nurse Assessment | 3/28/25 | n/a | n/a | n/a | \$700.00 | 64.80 | \$45.36 |
| Heidi Newton | 3623 | NorCal | Alicia Lyding | Nurse Assessment | 3/30/25 | n/a | n/a | n/a | \$700.00 | 74.00 | \$51.80 |
| Jemmy Vang | 3623 | NorCal | Emmanuel Alfaro Zarco | ERMHS | 3/10/25 | n/a | n/a | n/a | \$1,950.00 | 97.80 | \$68.46 |
| Jemmy Vang | 3623 | NorCal | Isaiyah Ryans | IEP Meeting | 3/10/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Christopher Montantes (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Christopher Montantes (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Kendra Guillen | 510 | 3/3/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Kendra Guillen | 510 | 3/10/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Kendra Guillen | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Kendra Guillen | 510 | 3/24/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Kendra Guillen | 510 | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Leila Striplin (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Leila Striplin (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Lester Loyo (n/s) | 510 | 3/18/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Lester Loyo (n/s) | 510 | 3/4/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos | 515 | 3/4/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos (n/s) | 515 | 3/10/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos | 515 | 3/11/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos (n/s) | 515 | 3/17/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos (n/s) | 515 | 3/17/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos (n/s) | 515 | 3/24/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos | 515 | 3/18/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Noah Ungos (n/s) | 515 | 3/25/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Jack (Jackie) Avery (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Blake Mathison | IEP Meeting | 3/11/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Kendra Guillen | IEP Meeting | 3/18/25 | 1.25 | 1.25 | 100 | \$125.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Leila Striplin | IEP Meeting | 3/18/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3623 | NorCal | Lester Loyo | IEP Meeting | 3/24/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Jule Klinger | 3623 | NorCal | Mia Batzianis | Nurse Assessment | 3/2/25 | n/a | n/a | n/a | \$700.00 | 26.00 | \$18.20 |
| Jule Klinger | 3623 | NorCal | Lester Loyo | Nurse Assessment | 3/6/25 | n/a | n/a | n/a | \$700.00 | 104.00 | \$72.80 |
| Kanoa Elizondo | 3623 | NorCal | Logan Smith (n/s) | APE Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Logan Smith | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Logan Smith | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Logan Smith | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Logan Smith | APE Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Madison Smith (n/s) | APE Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Madison Smith | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Madison Smith | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Madison Smith | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Madison Smith | APE Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kanoa Elizondo | 3623 | NorCal | Madison Smith | IEP Meeting | 3/18/25 | 0.75 | 1 | 100 | \$100.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Cristian Villanueva | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Cristian Villanueva | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galk | 3623 | NorCal | Lanz Lane | APE Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kelly Dunn | 3623 | NorCal | Osayanda Smith | IEP Meeting | 3/3/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Kristin McClelland | 3623 | NorCal | Madison Smith | Ed Psych Assessment | 3/14/25 | n/a | n/a | n/a | \$1,950.00 | 400.00 | \$280.00 |
| Lana Scott | 3623 | NorCal | Leonardo Gutierrez | Ed Psych Assessment | 2/22/25 | n/a | n/a | n/a | \$1,950.00 | 30.00 | \$21.00 |
| Lana Scott | 3623 | NorCal | Lester Loyo | Ed Psych Assessment | 3/3/25 | n/a | n/a | n/a | \$1,950.00 | 84.00 | \$58.80 |
| Lana Scott | 3623 | NorCal | Mia Rangel | Ed Psych Addl Assessment | 3/18/25 | n/a | n/a | n/a | \$750.00 | 6.00 | \$4.20 |
| Lana Scott | 3623 | NorCal | Sophia Vargas | Ed Psych Assessment | 3/22/25 | n/a | n/a | n/a | \$1,950.00 | 30.00 | \$21.00 |
| Lana Scott | 3623 | NorCal | Christopher Montantes | Ed Psych Assessment | 3/25/25 | n/a | n/a | n/a | \$1,950.00 | 72.00 | \$50.40 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst | Speech Assessment | 3/24/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Christopher Montantes | Speech Assessment | 3/23/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Natalie Samuels | IEP Meeting | 3/18/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst (n/s) | Speech Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Jahanara Hurst | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Rimah Abed | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Rimah Abed | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Rimah Abed | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Rimah Abed | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Rimah Abed | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belen Vital | 3623 | NorCal | Rimah Abed | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |

| | | | | | | | | | | | |
|------------------------|------|--------|----------------------------|---------------------|---------|------|-----|-----|------------|--------|---------|
| Marisol Ramirez | 3623 | NorCal | Angelo Orozco | Ed Psych Assessment | 1/17/25 | n/a | n/a | n/a | \$1,950.00 | 8.00 | \$5.60 |
| Marisol Ramirez | 3623 | NorCal | Larenz Sat | Ed Psych Assessment | 2/20/25 | n/a | n/a | n/a | \$1,950.00 | 68.00 | \$47.60 |
| Maursha Bertullo | 3623 | NorCal | Kemahni Crump | IEP Meeting | 3/14/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Melinda MacKenzie | 3623 | NorCal | Felipe Pollard | Ed Psych Assessment | 2/20/25 | n/a | n/a | n/a | \$1,950.00 | 100.00 | \$70.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez (n/s) | Speech Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez (n/s) | Speech Services | 3/17/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Daniel Lopez Ramirez | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Isaiiah McCarthy | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Nathan Gorbet (n/s) | Speech Services | 3/3/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Nathan Gorbet (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Nathan Gorbet | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Nathan Gorbet (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Robert Glover | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Robert Glover | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/3/25 | 0.25 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/6/25 | 0.25 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/13/25 | 0.25 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/17/25 | 0.25 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/20/25 | 0.25 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/24/25 | 0.25 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mercedes (Sadie) Allin | 3623 | NorCal | Zamayaloren Williams (n/s) | Speech Services | 3/31/25 | 0.25 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Michelle Cardenas | 3623 | NorCal | Eric Carey | 510 | 3/13/25 | 0.42 | 1 | 100 | \$100.00 | | \$0.00 |
| Michelle Cardenas | 3623 | NorCal | Eric Carey (n/s) | 510 | 3/19/25 | 0.42 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Michelle Cardenas | 3623 | NorCal | Natalee Rivera | 510 | 3/19/25 | 0.42 | 1 | 100 | \$100.00 | | \$0.00 |
| Monica Saucedo | 3623 | NorCal | Jahanara Hurst | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 48.00 | \$33.60 |
| Monica Saucedo | 3623 | NorCal | Martha Salina | Ed Psych Assessment | 3/10/25 | n/a | n/a | n/a | \$1,950.00 | 128.00 | \$89.60 |
| Monica Saucedo | 3623 | NorCal | Harley Calcano | Ed Psych Assessment | 3/10/25 | n/a | n/a | n/a | \$1,950.00 | 96.00 | \$67.20 |
| Monika Mabe | 3623 | NorCal | Aliana Guzman | 510 | 3/21/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Isaiiah McCarthy | 510 | 3/24/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Isaiiah Ryans (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Isaiiah Ryans (n/s) | 510 | 3/14/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Isaiiah Ryans | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Isaiiah Ryans (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Isaiiah Ryans (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Jahmeh Tillman | 510 | 3/3/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | James Indrizzo (n/s) | 510 | 3/7/25 | 0.5 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | James Indrizzo | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | James Indrizzo (n/s) | 510 | 3/21/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Marcos Leiva (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Marcos Leiva (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Marcos Leiva (n/s) | 510 | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Marcos Leiva | 510 | 3/24/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Marcos Leiva (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Mia Arevalo Gallardo | 510 | 3/3/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Mia Arevalo Gallardo | 510 | 3/10/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Mia Arevalo Gallardo (n/s) | 510 | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Mia Arevalo Gallardo (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Mia Arevalo Gallardo | 510 | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Isaiiah McCarthy | IEP Meeting | 3/27/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Marcos Leiva | IEP Meeting | 3/25/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | James Indrizzo | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey (n/s) | IEP Meeting | 3/5/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey (n/s) | IEP Meeting | 3/12/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Monika Mabe | 3623 | NorCal | Makayla Harvey | IEP Meeting | 3/19/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monique Nguyen | 3623 | NorCal | Angelo Orozco | IEP Meeting | 3/18/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Monique Nguyen | 3623 | NorCal | Angelo Orozco | IEP Meeting | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Penny Lopez | 3623 | NorCal | Andrew Palmer | Speech Services | 2/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Penny Lopez | 3623 | NorCal | Andrew Palmer | Speech Services | 2/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Penny Lopez | 3623 | NorCal | Jack (Jackie) Avery | Speech Services | 2/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Penny Lopez | 3623 | NorCal | Jack (Jackie) Avery | Speech Services | 2/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Penny Lopez | 3623 | NorCal | Jack (Jackie) Avery | Speech Services | 2/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Penny Lopez | 3623 | NorCal | Jack (Jackie) Avery | Speech Services | 2/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Reginald Boyd | 3623 | NorCal | Athena Wamer | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Reginald Boyd | 3623 | NorCal | Athena Wamer | IEP Meeting | 3/5/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Reginald Boyd | 3623 | NorCal | Audrey West | 515 | 3/31/25 | 0.75 | 1 | 95 | \$95.00 | | \$0.00 |
| Reginald Boyd | 3623 | NorCal | Lenette Manzo | 515 | 3/28/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Reginald Boyd | 3623 | NorCal | Lenette Manzo | 515 | 3/18/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Reginald Boyd | 3623 | NorCal | Lenette Manzo | 510 | 3/4/25 | 0.58 | 1 | 100 | \$100.00 | | \$0.00 |

| | | | | | | | | | | | |
|-----------------------|------|--------|----------------------------|---------------------------|---------------------------|--------------------|------|-----|--------------------|-----------------|-------------------|
| Reginald Boyd | 3623 | NorCal | Lenette Manzo | 510 | 3/11/25 | 0.67 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3623 | NorCal | Lenette Manzo | IEP | 3/17/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3623 | NorCal | Mia Thomas | IEP | 3/4/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3623 | NorCal | Skyler Staley | 515 | 3/14/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Reginald Boyd | 3623 | NorCal | Skyler Staley (n/s) | 515 | 3/28/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Sarah Sabaghzadeh | 3623 | NorCal | Gordon Newman (n/s) | 515 | 3/12/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Sarah Sabaghzadeh | 3623 | NorCal | Gordon Newman | 515 | 3/26/25 | 0.5 | 1 | 95 | \$95.00 | \$0.00 | |
| Sunshine Armstrong | 3623 | NorCal | Osayanda Smith | 535 | 3/6/25 | \$0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3623 | NorCal | Osayanda Smith | 535 | 3/14/25 | 0.60 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3623 | NorCal | Osayanda Smith | 535 | 3/28/25 | 1.00 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3623 | NorCal | James Indrizzo | 535 | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Terrie Schoch | 3623 | NorCal | Ayesha Gamer (n/s) | 510 | 3/11/25 | 1.00 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Terrie Schoch | 3623 | NorCal | Ayesha Gamer (n/s) | 510 | 3/25/25 | 1.00 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Terrie Schoch | 3623 | NorCal | Kendal Grey-Harbin | 510 | 3/6/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Terrie Schoch | 3623 | NorCal | Kendal Grey-Harbin | 510 | 3/20/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Terrie Schoch | 3623 | NorCal | Kendal Grey-Harbin (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Terrie Schoch | 3623 | NorCal | Nathan King | IEP Meeting | 3/3/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Terrie Schoch | 3623 | NorCal | Nathan King | 515 | 3/13/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Vanessa Abraham | 3623 | NorCal | Leonardo Gutierrez | IEP Meeting | 3/20/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Vanessa Abraham | 3623 | NorCal | Isaiah McCarthy | IEP Meeting | 3/27/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Vanessa Abraham | 3623 | NorCal | Kimmy (Sebastian) Surfleld | IEP Meeting | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Vanessa Abraham | 3623 | NorCal | Robert Glover | IEP Meeting | 3/31/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Kingston Ross | OT Assessment | 3/3/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Isaiah Ryans | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Kaydenice Breuss | IEP Meeting | 3/3/35 | 2.00 | 2 | 100 | \$200.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Kingston Ross | IEP Meeting | 3/6/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Lawrence Lopez | IEP Meeting | 3/3/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Abigail Sturdivant | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Abigail Sturdivant | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Abigail Sturdivant | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Abigail Sturdivant | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Andrew Palmer | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Andrew Palmer | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Andrew Palmer | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Andrew Palmer | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Isaiah Ryans | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Isaiah Ryans | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Isaiah Ryans | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Isaiah Ryans | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Kaydenice Breuss (n/s) | OT Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Lawrence Lopez | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Lawrence Lopez | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Lawrence Lopez | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Lawrence Lopez | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Marco Gutierrez | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Marco Gutierrez | OT Services | 3/12/25 | 0.5 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Marco Gutierrez (n/s) | OT Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Marco Gutierrez | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Nalaih Huston | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Nalaih Huston | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Nalaih Huston | OT Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Nalaih Huston | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Royal Steen (n/s) | OT Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Royal Steen (n/s) | OT Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Royal Steen (n/s) | OT Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Royal Steen (n/s) | OT Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh-Panahi | 3623 | NorCal | Zamayaloren Williams (n/s) | OT Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yvonne Duarte | 3623 | NorCal | Osayanda Smith | IEP Meeting | 3/3/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yvonne Duarte | 3623 | NorCal | James Indrizzo | IEP Meeting | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| | | | | Total for Service: | Total for Mileage: | Total Due: | | | \$81,512.50 | 2,241.50 | \$1,569.05 |
| Total | | | | \$81,512.50 | \$1,569.05 | \$83,081.55 | | | | | |

Central Valley

BILLING INVOICE

| | | | |
|-----------------|--------------------------------|----------|---------------------------------------|
| Invoice # | 3624 | Bill To: | California Online Public School |
| Invoice Date: | 3/31/25 | | Attn: La Chelle Carter |
| Name: | El Paseo Children's Center Inc | | |
| Mailing Address | 74075 El Paseo Drve, Suite A2B | | lacarter@calca.connectionsacademy.org |
| | Palm Desert, CA 92260 | | SPED-Finance@californiaops.org |
| Telephone | 760-342-4900 | | abatin@calca.connectionsacademy.org |

| Provider | Invoice # | Region | Student | Service Type | Service Date | Actual Service Time | Billable Service in Hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .70 |
|--------------------|-----------|----------------|----------------------------|---------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|----------------------|
| Adriana Covarruias | 3624 | Central Valley | Jace Collins | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Jace Collins | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Jace Collins | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Jace Collins | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Marquis Jump | OT Services | 3/3/25 | 0.25 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Marquis Jump | OT Services | 3/10/25 | 0.25 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Marquis Jump | OT Services | 3/17/25 | 0.25 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Marquis Jump | OT Services | 3/24/25 | 0.25 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Marquis Jump | OT Services | 3/31/25 | 0.25 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarruias | 3624 | Central Valley | Marquis Jump | IEP Meeting | 3/26/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alejandra Anonical | 3624 | Central Valley | Edgar Villalobos | IEP Meeting | 3/14/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alyssa Guerrero | 3624 | Central Valley | Braylee Wood | OT Assessment | 3/14/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Alyssa Guerrero | 3624 | Central Valley | Joseph Gomez | OT Assessment | 3/14/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Alyssa Guerrero | 3624 | Central Valley | Gerard Noriega | OT Assessment | 3/24/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Alyssa Guerrero | 3624 | Central Valley | Isaiiah Villalobos | AT Assessment | 3/31/25 | n/a | n/a | n/a | \$1,783.00 | | \$0.00 |
| Alyssa Guerrero | 3624 | Central Valley | Braylee Wood | IEP Meeting | 3/13/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Alyssa Guerrero | 3624 | Central Valley | Joseph Gomez | IEP Meeting | 3/14/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Ashton Guillard | 3624 | Central Valley | Jace Collins | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3624 | Central Valley | Jace Collins | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3624 | Central Valley | Jace Collins (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ashton Guillard | 3624 | Central Valley | Samaura Aristegui-Lucatero | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3624 | Central Valley | Samaura Aristegui-Lucatero | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3624 | Central Valley | Samaura Aristegui-Lucatero | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ashton Guillard | 3624 | Central Valley | Samaura Aristegui-Lucatero | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Brenda Rea | 3624 | Central Valley | Damian Espinoza | IEP Meeting | 3/10/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Brenda Rea | 3624 | Central Valley | Damian Espinoza | 510 | 3/10/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3624 | Central Valley | Damian Espinoza | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3624 | Central Valley | Damian Espinoza (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Brenda Rea | 3624 | Central Valley | Lane Licon | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Danielle Roghair | 3624 | Central Valley | Easton Hernandez | OT Assessment | 3/12/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Danielle Roghair | 3624 | Central Valley | Sebastian Cerntos | IEP Meeting | 3/31/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Christian Patillo | 535-Parent | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Christian Patillo | 535 | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Christian Patillo | 535 | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Christian Patillo (n/s) | 535 | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Christian Patillo (n/s) | 535 | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Joshua Evans | 535 | 3/4/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Joshua Evans | 535 | 3/18/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Joshua Evans | 535 | 3/25/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Joshua Evans | 535 | 3/12/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Eleanora Magri | 3624 | Central Valley | Joshua Evans (n/s) | 535 | 3/11/25 | 1.00 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Elizabeth Ramirez | 3624 | Central Valley | Luigi Cruz Avina | 515 | 3/21/25 | 0.50 | 1 | 95 | \$95.00 | | \$0.00 |
| Elizabeth Ramirez | 3624 | Central Valley | Luigi Cruz Avina (n/s) | 515 | 3/28/25 | 0.50 | 0.5 | 95 | \$47.50 | | \$0.00 |
| Elizabeth Ramirez | 3624 | Central Valley | Aiden Tracy | IEP Meeting | 3/25/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Emily Gerety | 3624 | Central Valley | Bless Patterson | Ed Psych Assessment | 3/25/25 | n/a | n/a | n/a | \$1,950.00 | 30.00 | \$21.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Damian Espinoza | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |

| | | | | | | | | | | | |
|-------------------|------|----------------|-------------------------|---------------------|---------|------|-----|-----|------------|--------|---------|
| Erica Panayi | 3624 | Central Valley | Esperanza Perez | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Erica Panayi | 3624 | Central Valley | Jeremiah Drake | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Erica Panayi | 3624 | Central Valley | Jeremiah Drake | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Erica Panayi | 3624 | Central Valley | Jeremiah Drake | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Damian Dominguez | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Damian Dominguez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Damian Dominguez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Damian Dominguez | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Damian Dominguez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Damian Dominguez | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Damian Dominguez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Easton Hernandez | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Easton Hernandez | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Easton Hernandez (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Easton Hernandez (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Easton Hernandez (n/s) | Speech Services | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Easton Hernandez (n/s) | Speech Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Edgar Villalobos | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Edgar Villalobos | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Edgar Villalobos | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Edgar Villalobos (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Jonathan Diaz | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Joshua Evans (n/s) | Speech Services | 3/5/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Joshua Evans (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Joshua Evans (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | King Wilson (n/s) | Speech Services | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Luigi Cruz Avina | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Luigi Cruz Avina | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Luigi Cruz Avina | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Luigi Cruz Avina | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Luigi Cruz Avina (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Luigi Cruz Avina (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Luigi Cruz Avina (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Martin Gonzalez | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Martin Gonzalez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Martin Gonzalez | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Martin Gonzalez | Speech Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Martin Gonzalez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Martin Gonzalez | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Evette Rios | 3624 | Central Valley | Martin Gonzalez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Frank Carrillo | 3624 | Central Valley | Forrest Evans | Ed Psych Assessment | 3/13/25 | n/a | n/a | n/a | \$1,950.00 | 12.00 | \$8.40 |
| Frank Carrillo | 3624 | Central Valley | Jayden Fields | Ed Psych Assessment | 3/13/25 | n/a | n/a | n/a | \$1,950.00 | 12.00 | \$8.40 |
| Frank Carrillo | 3624 | Central Valley | Brayden Dean | Ed Psych Assessment | 3/13/25 | n/a | n/a | n/a | \$1,950.00 | 29.40 | \$20.58 |
| Frank Carrillo | 3624 | Central Valley | Brayden Dean | EHRMS Assessment | 3/13/25 | n/a | n/a | n/a | \$1,950.00 | | \$0.00 |
| Frank Carrillo | 3624 | Central Valley | Jaden Robinson | Ed Psych Assessment | 3/13/25 | n/a | n/a | n/a | \$1,950.00 | 31.60 | \$22.12 |
| Frank Carrillo | 3624 | Central Valley | Ghislain Jandia | Ed Psych Assessment | 3/31/25 | n/a | n/a | n/a | \$1,950.00 | 12.00 | \$8.40 |
| Frank Carrillo | 3624 | Central Valley | Caiden K Gutierrez | Ed Psych Assessment | 3/31/25 | n/a | n/a | n/a | \$1,950.00 | 12.00 | \$8.40 |
| Frank Carrillo | 3624 | Central Valley | Michael Montoya | Ed Psych Assessment | 3/31/25 | n/a | n/a | n/a | \$1,950.00 | 34.00 | \$23.80 |
| Jessica Marinelli | 3624 | Central Valley | Adam Granum | IEP Meeting | 3/4/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Jessica Marinelli | 3624 | Central Valley | Damian Espinoza | IEP Meeting | 3/10/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Jill Gillette | 3624 | Central Valley | Angel Michael Fausto | 510 | 3/5/25 | 0.75 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3624 | Central Valley | Anthony Gutierrez (n/s) | 510 | 3/11/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3624 | Central Valley | Anthony Gutierrez | 510 | 3/18/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3624 | Central Valley | Anthony Gutierrez (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3624 | Central Valley | Darus Green (n/s) | 510 | 3/20/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3624 | Central Valley | Darus Green (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |

| | | | | | | | | | | | |
|--------------------|------|----------------|---------------------------------|---------------------|---------|-------|------|-----|------------|--------|----------|
| Jill Gillette | 3624 | Central Valley | Darius Green (n/s) | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Darius Green (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Guadalupe Flores | 510 | 3/3/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Guadalupe Flores | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Guadalupe Flores (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Guadalupe Flores (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Guadalupe Flores (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Joshua Evans | 515 | 3/12/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Joshua Evans | 515 | 3/26/25 | 0.50 | 1 | 95 | \$95.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Matthew Tome | 510 | 3/20/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Matthew Tome (n/s) | 510 | 3/27/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Matthew Tome (n/s) | 510 | 3/6/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Matthew Tome (n/s) | 510 | 3/13/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Michaela Benson | 510 | 3/19/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Michaela Benson | 510 | 3/26/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Michaela Benson | 510 | 3/5/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Michaela Benson | 510 | 3/12/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Samaura Arstegui-Lucatero (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Samaura Arstegui-Lucatero | 510 | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Samaura Arstegui-Lucatero (n/s) | 510 | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Jill Gillette | 3624 | Central Valley | Giuseppe Primavera | 520 | 3/19/25 | 0.50 | 1 | 120 | \$120.00 | \$0.00 | |
| Kacy McCalla | 3624 | Central Valley | Stephanie Luna | Ed Psych Assessment | 3/1/25 | n/a | n/a | n/a | \$1,950.00 | 193.00 | \$135.10 |
| Kacy McCalla | 3624 | Central Valley | Braylee Wood | Ed Psych Assessment | 3/5/25 | n/a | n/a | n/a | \$1,950.00 | 24.30 | \$17.01 |
| Kacy McCalla | 3624 | Central Valley | Tobias Tracy | FBA Assessment | 3/7/25 | n/a | n/a | n/a | \$1,950.00 | 122.00 | \$85.40 |
| Kacy McCalla | 3624 | Central Valley | Julia Morasca | Ed Psych Assessment | 3/10/25 | n/a | n/a | n/a | \$1,950.00 | 257.00 | \$179.90 |
| Kacy McCalla | 3624 | Central Valley | Bree Hall | Ed Psych Assessment | 3/21/25 | n/a | n/a | n/a | \$1,950.00 | 8.00 | \$5.60 |
| Kacy McCalla | 3624 | Central Valley | Faris Mufti | Ed Psych Assessment | 3/31/25 | n/a | n/a | n/a | \$1,950.00 | 28.00 | \$19.60 |
| Kanoa Elizondo | 3624 | Central Valley | Nammi Gohari | APE Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3624 | Central Valley | Nammi Gohari | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3624 | Central Valley | Nammi Gohari | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3624 | Central Valley | Nammi Gohari | APE Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kanoa Elizondo | 3624 | Central Valley | Nammi Gohari | APE Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kara Todrank | 3624 | Central Valley | Damian Espinoza | OT Assessment | 2/24/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Kara Todrank | 3624 | Central Valley | Damian Espinoza | IEP Meeting | 3/10/25 | 1.25 | 1.25 | 100 | \$125.00 | \$0.00 | |
| Kari Smith | 3624 | Central Valley | Faris Mufti | Nurse Assessment | 3/11/25 | n/a | n/a | n/a | \$700.00 | 20.00 | \$14.00 |
| Kasey Galk | 3624 | Central Valley | Braylee Wood | APE Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3624 | Central Valley | Braylee Wood | APE Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3624 | Central Valley | Braylee Wood | APE Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3624 | Central Valley | Braylee Wood | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Kasey Galk | 3624 | Central Valley | Braylee Wood | IEP Meeting | 3/13/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Katherine McMahon | 3624 | Central Valley | Michael Montoya | Nurse Assessment | 3/2/25 | n/a | n/a | n/a | \$700.00 | 87.60 | \$61.32 |
| Katherine McMahon | 3624 | Central Valley | Elyjah Kropf | Nurse Assessment | 3/7/25 | n/a | n/a | n/a | \$700.00 | 32.40 | \$22.68 |
| Katherine McMahon | 3624 | Central Valley | Isaijah Villalobos | Nurse Assessment | 3/16/25 | n/a | n/a | n/a | \$700.00 | 8.60 | \$6.02 |
| Katherine McMahon | 3624 | Central Valley | Ba-EL Avila | Nurse Assessment | 3/20/25 | n/a | n/a | n/a | \$700.00 | 43.40 | \$30.38 |
| Katherine McMahon | 3624 | Central Valley | Darius Green | Nurse Assessment | 3/30/25 | n/a | n/a | n/a | \$700.00 | 1.30 | \$0.91 |
| Katherine McMahon | 3624 | Central Valley | Caiden K Gutierrez (n/s) | Nurse Assessment | 3/11/25 | n/a | n/a | n/a | \$90.00 | 88.00 | \$61.60 |
| Kelly Dunn | 3624 | Central Valley | Damian Espinoza | AAC Assessment | 3/25/25 | n/a | n/a | n/a | \$1,783.00 | \$0.00 | |
| Kelly Dunn | 3624 | Central Valley | Valentina Cernitos | AT Services | 3/5/25 | 0.50 | 1 | 120 | \$120.00 | \$0.00 | |
| Kristin McClelland | 3624 | Central Valley | Damian Espinoza | Ed Psych Assessment | 2/22/25 | n/a | n/a | n/a | \$1,950.00 | 364.00 | \$254.80 |
| Lauren Linhoff | 3624 | Central Valley | Martin Gonzalez | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Lauren Linhoff | 3624 | Central Valley | Martin Gonzalez | APE Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Lauren Linhoff | 3624 | Central Valley | Martin Gonzalez | APE Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Lauren Linhoff | 3624 | Central Valley | Martin Gonzalez | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Lauren Linhoff | 3624 | Central Valley | Martin Gonzalez | APE Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Adam Granum | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Adam Granum (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Elyjah Kropf | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Elyjah Kropf | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Elyjah Kropf | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Elyjah Kropf | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Elyjah Kropf | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Elyjah Kropf | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Jaxon Torrez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Jaxon Torrez | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Jaxon Torrez | Speech Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Jaxon Torrez (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Jaxon Torrez (n/s) | Speech Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Jude Gonzalez (n/s) | Speech Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Tobias Tracy (n/s) | Speech Services | 3/18/25 | 1.00 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Tobias Tracy (n/s) | Speech Services | 3/25/25 | 1.00 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Tobias Tracy (n/s) | Speech Services | 3/4/25 | 1.00 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mae Belen Vital | 3624 | Central Valley | Tobias Tracy (n/s) | Speech Services | 3/11/25 | 1.00 | 0.5 | 110 | \$55.00 | \$0.00 | |

| | | | | | | | | | | | |
|------------------------|------|----------------|-----------------------------|---------------------|---------|-------|------|-----|------------|--------|----------|
| Mae Belen Vital | 3624 | Central Valley | Jaxon Torrez | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Mara Lewis | 3624 | Central Valley | Faris Mufti | IEP Meeting | 3/18/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Mercedes (Sadie) Allin | 3624 | Central Valley | Christian Patillo | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mercedes (Sadie) Allin | 3624 | Central Valley | Christian Patillo (n/s) | Speech Services | 3/10/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Mercedes (Sadie) Allin | 3624 | Central Valley | Sophia Millevoi | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mercedes (Sadie) Allin | 3624 | Central Valley | Sophia Millevoi | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mercedes (Sadie) Allin | 3624 | Central Valley | Sophia Millevoi | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Mercedes (Sadie) Allin | 3624 | Central Valley | Sophia Millevoi | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Bella Brown | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Bella Brown | 510 | 3/21/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Bella Brown (n/s) | 510 | 3/7/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Lane Licon (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Lane Licon (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Lane Licon (n/s) | 510 | 3/10/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Lane Licon (n/s) | 510 | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Lane Licon (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Luigi Cruz Avina (n/s) | 515 | 3/21/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Sophia Millevoi | 510 | 3/14/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Sophia Millevoi | 510 | 3/21/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Spencer Tubbs | 510 | 3/24/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Spencer Tubbs (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Spencer Tubbs (n/s) | 510 | 3/17/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Spencer Tubbs (n/s) | 510 | 3/31/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Spencer Tubbs (n/s) | 510 | 3/14/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Stephanie Luna | 510 | 3/24/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Valerie (Victor) Voyda | 510 | 3/28/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Monika Mabe | 3624 | Central Valley | Bella Brown | IEP Meeting | 3/24/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Patricia Slaback | 3624 | Central Valley | Braylee Wood | OI Services | 3/7/25 | 0.25 | 1 | 110 | \$110.00 | \$0.00 | |
| Patricia Slaback | 3624 | Central Valley | Jeremiah Drake | OI Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Patricia Slaback | 3624 | Central Valley | Nammi Gohari | OI Services | 3/3/25 | 0.25 | 1 | 110 | \$110.00 | \$0.00 | |
| Patricia Slaback | 3624 | Central Valley | Braylee Wood | IEP Meeting | 3/13/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Cassidy Otero | Speech Services | 2/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Cassidy Otero | Speech Services | 2/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Cassidy Otero | Speech Services | 2/25/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Darius Green | Speech Services | 2/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Darius Green | Speech Services | 2/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Darius Green (n/s) | Speech Services | 2/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Kenton Wood | Speech Assessment | 2/9/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Kenton Wood | Speech Services | 2/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Kenton Wood | Speech Services | 2/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Kenton Wood | Speech Services | 2/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Kenton Wood | Speech Services | 2/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Penny Lopez | 3624 | Central Valley | Kenton Wood | IEP Meeting | 2/20/25 | 1.50 | 1.5 | 100 | \$150.00 | \$0.00 | |
| Reginald Boyd | 3624 | Central Valley | Eva Wells | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | \$0.00 | |
| Reginald Boyd | 3624 | Central Valley | Eva Wells (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Ryan Groft | 3624 | Central Valley | Vanity Vizcarrondo | Ed Psych Assessment | 2/20/25 | n/a | n/a | n/a | \$1,950.00 | 70.90 | \$49.63 |
| Ryan Groft | 3624 | Central Valley | Cathleen Cunningham | Ed Psych Assessment | 2/23/25 | n/a | n/a | n/a | \$1,950.00 | 68.00 | \$47.60 |
| Ryan Groft | 3624 | Central Valley | Xander Glaum | Ed Psych Assessment | 3/3/25 | n/a | n/a | n/a | \$1,950.00 | 149.60 | \$104.72 |
| Ryan Groft | 3624 | Central Valley | Whiskey Rico | Staffing Meeting | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Sakhjit Kaur | 3624 | Central Valley | Gerard Noriega | Nurse Assessment | 3/4/25 | n/a | n/a | n/a | \$700.00 | \$0.00 | |
| Shenlyn Sales | 3624 | Central Valley | Timothy Carter | ERMHS Assessment | 3/8/25 | n/a | n/a | n/a | \$1,950.00 | 22.00 | \$15.40 |
| Shenlyn Sales | 3624 | Central Valley | Richard Arellano-Cunningham | Ed Psych Assessment | 3/8/25 | n/a | n/a | n/a | \$1,950.00 | 88.00 | \$61.60 |
| Sunshine Armstrong | 3624 | Central Valley | Marquis Jump | 535 | 3/26/25 | 0.75 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Martin Gonzalez | 535 | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Martin Gonzalez | 535 | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Martin Gonzalez | 535 | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/25/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | Myles Marcial (n/s) | 535 | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Sunshine Armstrong | 3624 | Central Valley | William Ijames (n/s) | 535 | 3/11/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Terrie Schoch | 3624 | Central Valley | Damian Espinoza | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Terrie Schoch | 3624 | Central Valley | Damian Espinoza (n/s) | 515 | 3/4/25 | 0.50 | 0.5 | 95 | \$47.50 | \$0.00 | |
| Terrie Schoch | 3624 | Central Valley | Nammi Gohari (n/s) | 510 | 3/21/25 | 0.50 | 0.5 | 100 | \$50.00 | \$0.00 | |
| Vahe Amirian | 3624 | Central Valley | Gerard Noriega | Ed Psych Assessment | 3/14/25 | n/a | n/a | n/a | \$1,950.00 | 165.00 | \$115.50 |
| Vahe Amirian | 3624 | Central Valley | Logan Licon | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Vanessa Abraham | 3624 | Central Valley | Edgar Villalobos | Speech Assessment | 3/30/25 | 10.50 | 10.5 | 110 | \$1,155.00 | \$0.00 | |
| Vanessa Abraham | 3624 | Central Valley | Tobias Tracy | IEP Meeting | 3/19/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |

| | | | | | | | | | | | |
|-----------------------|------|----------------|-----------------------|---------------------------|---------------------------|------|-------------------|-----|--------------------|-----------------|-------------------|
| Yasaman Danesh Panahi | 3624 | Central Valley | Braylee Wood | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Braylee Wood (n/s) | OT Services | 3/6/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Braylee Wood (n/s) | OT Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Braylee Wood (n/s) | OT Services | 3/27/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Damian Dominguez | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Damian Dominguez | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Damian Dominguez | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Damian Espinoza (n/s) | OT Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Darius Green | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Darius Green (n/s) | OT Services | 3/13/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Esperanza Perez | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Esperanza Perez | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Esperanza Perez | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Esperanza Perez | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Isabella Tosti | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Isabella Tosti | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Isabella Tosti | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Isabella Tosti | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Jaxon Torrez | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Jaxon Torrez | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Jaxon Torrez | OT Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Jaxon Torrez | OT Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Jeremiah Drake (n/s) | OT Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Keenan Le | OT Services | 3/6/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Keenan Le | OT Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | King Wilson | OT Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | King Wilson (n/s) | OT Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | King Wilson (n/s) | OT Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | King Wilson (n/s) | OT Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Nammi Gohari | OT Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Nammi Gohari | OT Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Nammi Gohari | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Nammi Gohari | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Nammi Gohari | OT Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Braylee Wood | IEP Meeting | 3/13/25 | 2.00 | 2 | 100 | \$200.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Damian Espinoza | IEP Meeting | 3/10/25 | 2.00 | 2 | 100 | \$200.00 | \$0.00 | |
| Yasaman Danesh Panahi | 3624 | Central Valley | Jaxon Torrez | IEP Meeting | 3/10/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| Yvonne Duarte | 3624 | Central Valley | Marquis Jump | IEP Meeting | 3/26/25 | 1.00 | 1 | 100 | \$100.00 | \$0.00 | |
| | | | | Total for Service: | Total for Mileage: | | Total Due: | | \$85,568.50 | 2,014.10 | \$1,409.87 |
| Total | | | | \$85,568.50 | \$1,409.87 | | | | | | |

Monterey Bay

BILLING INVOICE

| | | | |
|-----------------|---------------------------------|----------|---------------------------------------|
| Invoice # | 3627 | Bill To: | California Online Public School |
| Invoice Date: | 3/31/25 | Attn: | La Chelle Carter |
| Name: | El Paseo Children's Center Inc | | |
| Mailing Address | 74075 El Paseo Drive, Suite A2B | | lacarter@calca.connectionsacademy.org |
| | Palm Desert, CA 92260 | | SPED-Finance@californiaops.org |
| Telephone | 760-342-4900 | | abatin@calca.connectionsacademy.org |

| Provider | Invoice # | Region | Student | Service Type | Service Date | Actual Service Time | Billable Service in hours | Hourly Fee | Amount Due for Service | Miles Traveled | Miles Traveled x .70 |
|----------------------|-----------|--------------|-----------------------------|-------------------|--------------|---------------------|---------------------------|------------|------------------------|----------------|----------------------|
| Abigail Smalligan | 3627 | Monterey Bay | Gabriela Cruz Ramirez | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Abigail Smalligan | 3627 | Monterey Bay | Gabriela Cruz Ramirez | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Abigail Smalligan | 3627 | Monterey Bay | Gabriela Cruz Ramirez (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Adriana Covarubias | 3627 | Monterey Bay | Ashwin Prem | OT Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Armando Alvarez Rico | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | Speech Assessment | 3/4/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Armando Alvarez Rico | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | IEP | 3/19/25 | 2.00 | 2 | 100 | \$200.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Ashley Morales Valbert | 510 | 3/18/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Ashley Morales Valbert | 510 | 3/4/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Ashley Morales Valbert | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Ashley Morales Valbert | 510 | 3/25/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Jaziah Perez | 510 | 3/4/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Jaziah Perez | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Jaziah Perez | 510 | 3/18/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Brenda Rea | 3627 | Monterey Bay | Jaziah Perez (n/s) | 510 | 3/25/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Diana Cadigan | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | IEP | 3/19/25 | 1.75 | 1.75 | 100 | \$175.00 | | \$0.00 |
| Diana Cadigan | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | DHH Assessment | 3/7/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Elizabeth Ramirez | 3627 | Monterey Bay | Andre Barragan | 510 | 3/11/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Elizabeth Ramirez | 3627 | Monterey Bay | Andre Barragan (n/s) | 510 | 3/25/25 | 1.00 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Emily Chupek | 3627 | Monterey Bay | Ella Avilla | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Alessandro Grella (n/s) | Speech Services | 3/24/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Scarlett Hudgins | Speech Services | 3/6/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Scarlett Hudgins | Speech Services | 3/13/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Scarlett Hudgins | Speech Services | 3/20/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Scarlett Hudgins | Speech Services | 3/27/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | Speech Services | 3/10/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Ericka Panayi | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | Speech Services | 3/19/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Ashwin Prem | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Ashwin Prem | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Ashwin Prem | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Ashwin Prem | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Ashwin Prem | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Ashwin Prem | Speech Services | 3/28/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Ashwin Prem (n/s) | Speech Services | 3/21/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Elias Jimenez | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |

| | | | | | | | | | | | |
|---------------------------|------|--------------|--------------------------|-------------------|---------|-------|------|-----|------------|--------|---------|
| Evette Rios | 3627 | Monterey Bay | Elias Jimenez | Speech Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Elias Jimenez (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Elias Jimenez (n/s) | Speech Services | 3/26/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Jeter Gonzales | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Jeter Gonzales | Speech Services | 3/21/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Jeter Gonzales (n/s) | Speech Services | 3/7/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Jeter Gonzales (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Jocelyn Guinto (n/s) | Speech Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Michael Moreno | Speech Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Michael Moreno (n/s) | Speech Services | 3/28/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Sakari Franklin | Speech Services | 3/7/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Sakari Franklin | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Sakari Franklin | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Evette Rios | 3627 | Monterey Bay | Sakari Franklin | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Heidi Newton | 3627 | Monterey Bay | Dominic Denice | Nurse Assessment | 3/8/25 | n/a | n/a | n/a | \$700.00 | 26.90 | \$18.83 |
| Heidi Newton | 3627 | Monterey Bay | Elias Jimenez | Nurse Assessment | 3/28/25 | n/a | n/a | n/a | \$700.00 | 105.00 | \$73.50 |
| Heidi Newton | 3627 | Monterey Bay | Josué Salazar | Nurse Assessment | 3/29/25 | n/a | n/a | n/a | \$700.00 | 76.5 | \$53.55 |
| Jill Gillette | 3627 | Monterey Bay | Lelani Almanza | 520 | 3/3/25 | 1.00 | 1 | 120 | \$120.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Lelani Almanza | 520 | 3/10/25 | 1.00 | 1 | 120 | \$120.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Lelani Almanza | 520 | 3/31/25 | 1.00 | 1 | 120 | \$120.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Lelani Almanza | 520 | 3/24/25 | 1.00 | 1 | 120 | \$120.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Lelani Almanza (n/s) | 520 | 3/17/25 | 1.00 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Lorenzo Mata (n/s) | 520 | 3/11/25 | 1.00 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Lorenzo Mata (n/s) | 520 | 3/25/25 | 1.00 | 0.5 | 120 | \$60.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Tara Rowlands | 510 | 3/10/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Tara Rowlands (n/s) | 510 | 3/3/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Tara Rowlands | 510 | 3/31/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Tara Rowlands | 510 | 3/17/25 | 0.50 | 1 | 100 | \$100.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Tara Rowlands (n/s) | 510 | 3/24/25 | 0.50 | 0.5 | 100 | \$50.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Lorenzo Mata | IEP Meeting | 3/24/25 | 1.50 | 1.5 | 100 | \$150.00 | | \$0.00 |
| Jill Gillette | 3627 | Monterey Bay | Tara Rowlands | IEP Meeting | 3/25/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kasey Galik | 3627 | Monterey Bay | Ashwin Prem | APE Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galik | 3627 | Monterey Bay | Ashwin Prem | APE Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galik | 3627 | Monterey Bay | Ashwin Prem | APE Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galik | 3627 | Monterey Bay | Ashwin Prem | APE Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kasey Galik | 3627 | Monterey Bay | Ashwin Prem | APE Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Kathleen Frazier | 3627 | Monterey Bay | Tatiana Alvarez Guerrero | IEP Meeting | 3/19/25 | 1.75 | 1.75 | 100 | \$175.00 | | \$0.00 |
| Kelly Dunn | 3627 | Monterey Bay | Ashwin Prem | AT Services | 3/10/25 | 1.00 | 1 | 120 | \$120.00 | | \$0.00 |
| Kristin McClelland | 3627 | Monterey Bay | Allen Watson | IEP Meeting | 3/12/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Kristin McClelland | 3627 | Monterey Bay | Andre Barragan | IEP Meeting | 3/28/25 | 1.00 | 1 | 100 | \$100.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Dominic Gonzales | Speech Services | 3/3/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Dominic Gonzales | Speech Services | 3/14/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Dominic Gonzales | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Dominic Gonzales | Speech Services | 3/24/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Dominic Gonzales (n/s) | Speech Services | 3/31/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Jaziah Perez | Speech Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Jaziah Perez | Speech Services | 3/17/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Jaziah Perez | Speech Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Jaziah Perez | Speech Services | 3/31/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Lauren Gotelli (Williams) | 3627 | Monterey Bay | Jaziah Perez (n/s) | Speech Services | 3/14/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Angel Cruz Ramirez | Speech Assessment | 3/5/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Angel Cruz Ramirez | Speech Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Angel Cruz Ramirez (n/s) | Speech Services | 3/19/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Wesley Evans | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Wesley Evans | Speech Services | 3/20/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Wesley Evans | Speech Services | 3/27/25 | 1.00 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Wesley Evans (n/s) | Speech Services | 3/6/25 | 1.00 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Zion Felix | Speech Services | 3/13/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Zion Felix | Speech Services | 3/20/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Zion Felix | Speech Services | 3/27/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Mae Belin Vital | 3627 | Monterey Bay | Zion Felix (n/s) | Speech Services | 3/4/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |

| | | | | | | | | | | | |
|-----------------------|------|--------------|-----------------------|---------------------------|---------------------------|------------------|------|-----|-------------|----------|------------|
| Reginald Boyd | 3627 | Monterey Bay | Priscilla Rojas | 510 | 3/27/25 | 0.75 | 1.00 | 100 | \$100.00 | | \$0.00 |
| Reginald Boyd | 3627 | Monterey Bay | Priscilla Rojas (n/s) | 510 | 3/13/25 | 0.75 | 0.50 | 100 | \$50.00 | | \$0.00 |
| Reginald Boyd | 3627 | Monterey Bay | Roven Carvalho | 510 | 3/26/25 | 0.50 | 1.00 | 100 | \$100.00 | | \$0.00 |
| Reginald Boyd | 3627 | Monterey Bay | Roven Carvalho | 510 | 3/14/25 | 0.50 | 1.00 | 100 | \$100.00 | | \$0.00 |
| Sabrina Lujan-Reyes | 3627 | Monterey Bay | Dominic Denice | Ed Psych Assessment | 3/8/25 | n/a | n/a | n/a | \$1,950.00 | 228.00 | \$159.60 |
| Sunshine Armstrong | 3627 | Monterey Bay | Paxton O'Connor | 535-Parent | 3/31/25 | 0.50 | 1.00 | 110 | \$110.00 | | \$0.00 |
| Terrie Schoch | 3627 | Monterey Bay | Siyona Ghosh | 510 | 3/19/25 | 0.50 | 1.00 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3627 | Monterey Bay | Siyona Ghosh | 510 | 3/26/25 | 0.50 | 1.00 | 100 | \$100.00 | | \$0.00 |
| Terrie Schoch | 3627 | Monterey Bay | Siyona Ghosh (n/s) | 510 | 3/5/25 | 0.50 | 0.50 | 100 | \$50.00 | | \$0.00 |
| Terrie Schoch | 3627 | Monterey Bay | Siyona Ghosh (n/s) | 510 | 3/12/25 | 0.50 | 0.50 | 100 | \$50.00 | | \$0.00 |
| Vanessa Abraham | 3627 | Monterey Bay | Elias Jimenez | Speech Assessment | 3/26/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Dominic Denice | IEP Meeting | 3/31/25 | 2.00 | 2 | 100 | \$200.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Dominic Denice | OT Assessment | 3/18/25 | 10.50 | 10.5 | 110 | \$1,155.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Dominic Denice | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Dominic Denice | OT Services | 3/12/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Dominic Denice | OT Services | 3/26/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Dominic Denice (n/s) | OT Services | 3/20/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Jeter Gonzales | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Jeter Gonzales | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Jeter Gonzales | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Jeter Gonzales (n/s) | OT Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Paxton O'Connor | OT Services | 3/5/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Paxton O'Connor | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Paxton O'Connor (n/s) | OT Services | 3/12/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Paxton O'Connor (n/s) | OT Services | 3/18/25 | 0.50 | 0.5 | 110 | \$55.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Scarlett Hudgins | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Wesley Evans | OT Services | 3/4/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Wesley Evans | OT Services | 3/11/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Wesley Evans | OT Services | 3/18/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| Yasaman Danesh-Panahi | 3627 | Monterey Bay | Wesley Evans | OT Services | 3/25/25 | 0.50 | 1 | 110 | \$110.00 | | \$0.00 |
| | | | | Total for Service: | Total for Mileage: | TOTAL DUE | | | \$39,952.50 | 1,903.40 | \$1,332.38 |
| Total | | | | \$39,952.50 | \$1,332.38 | \$41,284.88 | | | | | |

J.P.Morgan

JPMORGAN CHASE BANK NA
 P.O. BOX 15918
 MAIL SUITE DE1-1404
 WILMINGTON DE 19850

| | |
|------------------|---------------------|
| ACCOUNT NUMBER | 4485 9279 0004 8836 |
| PAYMENT DUE DATE | 05/25/2025 |
| AMOUNT DUE | \$103,817.69 |
| CURRENT BALANCE | \$103,817.69 |

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

448592790004883610381769103817697

PLEASE TEAR PAYMENT COUPON AT PERFORATION

| STATEMENT MESSAGES |
|--------------------|
| |

| COMMERCIAL ACCOUNT SUMMARY |
|---|
| ORGANIZATION NAME: CALOPS ACCOUNT NUMBER: 4485927900048836 |

| | |
|--|--|
| CLOSING DATE 04-30-25 CREDIT LIMIT 1,000,000 AVAILABLE CREDIT 896,182 | PREVIOUS BALANCE 118,946.14 PURCHASES AND OTHER CHARGES 105,066.87 CASH ADVANCES .00 CREDITS 1,249.18 PAYMENTS 118,946.14- LATE PAYMENT CHARGES .00 CASH ADVANCE FEE .00 FINANCE CHARGES .00 NEW BALANCE 103,817.69 TOTAL PAYMENT DUE 103,817.69 DISPUTED AMOUNT .00 |
| FOR CUSTOMER SERVICE CALL: 1-800-316-6056 FOR TTY/TDD SERVICE CALL: 1-800-955-8060 | |
| SEND BILLING INQUIRIES TO: JPMORGAN CHASE BANK NA COMMERCIAL CARD SOLUTIONS P.O. BOX 2015 MAIL SUITE IL1-6225 ELGIN, IL 60121 | |

| | |
|-----------------------------------|--------|
| ACCT. NUMBER: 4485 9279 0004 8836 | CALOPS |
|-----------------------------------|--------|

| COMMERCIAL ACCOUNT ACTIVITY | | | | |
|-------------------------------|------------------|-------------------------|--------------------------------|--|
| CALOPS 4485-9279-0004-8836 | | | | TOTAL COMMERCIAL ACTIVITY \$118,946.14CR |
| ACCOUNTING CODE: | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
| 04-25 | 04-25 | | AUTO PAYMENT DEDUCTION | 118,946.14 CR |

| INDIVIDUAL CARDHOLDER ACTIVITY | | | | | |
|---------------------------------------|------------------|----------------------------|---|---------------------------|-------------------------------------|
| RICHARD SAVAGE 4485-9200-2831-6078 | | CREDITS \$429.18 | PURCHASES \$6,510.67 | CASH ADV \$0.00 | TOTAL ACTIVITY \$6,081.49 |
| ACCOUNTING CODE: | | | | | |
| Purchasing Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-04 | 04-04 | 24204295093002308206097 | TWITTER ONLINE ADS 415-2229670 CA P.O.S.: 1907929653230866432 SALES TAX: 0.00 | 160.28 | |
| 04-07 | 04-05 | 24204295095000038607095 | TWITTER ONLINE ADS 415-2229670 CA P.O.S.: 1908318448996458496 SALES TAX: 0.00 | 86.15 | |
| 04-08 | 04-07 | 24204295097000685769048 | SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P35A502DBD SALES TAX: 0.00 | 502.09 | |
| 04-09 | 04-09 | 24204295098002784929092 | TWITTER ONLINE ADS 415-2229670 CA P.O.S.: 1909728337174085632 SALES TAX: 0.00 | 160.00 | |
| 04-11 | 04-10 | 24493985100093992069112 | OC PARKS HQ 714-973-6855 CA P.O.S.: 55450108 SALES TAX: 0.00 | 500.00 | |
| 04-17 | 04-17 | 24204295107001100800093 | TWITTER ONLINE ADS 415-2229670 CA P.O.S.: 1912667091861897216 SALES TAX: 0.00 | 317.96 | |
| 04-22 | 04-21 | 24431065112191890027976 | IN-N-OUT BURGERS-COOKOUT 949-509-6200 CA P.O.S.: 49600045 SALES TAX: 0.00 | 800.00 | |
| 04-28 | 04-26 | 24204295116001303843097 | TWITTER ONLINE ADS 415-2229670 CA P.O.S.: 1915967683191504896 SALES TAX: 0.00 | 320.73 | |
| Total Purchasing Activity | | | | \$2,847.21 | |
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-04 | 04-03 | 24717055094870942204166 | DELTA AIR 0062320147249 800-2211212 CA SAVAGE/RICHARD DEPART: 04-10-25 P.O.S.: SALES TAX: \$0.00 SNA DL H SLC | 668.48 | |
| 04-07 | 04-06 | 24717055097870971819758 | DELTA AIR 0062320831082 800-2211212 CA SAVAGE/RICHARD DEPART: 05-28-25 P.O.S.: SALES TAX: \$0.00 IDA DL S SLC DL S SJC DL S SLC DL S IDA | 557.37 | |
| 04-07 | 04-04 | 74717055095870953273450 | AMERICAN AI 0012218605583 800-433-7300 TX SAVAGE/RICHARD DEPART: 04-05-25 P.O.S.: SALES TAX: \$0.00 XAA AA X XAO | 429.18 CR | |
| 04-08 | 04-07 | 24427335097730261263504 | MCDONALD'S F35362 PHOENIX AZ P.O.S.: 06346545362VPTY7026126350 SALES TAX: 0.00 | 6.17 | |

| | |
|-----------------------------------|--------|
| ACCT. NUMBER: 4485 9279 0004 8836 | CALOPS |
|-----------------------------------|--------|

| INDIVIDUAL CARDHOLDER ACTIVITY | | | | | |
|--|-----------|--------------------------|---|---------------------------|-----------------------------------|
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-09 | 04-08 | 24251385098027019188983 | BAGEL SHACK #3 - SAN JUAN SAN JUAN CAPI CA | 13.92 | |
| 04-11 | 04-10 | 24011345100100082489637 | LYFT *RIDE THU 7AM LYFT.COM CA P.O.S.: 20698292089150051 SALES TAX: 3.19 | 75.70 | |
| 04-14 | 04-10 | 24692165101103900107925 | MARRIOTT LAGUNA CLIFFS DANA POINT CA 247530 ARRIVAL: 04-07-25 | 1,445.45 | |
| 04-25 | 04-24 | 24717055115871151920208 | DELTA AIR 0062326732288 800-2211212 CA SAVAGE/RICHARD DEPART: 05-12-25 P.O.S.: SALES TAX: \$0.00 IDA DL U SLC DL S SNA DL S SLC DL S IDA | 896.37 | |
| Total Travel Activity | | | | \$3,234.28 | |
| SHERYL MOSSO 4485-9200-3490-0998 | | CREDITS \$0.00 | PURCHASES \$401.96 | CASH ADV \$0.00 | TOTAL ACTIVITY \$401.96 |
| ACCOUNTING CODE: | | | | | |
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-16 | 04-14 | 24692165105107591067856 | SOUTHWES 5262333787871 800-435-9792 TX MOSSO/SHERYL MARISSA DEPART: 04-21-25 P.O.S.: SALES TAX: \$0.00 LAS WN U SNA WN E LAS | 376.97 | |
| 04-22 | 04-20 | 24692165111102792622429 | SOUTHWES 5262336095515 800-435-9792 TX MOSSO/SHERYL MARISSA DEPART: 04-21-25 P.O.S.: SALES TAX: \$0.00 LAS WN U SNA WN U LAS | 24.99 | |
| Total Travel Activity | | | | \$401.96 | |
| TRACY LE 4485-9200-5420-8462 | | CREDITS \$0.00 | PURCHASES \$20.00 | CASH ADV \$0.00 | TOTAL ACTIVITY \$20.00 |
| ACCOUNTING CODE: | | | | | |
| Purchasing Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-03 | 04-02 | 24240525092293110833114 | WA SECRETARY OF STATE 360-704-5266 WA P.O.S.: 8424351862 SALES TAX: 0.00 | 20.00 | |
| Total Purchasing Activity | | | | \$20.00 | |
| FINANCE DEPARTMENT 4485-9201-0377-7327 | | CREDITS \$0.00 | PURCHASES \$585.86 | CASH ADV \$0.00 | TOTAL ACTIVITY \$585.86 |
| ACCOUNTING CODE: | | | | | |
| Purchasing Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-01 | 04-01 | 24000775091100011140014 | DOCUMO DOCUMO.COM NV P.O.S.: 92905810 SALES TAX: 0.00 | 27.72 | |
| 04-01 | 04-01 | 24204295091000164807075 | SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P3574D7A04 SALES TAX: 0.00 | 494.04 | |
| 04-01 | 03-31 | 24493985091090889291255 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80750011 SALES TAX: 0.00 | 32.05 | |

| | |
|-----------------------------------|--------|
| ACCT. NUMBER: 4485 9279 0004 8836 | CALOPS |
|-----------------------------------|--------|

| INDIVIDUAL CARDHOLDER ACTIVITY | | | | | |
|---|-----------|-------------------------|---|-------------------|-----------------------|
| Purchasing Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-01 | 03-31 | 24493985091090889291461 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80750032 SALES TAX: 0.00 | 32.05 | |
| Total Purchasing Activity | | | | \$585.86 | |
| MARCUS WHITE 4485-9201-0693-8900 | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| | | \$0.00 | \$1,341.60 | \$0.00 | \$1,341.60 |
| ACCOUNTING CODE: | | | | | |
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-10 | 04-08 | 24692165099102084850205 | MARRIOTT LAGUNA CLIFFS DANA POINT CA 255330 ARRIVAL: 04-07-25 | 504.50 | |
| 04-14 | 04-10 | 24692165101103900108071 | MARRIOTT LAGUNA CLIFFS DANA POINT CA 250310 ARRIVAL: 04-08-25 | 837.10 | |
| Total Travel Activity | | | | \$1,341.60 | |
| STEPHEN FORD 4485-9201-2531-5460 | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| | | \$0.00 | \$2,560.40 | \$0.00 | \$2,560.40 |
| ACCOUNTING CODE: | | | | | |
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-09 | 04-07 | 24692165098101231942007 | IN-N-OUT LAGUNA HILLS LAGUNA HILLS CA P.O.S.: 049967 SALES TAX: 0.00 | 25.86 | |
| 04-10 | 04-08 | 24692165099101943908949 | TST*EL ADOBE SAN JUAN CAPI CA P.O.S.: 00120539024172181209aa SALES TAX: 0.00 | 301.50 | |
| 04-10 | 04-08 | 24692165099102085172377 | RENAISSANCE CLUBSPORT ALISO VIEJO CA 501040 ARRIVAL: 04-07-25 | 279.90 | |
| 04-10 | 04-09 | 24692165100102531250931 | TST*JIMMYS FAMOUS AMERI DANA POINT CA P.O.S.: 00114548024191425659aa SALES TAX: 0.00 | 284.92 | |
| 04-11 | 04-10 | 24164075100080216360005 | NATIONAL CAR RENTAL SANTA ANA CA 664638161 | 210.97 | |
| 04-14 | 04-10 | 24692165101103900107982 | MARRIOTT LAGUNA CLIFFS DANA POINT CA 248960 ARRIVAL: 04-07-25 | 1,408.62 | |
| 04-14 | 04-10 | 24943815101900077000438 | CARLS JR 1986 SANTA ANA CA | 17.23 | |
| Total Travel Activity | | | | \$2,529.00 | |
| Fleet Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-11 | 04-10 | 24692165100103244770777 | CHEVRON 0096405 IRVINE CA P.O.S.: V000001000000 SALES TAX: 4.49 | 31.40 | |
| Total Fleet Activity | | | | \$31.40 | |
| JULIE COLOMBERO 4485-9201-2888-3134 | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| | | \$0.00 | \$4,500.00 | \$0.00 | \$4,500.00 |
| ACCOUNTING CODE: | | | | | |

| | |
|-----------------------------------|--------|
| ACCT. NUMBER: 4485 9279 0004 8836 | CALOPS |
|-----------------------------------|--------|

| INDIVIDUAL CARDHOLDER ACTIVITY | | | | | |
|---|-----------|----------------------------|---|---------------------------|-------------------------------------|
| Purchasing Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-03 | 04-03 | 24036295093712705075812 | FACEBK *BLAU3LU462 650-543-4800 CA P.O.S.: 92780082323101365 SALES TAX: 0.00 | 900.00 | |
| 04-07 | 04-04 | 24036295094742966937037 | FACEBK *WZX2PLL462 650-543-4800 CA P.O.S.: 93451465289296365 SALES TAX: 0.00 | 900.00 | |
| 04-07 | 04-05 | 24036295095716212808118 | FACEBK *6M4PKMY462 650-543-4800 CA P.O.S.: 94452138522562365 SALES TAX: 0.00 | 900.00 | |
| 04-07 | 04-07 | 24036295097718437469203 | FACEBK *N3UXMMY462 650-543-4800 CA P.O.S.: 94531582247951365 SALES TAX: 0.00 | 900.00 | |
| 04-09 | 04-08 | 24036295098742654092406 | FACEBK *V79GNLC562 650-543-4800 CA P.O.S.: 93431025791340365 SALES TAX: 0.00 | 900.00 | |
| Total Purchasing Activity | | | | \$4,500.00 | |
| LESLIE DOMBEK 4485-9201-4073-4588 | | CREDITS \$0.00 | PURCHASES \$1,464.98 | CASH ADV \$0.00 | TOTAL ACTIVITY \$1,464.98 |
| ACCOUNTING CODE: | | | | | |
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-08 | 04-06 | 24431065097182715868198 | ALASKA AIR 0272101820802 SANTA ROSA CA DOMBEK/LESLIE DEPART: 04-06-25 P.O.S.: SALES TAX: \$0.00 STS AS K SNA | 35.00 | |
| 04-11 | 04-10 | 24164075100060216358702 | NATIONAL CAR RENTAL SANTA ANA CA 664621243 | 410.71 | |
| 04-11 | 04-09 | 24431065100184615832188 | ALASKA AIR SEATTLE WA XXXXXXXXXXXXXXXXXXXXX DEPART: 00-00-00 P.O.S.: SALES TAX: \$0.00 | 35.00 | |
| 04-14 | 04-10 | 24692165101103697070187 | HOBIE'S SAND BAR SNA SANTA ANA CA P.O.S.: 8 SALES TAX: 1.11 | 17.39 | |
| 04-14 | 04-10 | 24692165101103900107990 | MARRIOTT LAGUNA CLIFFS DANA POINT CA 249040 ARRIVAL: 04-08-25 | 948.88 | |
| Total Travel Activity | | | | \$1,446.98 | |
| Fleet Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-11 | 04-10 | 24692165100103244798158 | CHEVRON 0095418 IRVINE CA P.O.S.: V000001000000 SALES TAX: 2.57 | 18.00 | |
| Total Fleet Activity | | | | \$18.00 | |
| DANIEL HERTZLER 4485-9201-5003-7583 | | CREDITS \$820.00 | PURCHASES \$1,186.91 | CASH ADV \$0.00 | TOTAL ACTIVITY \$366.91 |
| ACCOUNTING CODE: | | | | | |
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | |
| 04-03 | 04-02 | 74943005092179390068281 | HYATT REGENCY SACRAMENTO 9164431234 CA | 820.00CR | |

| | |
|-----------------------------------|--------|
| ACCT. NUMBER: 4485 9279 0004 8836 | CALOPS |
|-----------------------------------|--------|

| INDIVIDUAL CARDHOLDER ACTIVITY | | | | | | |
|----------------------------------|------------------|-------------------------|---|------------------|-----------------|-----------------------|
| Travel Activity | | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | | |
| 04-14 | 04-10 | 24692165101103900108022 | MARRIOTT LAGUNA CLIFFS DANA POINT CA 249270 ARRIVAL: 04-08-25 | 1,186.91 | | |
| Total Travel Activity | | | | \$366.91 | | |
| HEATHER TAMAYO | | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| 4485-9201-5987-5843 | | | \$0.00 | \$10.00 | \$0.00 | \$10.00 |
| ACCOUNTING CODE: | | | | | | |
| Purchasing Activity | | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | | |
| 04-25 | 04-24 | 24000975114601500715090 | THE UPS STORE 7349 209-3863095 CA P.O.S.: 7349-POS7349B-174 SALES TAX: 0.00 | 10.00 | | |
| Total Purchasing Activity | | | | \$10.00 | | |
| MATTHEW BROCKWAY | | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| 4485-9201-9166-4221 | | | \$0.00 | \$272.04 | \$0.00 | \$272.04 |
| ACCOUNTING CODE: | | | | | | |
| Travel Activity | | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | | |
| 04-14 | 04-10 | 24692165101103900107826 | MARRIOTT LAGUNA CLIFFS DANA POINT CA 176000 ARRIVAL: 04-07-25 | 272.04 | | |
| Total Travel Activity | | | | \$272.04 | | |
| ASHLEY LARSEN | | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| 4485-9201-9282-6654 | | | \$0.00 | \$549.86 | \$0.00 | \$549.86 |
| ACCOUNTING CODE: | | | | | | |
| Purchasing Activity | | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | | |
| 04-09 | 04-07 | 24231685098299460745409 | VONS #2091 SAN JUAN CAPI CA P.O.S.: 509700133253 SALES TAX: 3.84 | 53.49 | | |
| Total Purchasing Activity | | | | \$53.49 | | |
| Travel Activity | | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount | | |
| 04-09 | 04-08 | 24064665098100013549179 | WWW.MRPICK* MR. PICKLE WWW.MRPICKLES CA P.O.S.: ch2ewriafu8np31oIn SALES TAX: 0.00 | 184.94 | | |
| 04-10 | 04-09 | 24000775099100019571972 | ELPOLLOLOCO ELPOLLOLOCO,O CA P.O.S.: ch31iexxmg3f0uxe6s SALES TAX: 0.00 | 120.21 | | |
| 04-10 | 04-09 | 24692165099102047130141 | SQ *AS BURGERS MISSION VIEJO CA P.O.S.: 00011529215153007 SALES TAX: 10.82 | 140.62 | | |
| 04-11 | 04-10 | 24692165100102972899410 | SQ *WENDY'S DONUTS SAN JUAN CAPI CA P.O.S.: 00011529215153041 SALES TAX: 4.46 | 50.60 | | |
| Total Travel Activity | | | | \$496.37 | | |

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

| INDIVIDUAL CARDHOLDER ACTIVITY | | | | | |
|----------------------------------|------------------|-------------------------|--|-----------------|-----------------------|
| LACHELLE CARTER | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| 4485-9280-5491-3049 | | \$0.00 | \$971.76 | \$0.00 | \$971.76 |
| ACCOUNTING CODE: | | | | | |
| Purchasing Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | | Amount |
| 04-08 | 04-07 | 24943005098183073493823 | COSTCO WHSE #0424 SIGNAL HILL CA P.O.S.: 00009353 SALES TAX: 21.00 | | 221.00 |
| Total Purchasing Activity | | | | | \$221.00 |
| Travel Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | | Amount |
| 04-14 | 04-10 | 24055235101302683611507 | HABIT TUSTIN 337 TUSTIN CA P.O.S.: 1659498518881 SALES TAX: 0.00 | | 17.86 |
| 04-14 | 04-10 | 24692165101103900107966 | MARRIOTT LAGUNA CLIFFS DANA POINT CA ARRIVAL: 04-08-25 248690 | | 732.90 |
| Total Travel Activity | | | | | \$750.76 |
| FINANCE DEPARTMENT | | CREDITS | PURCHASES | CASH ADV | TOTAL ACTIVITY |
| 4485-9280-8687-8368 | | \$0.00 | \$84,690.83 | \$0.00 | \$84,690.83 |
| ACCOUNTING CODE: | | | | | |
| Purchasing Activity | | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | | Amount |
| 04-02 | 04-01 | 24036295091744464379756 | FACEBK *85B6HLL462 650-543-4800 CA P.O.S.: 93245405909902265 SALES TAX: 0.00 | | 900.00 |
| 04-02 | 04-01 | 24793385091001432664088 | TIKTOK ADS 010-8342084 CA P.O.S.: TIKTok Ads SALES TAX: 0.00 | | 305.77 |
| 04-03 | 04-02 | 24445005092200196829862 | 4TE*SONITROL OF ORANGE CO 949-297-4350 CA P.O.S.: D89AB02B805 SALES TAX: 0.00 | | 245.49 |
| 04-04 | 04-03 | 24493985094091912329291 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80780009 SALES TAX: 0.00 | | 32.05 |
| 04-04 | 04-03 | 24493985094091912329655 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80780045 SALES TAX: 0.00 | | 32.05 |
| 04-08 | 04-07 | 24692165097100618395103 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P1alJgev SALES TAX: 0.00 | | 12,000.00 |
| 04-10 | 04-09 | 24036295099716818537661 | FACEBK *463TSMY462 650-543-4800 CA P.O.S.: 94701125097663665 SALES TAX: 0.00 | | 540.79 |
| 04-10 | 04-09 | 24493985100093869308882 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80720139 SALES TAX: 0.00 | | 32.05 |
| 04-10 | 04-09 | 24493985100093869308916 | PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80720142 SALES TAX: 0.00 | | 32.05 |
| 04-11 | 04-10 | 24036295100718024065872 | FACEBK *QXWUSLC562 650-543-4800 CA P.O.S.: 93584685342641065 SALES TAX: 0.00 | | 900.00 |
| 04-14 | 04-12 | 24036295102714282122347 | FACEBK *PM8SFLQ462 650-543-4800 CA P.O.S.: 93197261348050065 SALES TAX: 0.00 | | 900.00 |
| 04-14 | 04-13 | 24036295103712510694326 | FACEBK *5U5RGLC462 650-543-4800 CA P.O.S.: 93231026078006865 SALES TAX: 0.00 | | 900.00 |

ACCT. NUMBER: 4485 9279 0004 8836

CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
|----------------------------------|-----------|-------------------------|---|--------------------|
| 04-14 | 04-14 | 24204295104000151369050 | SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P35D6CF768 SALES TAX: 0.00 | 502.42 |
| 04-14 | 04-11 | 24497785101900011185464 | INDEPENDENT LIVING AIDS 800-5372118 NY P.O.S.: 8672130 SALES TAX: 0.00 | 13.40 |
| 04-14 | 04-11 | 24497785101900018680657 | LS&S LLC. 716-3483500 NY P.O.S.: 3137176 SALES TAX: 0.00 | 35.21 |
| 04-14 | 04-12 | 24793385102000024703020 | TIKTOK ADS 010-8342084 CA P.O.S.: 479338000667103 SALES TAX: 0.00 | 711.00 |
| 04-15 | 04-15 | 24036295105716723190285 | FACEBK *BLE7QM8562 650-543-4800 CA P.O.S.: 94609765340133065 SALES TAX: 0.00 | 900.00 |
| 04-15 | 04-14 | 24692165104106679753453 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P1asWta8 SALES TAX: 0.00 | 12,000.00 |
| 04-16 | 04-16 | 24036295106742930617083 | FACEBK *4STTBMG462 650-543-4800 CA P.O.S.: 94177677683341765 SALES TAX: 0.00 | 900.00 |
| 04-18 | 04-17 | 24036295107744155801276 | FACEBK *BKR4ML4562 650-543-4800 CA P.O.S.: 93383524396090465 SALES TAX: 0.00 | 900.00 |
| 04-21 | 04-19 | 24036295109742389455776 | FACEBK *8PSBHM462 650-543-4800 CA P.O.S.: 94369879397454865 SALES TAX: 0.00 | 900.00 |
| 04-21 | 04-20 | 24036295110714631332936 | FACEBK *3J636MU462 650-543-4800 CA P.O.S.: 93975975270178665 SALES TAX: 0.00 | 900.00 |
| 04-22 | 04-21 | 24036295111712794358994 | FACEBK *WBTVZLQ462 650-543-4800 CA P.O.S.: 93830321764744065 SALES TAX: 0.00 | 900.00 |
| 04-22 | 04-21 | 24204295111001599647090 | SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P360EB9F39 SALES TAX: 0.00 | 501.50 |
| 04-22 | 04-21 | 24692165111102781975671 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P1aDo5fo SALES TAX: 0.00 | 12,000.00 |
| 04-23 | 04-23 | 24036295113742009046512 | FACEBK *CWDVQMG462 650-543-4800 CA P.O.S.: 94633771771085665 SALES TAX: 0.00 | 900.00 |
| 04-24 | 04-23 | 24692165113104711398261 | HP *INSTANT INK 855-785-2777 CA P.O.S.: 3779944737487402 SALES TAX: 0.47 | 4.96 |
| 04-25 | 04-24 | 24036295114714261107695 | FACEBK *D6WV7MQ462 650-543-4800 CA P.O.S.: 94040133463762865 SALES TAX: 0.00 | 900.00 |
| 04-25 | 04-24 | 24692165114105631508706 | GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P1aluyjr SALES TAX: 0.00 | 12,000.00 |
| 04-28 | 04-25 | 24036295115712491179046 | FACEBK *82K65M4562 650-543-4800 CA P.O.S.: 93944726373303565 SALES TAX: 0.00 | 900.00 |
| 04-28 | 04-27 | 24036295117712714242322 | FACEBK *KWHP3NL462 650-543-4800 CA P.O.S.: 95011832766592865 SALES TAX: 0.00 | 900.00 |
| 04-29 | 04-28 | 24036295118714910457794 | FACEBK *B72VEMC462 650-543-4800 CA P.O.S.: 94283846439391565 SALES TAX: 0.00 | 900.00 |
| 04-30 | 04-29 | 24036295119716104323111 | FACEBK *J9S28NG462 650-543-4800 CA P.O.S.: 95163942584715265 SALES TAX: 0.00 | 900.00 |
| 04-30 | 04-29 | 24755425119271196836036 | PARADISE DRINKING WATERS 999-9999999 CA P.O.S.: 456810 SALES TAX: 0.00 | 57.75 |
| Total Purchasing Activity | | | | \$65,446.49 |

| | |
|-----------------------------------|--------|
| ACCT. NUMBER: 4485 9279 0004 8836 | CALOPS |
|-----------------------------------|--------|

| INDIVIDUAL CARDHOLDER ACTIVITY | | | | |
|---------------------------------------|-----------|-------------------------|--|--------------------|
| Travel Activity | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
| 04-02 | 04-01 | 24692165091105010021088 | HOTELCOM73070090699680 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 184.98 |
| 04-08 | 04-07 | 24692165097100608045999 | UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 0000000000000000 SALES TAX: 3.30 | 45.95 |
| 04-14 | 04-12 | 24692165103105133159126 | UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 0000000000000000 SALES TAX: 4.81 | 66.98 |
| 04-16 | 04-15 | 24692165105107673338217 | HOTELCOM73081424806033 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 1,549.36 |
| 04-16 | 04-15 | 24692165106107800075186 | HOTELCOM73081544512636 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 627.00 |
| 04-21 | 04-19 | 24692165110101430972064 | UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 0000000000000000 SALES TAX: 2.59 | 36.04 |
| 04-23 | 04-22 | 24692165112103716470605 | HOTELCOM73087348936098 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 383.95 |
| 04-24 | 04-23 | 24692165113104654306990 | HOTELCOM73088355180496 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 1,179.10 |
| 04-24 | 04-23 | 24692165113104654336732 | HOTELCOM73088371622242 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 1,565.70 |
| 04-25 | 04-24 | 24692165114105517540161 | HOTELCOM73089232157884 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 175.06 |
| 04-25 | 04-24 | 24692165114105541156422 | HOTELCOM73089263907075 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 3,537.30 |
| 04-25 | 04-24 | 24692165114105581306903 | HOTELCOM73089278738434 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 196.91 |
| 04-25 | 04-25 | 24692165115105717362985 | HOTELCOM73089404450291 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 196.90 |
| 04-28 | 04-24 | 24692165115106367932259 | SOUTHWES 5262337661243 800-435-9792 TX VIZZINI/HEATHER DEPART: 05-27-25 P.O.S.: SALES TAX: \$0.00 SNA WN J OAK WN A SNA | 184.96 |
| 04-28 | 04-26 | 24692165117107534937351 | UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 0000000000000000 SALES TAX: 1.25 | 17.44 |
| 04-28 | 04-26 | 24692165117107535409848 | UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 0000000000000000 SALES TAX: 2.88 | 40.05 |
| 04-30 | 04-29 | 24692165119100055982995 | HOTELCOM73093592906249 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00 | 266.42 |
| Total Travel Activity | | | | \$10,254.10 |
| Miscellaneous Activity | | | | |
| Post Date | Tran Date | Reference Number | Transaction Description | Amount |
| 04-02 | 04-01 | 24204295091001339265090 | GOOGLE ADS9121351564 650-2530000 CA P.O.S.: A22513268959321547 SALES TAX: 0.00 | 8,990.24 |
| Total Miscellaneous Activity | | | | \$8,990.24 |



Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

1 message

Tracy Le <tle@californiaops.org>
To: Finance CalOPS <finance@californiaops.org>
Cc: CalOPS Human Resources - Payroll <payroll@californiaops.org>

Tue, May 27, 2025 at 8:04 AM

Please see the HSA contribution from the 5/23 payroll below.

Tracy Le
Assistant Director of Human Resources
949-529-1667
Pronouns: she/her



Our real legacy is not what we accomplish individually but what we do for others and how we motivate them to work together for a common goal.

Statement of Confidentiality: The contents of this e-mail message and any attachments are intended solely for the addressee. The information may also be confidential and/or legally privileged. This transmission is sent for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction, or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail and delete this message and its attachments, if any. E-mail is covered by the Electronic Communications Privacy Act, 18 USC SS 2510-2521 and is legally privileged.

Begin forwarded message:

From: noreply@goigoe.com
Date: May 27, 2025 at 4:28:48 AM PDT
To: tle@californiaops.org
Subject: HSA Funding Activity Initiated



HSA Payroll Funding Details of California Online Public Schools

| | |
|------------------|--|
| Account Name: | California Online Public Schools HSA Funding |
| Activity amount: | \$21,774.37 |
| Activity date: | 05/23/2025 |

Your funding account will be debited for the amount listed above. This amount is reflective of deposits to your employees' HSA. You are receiving this notice as one of the following activities has taken place:

- A payroll contribution file has been imported into our system on your behalf

- Deposits have been successfully recorded using the contribution manager
- An account pending CIP has been successfully opened

For details about the specific account level activity, you can reference the HSA Payroll Reconciliation Report in the employer portal or you can go to the Contribution Manager to view your pending and successful payroll deposits. Due to timing, transaction details may not be available until tomorrow morning. In a future enhancement, account level detail will be available in a new invoicing screen to further help with record keeping and reconciliation.

If you have any questions regarding this email or its contents, please reach out to your Client Relations Executive.

Thank you for your partnership,

Igoe Administrative Services

 **mime-attachment**
2K

California Online Public Schools 401(k) - 522213-01

| Reference Number | Payroll Date | Expected Total ¹ | Cash Effective Date ² |
|------------------|--------------|-----------------------------|----------------------------------|
| 2490406649 | 05/23/2025 | \$194,556.77 | 05/27/2025 |

¹ Expected Total is used for reconciliation purposes only. It may or may not equal the actual total for the contribution.

² If processed before market close 4 p.m. Eastern time except stock market holidays and early closes.

| Money Source | Description | Verify Money Source | Total Amount |
|--------------|---------------------|---------------------|--------------|
| BTK 1 | EMPLOYEE BEFORE TAX | ✓ | \$96,992.83 |
| LON 1 | LOAN REPAYMENT | ✓ | \$2,761.34 |
| RTH 1 | ROTH CONTRIBUTION | ✓ | \$26,235.96 |
| SHM 1 | SAFE HARBOR MATCH | ✓ | \$68,566.64 |


Expected Total: \$194,556.77
Actual Total: \$194,556.77

Total Amount to be Remitted by Employer: \$194,556.77

| Account nickname | Bank | Bank account number | Amount |
|--------------------|-------------------------|---------------------|--------------|
| Payroll | JPMORGAN CHASE BANK, NA | XXXXX7900 | \$194,556.77 |
| Total: | | | \$194,556.77 |
| Remaining Balance: | | | \$0.00 |

Confirmation Messages:

✓ I have read and accept all warnings and notices on this page.

 **Print Employee Contributions have been processed and submitted.**
You may print this page as confirmation for your records.

Verification Code:

-128,-44,-6,87,-80,93,-121,-11,-109,-83,115,-12,84,42,-43,-116,70,-36,-18,-26,105,71,18,-52,-90,126,-85,-19,-29,38,37,-122,113,57,-77,111,23,84,-76,104,62,123,-125,20,-109,103,-93,-110,-28,75,-117,-1,20,-17,32,-87,72,-13,-42,40,-83,69,-3,45



Customer Number 213951
 AI Code 054092
 Invoice # A262139511
 Date 05/27/2025
 Terms Upon Receipt
 PO Number
 Admin Year AP2025

| |
|---|
| Bill To |
| CalOPS Southern California 33272 Valle Rd San Juan Capistrano, CA 92675 United States of America |
| ATTN: Carmen Kwan Email: ckwan@californiaops.org |

| DESCRIPTION | QUANTITY | UNIT PRICE | AMOUNT |
|---|----------|------------|-------------|
| Used AP Examinations | 190 | \$90.00 | \$17,100.00 |
| AP Late Order Fee Surcharge | 6 | \$40.00 | \$240.00 |
| AP Unused Examination or Cancellation Fee | 107 | \$40.00 | \$4,280.00 |
| AP College Board Fee Reduction - Non-Capstone | 18 | -\$37.00 | -\$666.00 |
| AP25 Psychology Unused Exam Adjustment | 15 | -\$40.00 | -\$600.00 |
| SUB-TOTAL | | | \$20,354.00 |
| SHIPPING & HANDLING | | | \$0.00 |
| TAX | | | \$0.00 |
| NET TOTAL | | | \$20,354.00 |
| CREDITS | | | \$0.00 |
| PAYMENTS | | | \$0.00 |
| CURRENT NET BALANCE | | | \$20,354.00 |

Customer Number: 213951 Invoice # A262139511 Invoice Total: \$20,354.00

You must reference your invoice number when submitting the payment.
 Checks should be payable to "College Board" and made payable in US dollars drawn on a US Bank.

College Board
 P.O. Box 30171
 New York, NY 10087-0171
 Federal Tax ID: 13-1623965

| | |
|---------------------|--------------------|
| Balance Due: | \$20,354.00 |
|---------------------|--------------------|

Please make checks payable to "College Board"
 For questions, contact Customer Service at:
 Phone: 877-274-6474 Email: apexams@info.collegeboard.org



California Online Public Schools

PURCHASE REQUISITION FORM

(THIS IS NOT A PURCHASE ORDER)

Intent / Usage/ Notes of Purchase:

College Board student AP exam payment.

| | | |
|---|--|--|
| Name of Requestor: Carmen Kwan | Today's Date: 3/18/2025 | Date Needed By: Approx 5/31/2025 |
| Department/ Grade Level: Ed Services | School Region: Social | |
| Vendor Name: College Board | Vendor Contact Name: Advanced Placement Program | Vendor Email: apexams@info.collegeboard.org |
| Vendor Address: College Board P.O. Box 30171 New York, NY 10087-0171 | | |

| Item of Purchase: (add item link, if necessary) | Quantity: | Price: | Notes/ Description: |
|---|-----------|-----------------|--|
| 2025 AP Exams | 271 | \$40 - \$130 | \$40 Unused or Canceled \$90 Used Exam \$130 Exam with Late Fee Fee Reduction for FARM students on students tested and will not |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total: | | \$25,590 | |

| | | |
|--------------------------------|--------------------------|--------------------|
| Requestor Name: Carmen Kwan | Requestor Signature: | Date: 3/18/2025 |
| SPuDs Name: Leslie Dombek | SPuDs Signature: | Date: 3/18/25 |

| ***FOR FINANCE DEPARTMENT USE ONLY*** | | | | | |
|---|--|-------|-----|---------------------|--------|
| Finance Designee Name (for budget review): Lachelle Carter | Finance Designee Approval Signature: | | | Date: 03/19/2025 | |
| Method of Payment: | Credit Card | Check | ACH | Purchase Order | Other: |
| Purchase Order #: | Requisition #: | | | PO# Date Issued: | |



California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
 - a. The request is processed for payment, and a finance representative will place the order, or
 - b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.



CALIFORNIA ONLINE PUBLIC SCHOOLS
 Consolidated Billing ID: 2510099819
 Statement ID: 251009934402
 June 2025

P.O. Box 629028
 EL Dorado Hills, CA 95762-9028

RETURN SERVICE ONLY - DO NOT MAIL PAYMENTS TO THE ABOVE ADDRESS

CALIFORNIA ONLINE PUBLIC SCHOOLS
 LaChelle Carter
 33272 VALLE RD
 SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 05/15/2025 will appear on your next bill.

Summary of Amount Due

| | |
|------------------------------|--------------------|
| Previous Balance | \$92,918.67 |
| Payments | \$-92,918.67 |
| Balance | \$0.00 |
| Current Activity | \$91,661.41 |
| Retro Activity | \$0.00 |
| Total Current Charges | \$91,661.41 |

Total Amount Due **\$91,661.41**

(Includes past due and current charges)

Due Before **06/01/2025**

You're signed up for autopay. Your account ending in 7900 will be charged \$91,661.41, on 05/28/2025.

We've made a few account detail naming changes on the PDF and Excel versions of your monthly premium bill. Visit kp.org/employer-readyourbill/ca to view our updated How to Read Your Bill Guide for more information.

| Accounts included in this bill | | | | | |
|--------------------------------|--------|---------------|--------------------------------|---------------------------|---------------|
| Group ID | Region | Bill Group ID | Bill Group Name | Total Active Member Count | Total Charges |
| 236567 | SCR | 0000 | CALIFORNIA ONLINE/HCHMO ACTIVE | 103 | \$59,988.49 |
| 236567 | SCR | 0001 | CALIFORNIA ONLINE/HSA ACTIVES | 74 | \$31,672.92 |



Any activity processed after 05/15/2025 will appear on your next bill.

Payment Summary for Consolidated Billing ID 2510099819

| Group ID | Date posted | Payment type | Reference number | Payment amount | Bill Group ID applied | Amount applied |
|--------------------------|-------------|--------------|------------------|----------------|-----------------------|---------------------|
| 236567 | 04/27/2025 | ACH | 4959034 | \$92,918.67 | 0000 | \$-61,245.75 |
| 236567 | 04/27/2025 | ACH | 4959034 | \$92,918.67 | 0001 | \$-31,672.92 |
| Total amount paid | | | | | | \$-92,918.67 |

It can take up to 10 days to process your payments. If you don't see a payment you've already made, you'll see it on a future bill.



CALIFORNIA ONLINE PUBLIC SCHOOLS
 Consolidated Billing ID: 7928198292
 Statement ID: 792819829631
 June 2025

P.O. Box 629028
 EL Dorado Hills, CA 95762-9028

RETURN SERVICE ONLY - DO NOT MAIL PAYMENTS TO THE ABOVE ADDRESS

CALIFORNIA ONLINE PUBLIC SCHOOLS
 LaChelle Carter
 33272 VALLE RD
 SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 05/15/2025 will appear on your next bill.

Summary of Amount Due

| | |
|------------------------------|--------------------|
| Previous Balance | \$27,957.35 |
| Payments | \$-27,957.35 |
| Balance | \$0.00 |
| | |
| Current Activity | \$27,957.35 |
| Retro Activity | \$0.00 |
| Total Current Charges | \$27,957.35 |

Total Amount Due **\$27,957.35**

(Includes past due and current charges)

Due Before **06/01/2025**

You're signed up for autopay. Your account ending in 7900 will be charged \$27,957.35, on 05/28/2025.

We've made a few account detail naming changes on the PDF and Excel versions of your monthly premium bill. Visit kp.org/employer-readyourbill/ca to view our updated How to Read Your Bill Guide for more information.

| Accounts included in this bill | | | | | |
|--------------------------------|--------|---------------|--------------------------------|---------------------------|---------------|
| Group ID | Region | Bill Group ID | Bill Group Name | Total Active Member Count | Total Charges |
| 608019 | NCR | 0000 | CALIFORNIA ONLINE/HCHMO ACTIVE | 34 | \$17,670.51 |
| 608019 | NCR | 0001 | CALIFORNIA ONLINE/HSA ACTIVES | 23 | \$10,286.84 |



Any activity processed after 05/15/2025 will appear on your next bill.

Payment Summary for Consolidated Billing ID 7928198292

| Group ID | Date posted | Payment type | Reference number | Payment amount | Bill Group ID applied | Amount applied |
|--------------------------|-------------|--------------|------------------|----------------|-----------------------|---------------------|
| 608019 | 04/27/2025 | ACH | 4955268 | \$27,957.35 | 0000 | \$-17,670.51 |
| 608019 | 04/27/2025 | ACH | 4955268 | \$27,957.35 | 0001 | \$-10,286.84 |
| Total amount paid | | | | | | \$-27,957.35 |

It can take up to 10 days to process your payments. If you don't see a payment you've already made, you'll see it on a future bill.



PO Box 511842
 Los Angeles, CA 90051-1827
 USA
 +18184740322
 ap@charterimpact.com
 www.charterimpact.com

INVOICE

BILL TO

California Online Public
 Schools
 33272 Valle Road
 San Juan Capistrano, CA
 92675
 United States

INVOICE # 17398

DATE 06/01/2025

DUE DATE 07/01/2025

TERMS Net 30

| ACTIVITY | QTY | RATE | AMOUNT |
|--|-----|-----------|-----------|
| Business Mgmt. Business Management Services - Central Coast | 1 | 1,934.00 | 1,934.00 |
| Business Mgmt. Business Management Services - Central Valley | 1 | 14,170.00 | 14,170.00 |
| Business Mgmt. Business Management Services - Monterey | 1 | 7,583.00 | 7,583.00 |
| Business Mgmt. Business Management Services - North Bay | 1 | 2,571.00 | 2,571.00 |
| Business Mgmt. Business Management Services - NorCal | 1 | 26,132.00 | 26,132.00 |
| Business Mgmt. Business Management Services - SoCal | 1 | 70,105.00 | 70,105.00 |

BALANCE DUE

\$122,495.00

INVOICE

SoftMSP, LLC
 27051 Towne Centre Dr
 Ste 120
 Lake Forest, CA 92610-2819

ssafi@softmsp.com
 +1 (303) 775-1884



Bill to
 California Online Public Schools

Invoice details P.O. No.: YR 1 - IT Support Services
 Invoice no.: 1033
 Terms: Net 30
 Invoice date: 06/01/2025
 Due date: 07/01/2025

| # | Product or service | Description | Qty | Rate | Amount |
|----|--------------------|------------------------------------|-----|--------------|--------------|
| 1. | Software | Cybersecurity solutions | 1 | \$10,827.00 | \$10,827.00 |
| 2. | Services | Inventory Management Services | 1 | \$22,859.00 | \$22,859.00 |
| 3. | Services | Tier 1 Support Services - Students | 1 | \$156,000.00 | \$156,000.00 |
| 4. | Services | IT Support Services - Staff | 1 | \$40,000.00 | \$40,000.00 |

Total **\$229,686.00**

Ways to pay

BANK

[View and pay](#)

INVOICE

SoftMSP, LLC
27051 Towne Centre Dr
Ste 120
Lake Forest, CA 92610-2819

ssafi@softmsp.com
+1 (303) 775-1884



Bill to
California Online Public Schools

Invoice details

Invoice no.: 1034
Terms: Net 30
Invoice date: 06/01/2025
Due date: 07/01/2025

P.O. No.: SW Development & Licensing

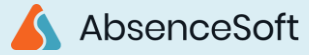
| # | Product or service | Description | Qty | Rate | Amount |
|----|---------------------------------|---|-----|-------------|-------------|
| 1. | 2400 Customer Prepayment | SW Development & Licensing Agreement Contract Period 5/1/2025 - 4/30/2027 Payment 1 of 12 (first 6/1/2025 - last 5/1/2026) | 1 | \$86,666.67 | \$86,666.67 |

Total **\$86,666.67**

Ways to pay

BANK

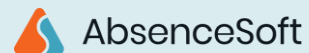
[View and pay](#)



Introduction to AbsenceSoft

Modernizing Leave and Accommodations Management





Why it's Critical to Stay Up-to-Date and Compliant

\$78,000

average cost to defend an FMLA-related lawsuit, whether you win or lose

Society for Human Resource Management (SHRM)

\$87,000 – \$450,000

typical range of awards to employees who successfully sue employer

Society for Human Resource Management (SHRM)

\$500,000

average cost of a single mismanaged case involving ADA noncompliance

Figure based on a range of settlements from EEOC and DOL

Comparing Solutions: Not All Options Have Been Created Equally

| | Manual | HCM/HRIS Add-On | Outsourcing | AbsenceSoft |
|--|--------|-----------------|-------------|--------------------|
| Centrally manage company policies | ✓ | ✗ | ✗ | ✓ |
| Built-in intermittent leave tracking | ✗ | ✗ | ✓ | ✓ |
| AbsenceSoft Compliance Engine™ | ✗ | ✗ | ✗ | ✓ |
| Full control of employee experience | ✓ | ✓ | ✗ | ✓ |
| Prebuilt, templated communications | ✗ | ✓ | ✓ | ✓ |
| On-demand data, analytics, and reporting | ✗ | ✗ | ✗ | ✓ |
| Automated state eligibility calculations | ✗ | ✗ | ✗ | ✓ |
| Instant, comprehensive audit trail | ✗ | ✗ | ✗ | ✓ |

Our platform complements HCM and HRIS platforms, filling critical gaps they can't address

| | HCM/HRIS | AbsenceSoft |
|-----------------------|--|---|
| Leave Intake | <ul style="list-style-type: none"> • Employees must call or email HR • HR guides employees through making a request • Employees must inquire directly about case status | <ul style="list-style-type: none"> • Guides employees through leave request • Leave request includes all information needed to determine eligibility in compliance with FMLA, state, and company policies • Employee Self-Service portal for employees to make requests, see eligibility determination in real time, and check case status |
| Evaluation | <ul style="list-style-type: none"> • Simple FMLA eligibility calculation | <ul style="list-style-type: none"> • Automates applicability, eligibility, and entitlement calculations for FMLA, state, and company policies • Automatic generation letters, forms, and tasks • Guides review of medical certifications • Creates compliant audit trail of entire case |
| Monitoring | <ul style="list-style-type: none"> • Code FMLA absences | <ul style="list-style-type: none"> • Track entitlement usage across the FMLA, state, and company policies • Predictive alerts for issues like entitlement exhaustion • Case review reminders and monitoring for abuse of intermittent leave |
| Return to Work | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • Automatically triggers Return to Work (RTW) protocol • Automatic reminders as RTW approaches • Generates RTW notices, outlining requirements like medical releases • Prompts review of all requirements to confirm RTW |
| Accommodations | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • Tracks leave as an accommodation under the ADA • Accommodations cases with best-practice and EEOC-compliant guidance on the interactive process • ADA and PWFA support |

Save Time and Drive Efficiency

“AbsenceSoft saved us hours upon hours of time.”

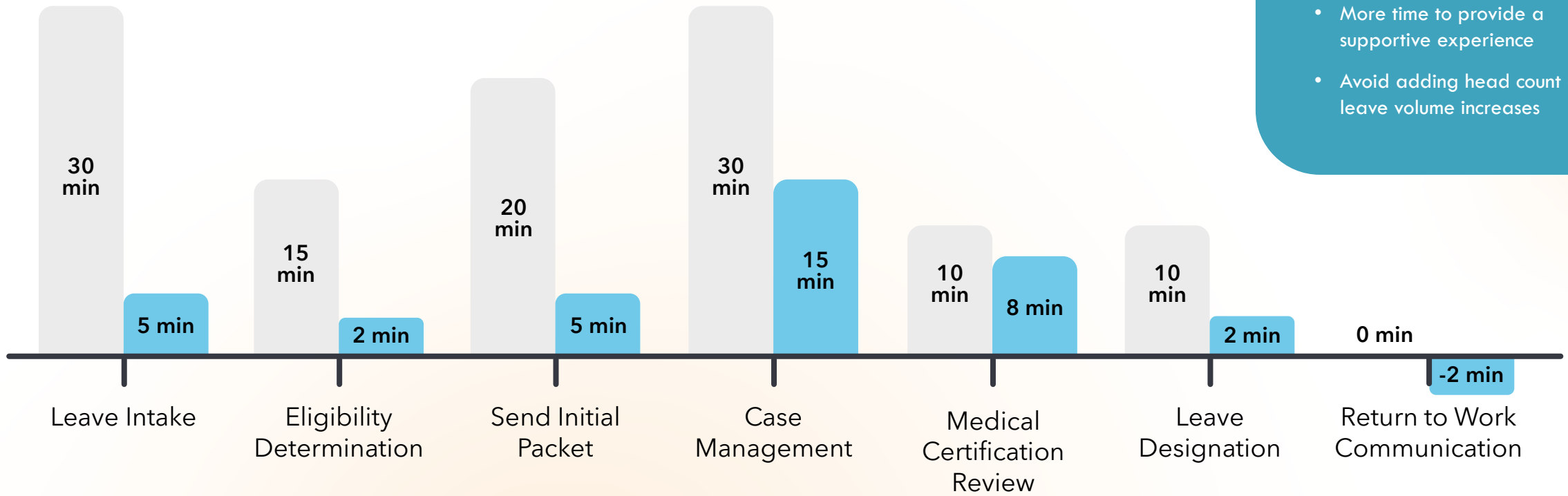


“AbsenceSoft has been a huge time saver.”



66%
time savings

- Manage more cases per manager
- More time to provide a supportive experience
- Avoid adding head count as leave volume increases



Manual Case Management and Processes

AbsenceSoft
Powered by BoardOnTrack

The Market Leader with Over a Decade of Experience



**Our Platform Covers
6.5 Million+ Lives from
300+ Customers**



**99% of Our Customers Stay
with Us and Keep Improving
Their Programs**



**Everyone You'll Work With
is CLMS Certified, with
Unmatched Expertise**

AbsenceSoft Integrated Suite

| | | |
|------------------------|--|---|
| SOLUTIONS | <p>Leave of Absence</p> <p>Supports compliant management of 200+ federal and state leave laws with prebuilt policies and accurate eligibility and entitlement calculations + company policies.</p> | ✓ |
| | <p>Accommodations</p> <p>Supports compliant management of ADA & PWFA with prebuilt policies and an EEOC-compliant interactive process.</p> | ✓ |
| PRODUCT MODULES | <p>Case Management</p> <p>Prebuilt automated workflows, paperwork packets, and communication templates. Store and access detailed employee case data and provider faxes.</p> | ✓ |
| | <p>Employee Experience</p> <p>A self-service portal lets employees request leave anytime, on any device. Communicate via SMS with messages saved to the case. Integrate with your preferred SSO provider.</p> | ✓ |
| | <p>Workforce Experience</p> <p>Self-service portals for people managers and HRBPs to view employee leave and return-to-work info.</p> | ✓ |
| | <p>Insights Advanced</p> <p>View, filter, and sort program data. Leverage pre-built dashboards. Download detailed reports and dashboards. Access additional pre-built dashboards, create custom reports, and easily share or schedule them to be sent to your team.</p> | ✓ |

Our Integrated Suite Package includes software functionality (as noted), plus pairing with a Customer Success Manager and unlimited access to AbsenceSoft University + the AbsenceSoft Community for the contract duration.

Powered by BoardOnTrack

Package List Cost:
\$69,000

AbsenceSoft Leave Suite

| | | |
|------------------------|---|---|
| SOLUTION | <p>Leave of Absence Supports compliant management of 200+ federal and state leave laws with prebuilt policies and accurate eligibility and entitlement calculations + company policies.</p> | ✓ |
| PRODUCT MODULES | <p>Case Management Prebuilt automated workflows, paperwork packets, and communication templates. Store and access detailed employee case data and provider faxes.</p> | ✓ |
| | <p>Employee Experience A self-service portal lets employees request leave anytime, on any device. Communicate via SMS with messages saved to the case. Integrate with your preferred SSO provider.</p> | ✓ |
| | <p>Workforce Experience Self-service portals for people managers and HRBPs to view employee leave and return-to-work info.</p> | ✓ |
| | <p>Insights Advanced View, filter, and sort program data. Leverage pre-built dashboards. Download detailed reports and dashboards. Access additional pre-built dashboards, create custom reports, and easily share or schedule them to be sent to your team.</p> | ✓ |

Our Leave Package includes software functionality (as noted), plus pairing with a Customer Success Manager and unlimited access to AbsenceSoft University + the AbsenceSoft Community for the contract duration.

Powered by BoardOnTrack

Package List Cost:
\$57,000



Basic

Deep Dive



ONE TIME FEE

Basic Implementation Package

Perfect for organizations looking to implement quickly with minimal outside assistance.

\$8,000 USD

Estimated Timeline: 4-6 Weeks

Implementation Team

✓ Implementation Consultant

We handle the initial setup and installation of all modules purchased while you complete a handful of configuration steps independently by following our best practice, industry-tested guides and checklists.

A great, budget-friendly option for teams comfortable taking ownership who just need occasional guidance to get started quickly.

Setup & Configuration

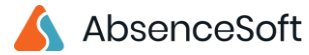
Expert-Led Trainings

On Demand Resources

Available Upgrades

- ✓ Standard Communications
 - 20+ Letters & Emails
 - 60+ Paperwork Attachments
 - 5+ Text Messages
- ✓ Best Practice Workflows
 - 20 Pre-Built Workflows
- ✓ AbsenceSoft Compliance Engine™ Policy Library
- ✓ 1 Custom Company Policy
- ✓ SFTP File Transfer
- ✓ Historical Data Loading Training
- ✓ Platform Admin Training
- ✓ User Validation Guide
- ✓ Go-Live Planning Checklist
- ✓ AbsenceSoft University: Self-Paced Training Videos
- ✓ Customer Community

▶ Integration Services



Basic: Upgrade Options

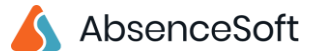
+ Integration Services

Essential data connections that eliminate tedious manual entry, giving you more time for what matters from day one.

- Single Sign-On (SSO) using SAML 2.0
 - Included for Leave Case Manager into AbsenceSoft Portal, for employees for ESS and if purchased, managers/supervisors for Workforce Management.

Price: **\$3,300**

Timeline: **+2-4 weeks**



Employee #

475

Platform Package

Leave Suite

Total Package Pricing

For *California OPS*

Implementation Scope & Investment

One-Time Implementation

\$8,000

Pricing is valid for 60 days from date sent & Pricing subject to change.

Annual Subscription Fee

Integrated Suite

List: ~~\$69,000~~

After Special EDU Discount

Total Subscription \$30,000

First year Total ARR + Implementation:

\$38,000

IMPLEMENTATION

Packages Overview

Pricing & timeline shown is for implementing AbsenceSoft's Integrated Suite.

Always Included

- Standard Communications & Paperwork
- Best Practice Workflows
- AbsenceSoft Compliance Engine™ Policy Library
- AbsenceSoft University: Self-Paced Training
- 1:1 Platform Administrator Training
- Customer Community

Package Differences

- AbsenceSoft Implementation Team
- Custom Workflows
Configured by AbsenceSoft
- Custom Company Policies
Configured by AbsenceSoft
- Integrations
- Historical Data
- User Acceptance Testing
- Post Go-Live Optimization Consultation

BASIC

Implement quickly with minimal assistance from us.

\$19,800 USD
Estimated Timeline: 4-6 Weeks

| |
|---------------------------|
| 60+ |
| 20 |
| ✓ |
| ✓ |
| ✓ |
| ✓ |
| Implementation Consultant |
| 0 |
| 1 |
| SFTP Employee File |
| Self-Guided |
| Self-Guided |
| No |

STANDARD

Guided implementation with dedicated expertise and support.

\$37,400 USD
Estimated Timeline: 8-12 Weeks

| |
|--|
| 60+ |
| 20 |
| ✓ |
| ✓ |
| ✓ |
| ✓ |
| Project Manager, Business Analyst, & Integrations Specialist |
| 0 |
| 2 |
| SFTP Employee File + SSO |
| Self-Guided |
| Expert-Led by AbsenceSoft |
| Yes |

PREMIUM

Maximize configurability with minimal internal effort.

\$55,000 USD
Estimated Timeline: 20 Weeks

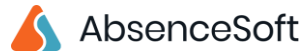
| |
|--|
| 60+ |
| 20 |
| ✓ |
| ✓ |
| ✓ |
| ✓ |
| Project Manager, Business Analyst, & Integrations Specialist |
| 5 |
| 10 |
| SFTP Employee File + SSO |
| Bulk Upload by AbsenceSoft |
| Expert-Led by AbsenceSoft |
| Yes |

Best Practice Workflows

Designed to create efficiencies while keeping you compliant.

Sample Workflows

- **Case Created Activities (Eligible and Not Eligible)** – Complex workflow that starts the change of notifications to the employee, HR and Managers about the new case; also creates important reminders To Dos that help the case managers complete activities on time.
- **Case Determinations** – When the case is adjudicated, the correct communications are created for the case manager to send to the Employee and HR/Managers.
- **Case Extensions and Relapse Situations** – When a case is extended or there is a relapse, this workflow the best practice communications and activities associated to these events.
- **Paperwork Sent** – When a paperwork is sent out, this complex workflow creates activities that help the case manager review and complete next steps when verifying the returned paperwork.
- **Paperwork Returned** – For customers that have ESS or Fax/Barcoding, this workflow creates To Dos for the case manager to know that paperwork has been received from the employee.
- **Additional Workflows** – For a full listing, please ask your AbsenceSoft Contact. We have 20 workflows with over 90 different To Dos to help you manager your Leave and Accommodations.



What are you looking to improve?



Time Savings

Want more efficient processes and less administrative work



Cost Savings

Need to save money while driving efficiency.



Compliance + Litigation Avoidance

Staying up to date on the everchanging leave and accommodations legal landscape.



Employee Satisfaction & Retention

Want to improve employee experience and communication before, during, and after leave,



Insights, Data, and Analytics Capabilities

Increase your visibility into your program data. Need better reporting.



Employee Return to Work

Need smoother transitions and increased employee productivity upon return.



Supervisor Visibility

Need managers to know key leave dates and details for scheduling, coverage, and seamless returns.



Systems To Consider Integrating With

Understanding the Benefits



Single Sign-On

Provide a seamless employee experience by integrating AbsenceSoft with the SSO provider you use most. Employees get a streamlined way to request and track leave and workplace accommodations.



Payroll Systems

Integrate AbsenceSoft with your payroll system to easily know if a leave should be paid or unpaid. Have the option to import PTO balances to AbsenceSoft in order display all available time away options for employees. You can also export advice to pay to ensure paycheck accuracy.



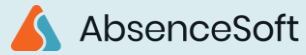
HRIS or HCM

Get the full pictures of where your employees are, all in one place. By integrating AbsenceSoft with your HRIS or HCM, you know who is on leave, who is returning to work, and date details for every leave of absence.



Time & Attendance Systems

By integrating AbsenceSoft with your time and attendance system, you can easily see which employees are on leave. You can also see important dates associated with leave, such as when an employee is expected back, to inform shift coverage if needed. Eligibility data can be automatically imported to ensure employee entitlements are up-to-date and accurate.



Our Commitment to Supporting You

Customer Success

A strategic guide dedicated to you, that assists and ensures you're maximizing our platform for your unique business needs.



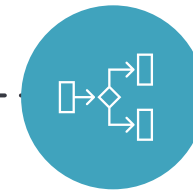
Customer Support

Your first level of support, providing comprehensive expertise and assistance. Submit a ticket anytime via our Help Center.



Professional Services

Our team of experts is here to help facilitate seamless additions and provide enhanced services post-implementation.



Internal Compliance Team

Our dedicated legal team partners with Littler Mendelson to track legislation and manage 200+ U.S. leave laws.



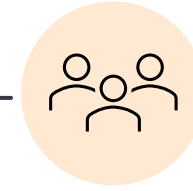
AbsenceSoft University

Offering self-paced trainings and video courses, for everything you and your team needs to know about our platform.



Customer Community

A dynamic space where AbsenceSoft customers collectively can navigate the ever-changing leave landscape.





Touchless Case Workflows Delivering Real Savings

Including AbsenceSoft Customer Metrics

70% of customers have eliminated their IVR and replaced it with AbsenceSoft Employee Self-Service

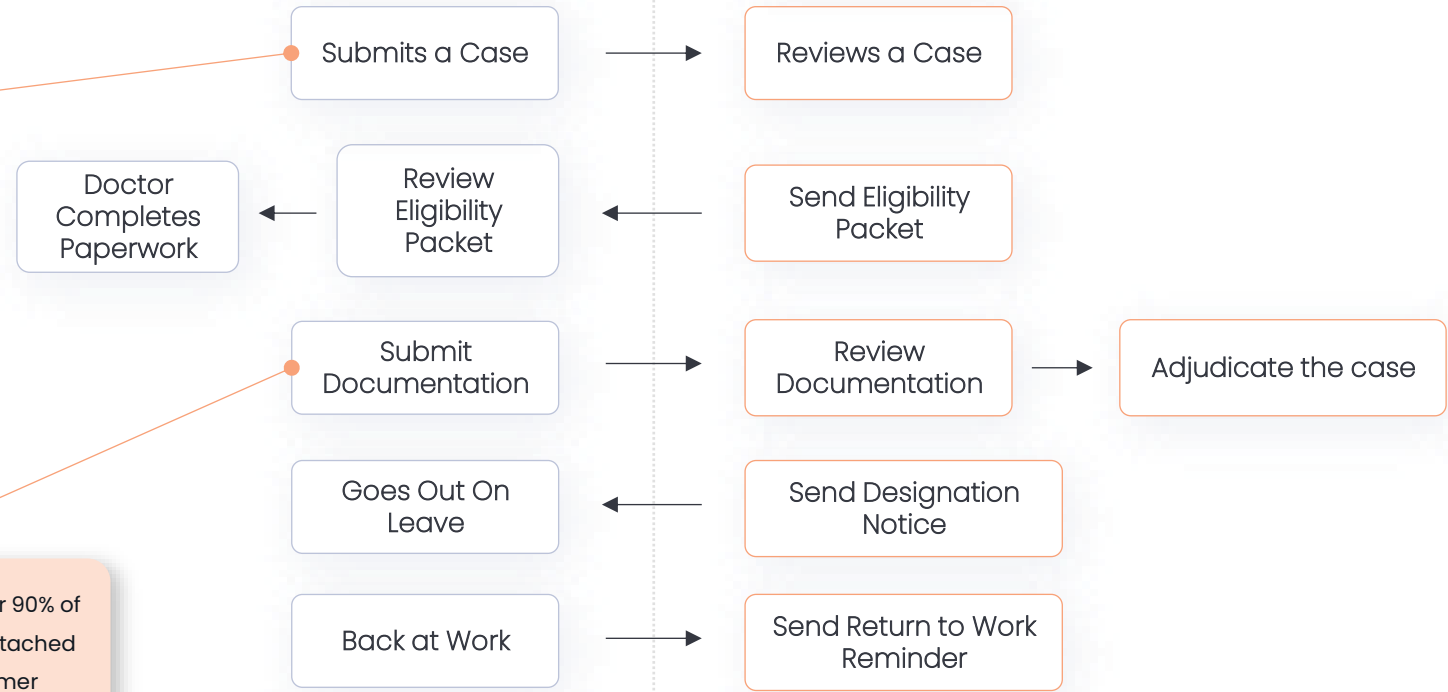
Your team can leverage templated communications to save time at every touch point.

AbsenceSoft customers have experienced greater than 50% of their case volume originate from Employee Self-Service (ESS) instead of calls to their leave team.

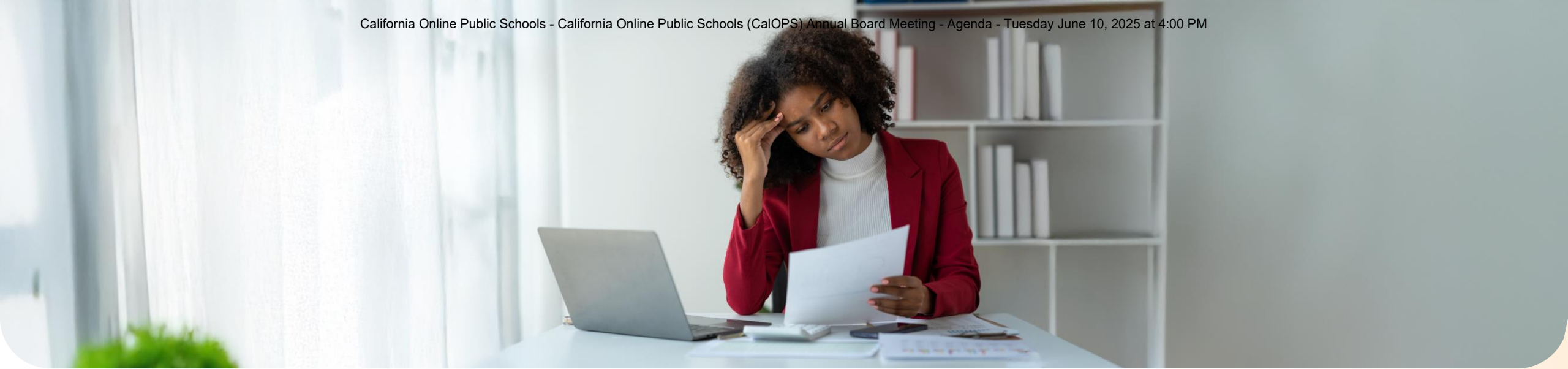
AbsenceSoft customers have over 90% of their inbound communications attached directly to the case without customer intervention

Employee (ESS)

Client



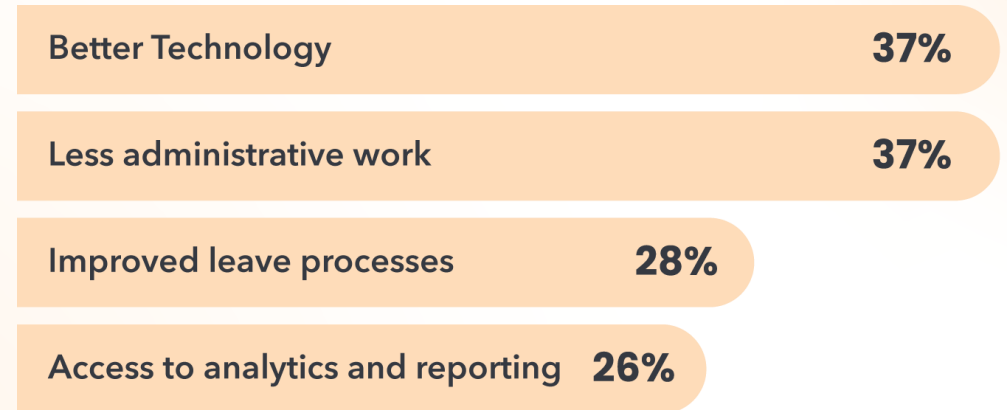
Easily pull consolidated, customizable, up-to-date reports about any and all cases on-demand with Insights Advanced.



Leave Challenges Reported by HR Managers



What HR Managers Wish They Could Change About Leave Management



Data from our 2025 State of Leave and Accommodations Report



Streamlining Eligibility Calculations for Union Employees

Automatic Eligibility Calculations: Robust system to calculate complex schedules, shifts, multi-location employment and specific union leave policies for accurate leave eligibility.

Concurrently Tracked Leave: Union leaves can be tracked concurrently and include forms/documentation.

Applied Union Code: Through the union code, the corresponding union policy is reflected on the case, and all communications.

Robust Policy Configuration: Directly configure any policies through our Client facing UI. AbsenceSoft has hundreds of policy configuration rules available for configuration work.



AbsenceSoft Modules & Features

Leave of Absence & FMLA

- Tracking of all State, Federal & company specific policies
- Automatic updates on all federal & state law changes
- Automated email notifications & capabilities
- Ad-hoc & custom insights
- Unlimited email templates, Tracks work related absences
- Compliant audit trail

ADA & Accommodations

- Tracking of all company specific ADA policies
- EEOC compliant interactive process
- Ad-hoc & custom insights
- Automatic email notifications & capabilities
- Audit trail

Employee Self Service

- Employee portal that allows for:
- Employees able to enter their own leave requests & upload paperwork
 - Create notes in cases to communicate with leave team
 - Real-time access for employees into their cases
 - Audit trail

Batch Fulfillment

- Batch out communication packets
- Ability to send all communications to external or internal print fulfillment center or vendor

Text Messaging

- Send text messages to your employees through our system:
- Utilize a preferred method of communication
 - Easily send text reminders about needed documentation, return-to-work, etc.

Faxing & Barcoding

- Unique communication barcodes that:
- Automatically routes documents to the appropriate case
 - Provide the ability to upload multiple documents at once

Insights Advanced

- Real-time insights that enable you to:
- Customize core dashboards and reports
 - Create fully custom dashboards and reports
 - Share reports with team
 - Stay up to date with recurring report scheduling



AbsenceSoft Modules & Features

Within the Integrated Suite Includes:

| Leave of Absence & FMLA | ADA & Accommodations | Short & Long-Term Disability | Employee Self Service | Batch Fulfillment | Text Messaging | Faxing & Barcoding | Insights Advanced |
|--|--|--|---|---|--|---|--|
| <ul style="list-style-type: none"> Tracking of all State, Federal & company specific policies Automatic updates on all federal & state law changes Automated email notifications & capabilities Ad-hoc & custom insights Unlimited email templates Tracks work related absences Compliant audit trail | <ul style="list-style-type: none"> Tracking of all company specific ADA policies EEOC compliant interactive process Ad-hoc & custom insights Automatic email notifications & capabilities Audit trail | <ul style="list-style-type: none"> Ability to calculate eligibility & track disability policies ODG Integration Audit trail | <p>Employee portal that allows for:</p> <ul style="list-style-type: none"> Employees able to enter their own leave requests & upload paperwork Create notes in cases to communicate with leave team Real-time access for employees into their cases Audit trail | <p>Batch out communication packets:</p> <ul style="list-style-type: none"> Ability to send all communications to external or internal print fulfillment center or vendor | <p>Send text messages to your employees through our system:</p> <ul style="list-style-type: none"> Utilize a preferred method of communication Easily send text reminders about needed documentation, return-to-work, etc. | <p>Unique communication barcodes that:</p> <ul style="list-style-type: none"> Automatically routes documents to the appropriate case Provide the ability to upload multiple documents at once | <p>Real-time insights that enable you to:</p> <ul style="list-style-type: none"> Customize core dashboards and reports Create fully custom dashboards and reports Share reports with team Stay up to date with recurring report scheduling |

Coversheet

Approval of 2025-26 Master Agreement (to follow)

Section: IV. Consent Items
Item: F. Approval of 2025-26 Master Agreement (to follow)
Purpose: Vote
Submitted by:
Related Material: Master_Agreement_2025-2026 DRAFT.pdf



California Online
Public Schools

lc_id

Master Agreement for Independent Study

Student: student_name
Student Number: st_number
Address: street1
Location: citystatezip
1st Phone Number: homephone
DOB: 06/05/2025
Program Placement: tr_gradtypes_id

Contract Term: contractterm
Beginning Date: 06/05/2025
End Date: 06/05/2025
Year: schoolyear
2nd Phone Number: cellphone
Grade Level:
School for Classroom Option: altschool

I. Educational Objectives:

The major educational objectives are to:

1. Enable the student to keep current with his/her/their grade-specific studies.
2. Enable the student to successfully complete his/her/their assignments and meet assignment-specific objectives outlined in the school's curriculum, Master Agreement, the Learning Management System (LMS), and through the school's personalized learning process.

The student's work will be evaluated regularly by his/her/their teacher using the methods specified in this Master Agreement, and in the LMS. All parties agree to report to the teacher regularly, in accordance with the manner, frequency, time, date, method, and place specified below. On reaching the objectives stated in this Master Agreement, the student in grades TK–8 will be credited with having completed his/her/their assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. If a student is not making adequate progress towards these objectives, it may be determined that the student is not making satisfactory educational progress and an evaluation may result as described below. The pupil shall engage in content provided by the Charter School which is 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 local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

II. Student and Teacher Communication:

1. Manner, Method, and Place of Communication: Student and Teacher communication will primarily happen telephonically via phone, text, email, LiveClass via ZOOM or other video communication technology. On occasion students and teachers may communicate in person at scheduled in person classes, socialization events or field trips.
2. Frequency: Students are required to meet with their teacher of record "synchronously" via group or one-on-one live two-way telephonic communication or in person instruction at least once every two weeks. This frequency may increase if the teacher of record deems it necessary in order for the student to meet required academic achievement goals as defined below.
3. Time & Date: Students are to meet with teachers during the normal schools hours of 7am – 4pm PST and on any school day as defined by the Board Approved Student Academic Calendar.

III. Regular Reports and Assignment Submissions:

Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/caregivers (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) will occur in person, by phone, or via LiveClass real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in the Student Information System Log Entries. In addition, the school will report on and communicate at least quarterly with parents/caregivers regarding student academic progress through providing a progress report. Parents/caregivers have access to the student grade book in the Student Information System at all times while the student is enrolled. To communicate academic progress, teachers and other school staff members may refer to this information during the regular contacts. Student daily engagement, one component of attendance, is calculated by a number of metrics which includes but is not limited to: work completed in assigned curriculum, synchronous communication with CalOPS staff member(s), and/or offline work logged in the Student Information System by student and/or

Parent/Caregiver. The student and Parent/caregiver agree to complete attendance generating tasks on all school days. The student and Parent/caregiver agree to submit student original work samples to the school by the stated school deadlines, typically once per month at a minimum. Work should be submitted through the Learning Management System, via an online “drop box” or via email submission. On occasion, and with approval of the course teacher, work may be submitted via U.S. Mail, in person or via fax. Parents/caregivers will ensure their student participates in all assessments as required by the school program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the Administration.

IV. Methods of Evaluation:

Student evaluation will incorporate a variety of methods that may include but are not limited to: review of assignments by teachers and the learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes.

Submission of original student work samples by the stated school deadlines is required to participate in the program.

V. Methods of Study:

Student evaluation will incorporate a variety of methods that may include, but are not limited to: assignments, discussions and/or quizzes within the learning management system, review of assignments by teachers and the Parent/caregiver, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original student work samples by the stated school deadlines is required to participate in the program.**

VI. Resources:

California Online Public Schools will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. These resources include but are not limited to a credentialed teacher support, Technical Support, Student Support Services, core curriculum, resources in the Learning Management System, lesson manuals, supplementary course material, and special education resources.

Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Additionally, California Online Public Schools will ensure students have access to the connectivity and devices adequate to participate in independent study and complete assigned work (e.g., computer, internet access, etc.) By signing below, the student's parent/caregiver is confirming the student: (1) has access to devices and connectivity to allow students to adequately participate in independent study and complete assigned work; or (2) will contact the student's supervising teacher if student needs help accessing such connectivity and devices.

Additional Supports for Special Populations: California Online Public Schools will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, a customized learning plan and/or curriculum, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and various online intervention supports or programs.

Statement of the Measures of Academic Achievement to be Earned by the Pupil Upon Completion

Students will meet California State Standards in all courses. All students, grades K-12, take internal benchmark assessments at three times throughout the school year, which measure both proficiency and individualized growth.

Students, grades 9-12, shall obtain academic credits towards Charter School graduation requirements as follows:

Credits Needed by End of Year for Adequate Progress Toward Graduation by Grade Level

Grade Level 9 = 50 Credits

Grade Level 10 = 100 Credits

Grade Level 11 = 160 Credits

Grade Level 12 = 220 Credits

VII. Conditions of Independent Study:

- Independent study is an optional educational alternative in which no student may be required to participate. In

Student: student_name

the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code §48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.

- 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).)
- Parents/caregiver of all high school students under the age of 18 and adult students have reviewed, understand, and agree to the course of study and possible course credits found in the Student & Family Policy Catalog and which is incorporated by reference in and considered part of this Master Agreement.
 - Parents/caregivers will ensure that their student participates in any testing required by the school, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
 - State standardized testing for all students in grades 3-8 and 10 or 11.
 - Physical Fitness testing for all students in grades 5, 7, and 9.
 - English language testing (the ELPAC) for students identified as English Learners in any grade, or initially for students whose primary language at home is not English.
 - Any other state testing as required by the State of California.
 - Pupil-Parent-Educator Conference: Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, 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 in the various options for learning.
 - Parents/caregivers have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Caregiver Acknowledgement and the Student & Family Policy Catalog in order to be enrolled in this independent study school. Any breach may result in a review of this Master Agreement and the student’s placement in this independent study school. The signature, including a digital signature, of the parent/caregiver grants permission for the specified student to participate in independent study as outlined in this Master Agreement.

| Schedule | Category | Course Value |
|-------------|------------------|---------------------------|
| Class Title | Category Title | Class Credits Credit Type |
| | Curriculum Title | Course Value Attributes |

Master Agreement Addendums:

This Master Agreement may be updated by the issuance of a Master Agreement Addendum for the following reasons.

1) Teacher Change: The purpose of this addendum to the original master agreement is to reflect a change in the student’s Supervising Teacher. Student, Parent/Guardian/Caregiver, Supervising Teacher, and Special Education Teacher must all sign this addendum.

2) Special Education Teacher Change: The purpose of this addendum to the original master agreement is to reflect a change in the certificated employee designated as having the responsibility of the special education programming of the pupil. Student, Parent/Guardian/Caregiver, Supervising Teacher, and Special Education Teacher must all sign this addendum.

3) Course Update: The following shows an update to the current courses this student is attempting as of the latest date signed below. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt. Supervising Teacher and Special Education Teacher must sign this addendum.

4) Grade Level change: The purpose of this addendum to the original master agreement is to reflect a change in the Student's Grade Level. Supervising Teacher and Special Education Teacher must sign this addendum.

Coversheet

Approval of Independent Study Policy (attached)

Section: IV. Consent Items
Item: G. Approval of Independent Study Policy (attached)
Purpose: Vote
Submitted by:
Related Material: 25-26 CalOPS Independent Study Policy - For Review.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

**Effective as of the start of the 2024-25 School Year
Approved by CalOPS Board of Directors June 04, 2024**

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 (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).)

The 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.

The 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.



Coversheet

Approval of 2025-26 Uniform Complaint Procedures (UCP) and Annual Notification (attached)

Section: IV. Consent Items
Item: H. Approval of 2025-26 Uniform Complaint Procedures (UCP) and Annual Notification (attached)
Purpose: Vote
Submitted by:
Related Material:
25-26 CalOPS Uniform Complaint Procedures (4888-6817-1149.v1) - 250610 For Review.pdf
CalOPS UCP Annual Notice 2025-26.docx.pdf



Uniform Complaint Procedures

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter 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

Adopted by CalOPS Board of Directors November 19, 2013
Revised and Approved by CalOPS Board of Directors August 23, 2016
Revised and Approved by CalOPS Board of Directors August 22, 2017
Revised and Approved by CalOPS Board of Directors August 28, 2018
Revised and Approved by CalOPS Board of Directors August 25, 2020
Revised and Approved by CalOPS Board of Directors August 24, 2021
Revised and Approved by CalOPS Board of Directors August 23, 2022
Revised and Approved by CalOPS Board of Directors October 3, 2023
Revised and Approved by CalOPS Board of Directors December 5, 2023
Revised and Approved by CalOPS Board of Directors June 4, 2024
Revised and Approved by CalOPS Board of Directors November 12, 2024

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). 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.
 - d. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
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*
 - Career Technical and Technical Education and Training Programs*
 - 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*
 - Physical Education Instructional Minutes
 - Reasonable Accommodations to a Lactating Student*
 - School Plans for Student Achievement
 - Schoolsite Councils
 - 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. Complaints regarding pupil fees, local control and accountability plans (“LCAP”), or noncompliance with Education Code sections 243 or 244 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 the respective applicable laws.



- 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
(800) 905-5166

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.

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.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by CalOPS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

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.

4888-6817-1149, v. 1





Uniform Complaint Procedures (UCP) Annual Notice 2025-26

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter 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

Approved by CalOPS Board September 10, 2024
Updated and Approved by CalOPS Board of Directors November 12, 2024

California Online Public Schools annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant and Parenting Pupils
 - Career Technical and Technical Education and Career Technical and Technical Training Programs
 - Consolidated Categorical Aid Programs
 - Course Periods without Educational Content
 - Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
 - Every Student Succeeds Act



- Local Control and Accountability Plans (LCAP)
 - Physical Education Instructional Minutes
 - Pupil Fees
 - Reasonable Accommodations to a Lactating Pupil
 - School Plans for Student Achievement
 - Schoolsite Councils
 - And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil 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.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Superintendent or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 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 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.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Richard Savage, Superintendent
c/o California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, CA 92675
(800) 906-5166

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP 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 Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's 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.

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.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

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.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School 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.

A complainant may pursue available civil law remedies outside of the Charter School's 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 unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, 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 Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the office.

Coversheet

Approval of CalOPS Comprehensive School Safety Plan (CSSP) (attached)

| | |
|----------------------------|---|
| Section: | IV. Consent Items |
| Item: (attached) | I. Approval of CalOPS Comprehensive School Safety Plan (CSSP) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | 250610 For Review CalOPS CSSP Revised May 2025 (SB 153).pdf |



California Online Public Schools

Comprehensive School Safety Plan

*To comply with AB 1747
And including elements from
Ed.Code Section 32282 (a)(2)(A) through (N)*

**Richard Savage, Ed.D., Superintendent
California Online Public Schools**

33272 Valle Road
San Juan Capistrano, CA 92675

580 N. Wilma, Suite G
Ripon, CA 95366

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this safety plan 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

Approved by CalOPS Board of Directors on February 26, 2019
Reviewed by School Safety Committee on February 10, 2020
(with no changes recommended)
Reviewed and ratified by CalOPS Board of Directors with updates on February 23, 2021
Reviewed by School Safety Committee on April 6, 2023
(with no changes recommended)
Reviewed and ratified by Board of Directors on April 25, 2023
Reviewed by School Safety Committee on January 17, 2024
(with minor updates due to new legislation (SB10) and organizational transitions)
Reviewed and ratified by CalOPS Board of Directors on with updates on February 06, 2024
Reviewed by School Safety Committee on January 10, 2025
(with minor updates due to new legislation)
Reviewed and ratified by CalOPS Board of Directors on with updates on February 11, 2025
Updated May 2025 (to include ICP per SB 153)

Table of Contents

| | |
|--|----|
| Introduction | 2 |
| Implementation of Plan | 2 |
| School Safety Planning Committee | 2 |
| Mandated Policies and Procedures | 2 |
| Child Abuse Reporting Procedures | 3 |
| Disaster and Criminal Incident Procedures | 5 |
| Procedures to Allow Use of School Buildings for Emergency Shelters | 11 |
| Opioid Overdose Response Protocol | 11 |
| Discipline and Due Process for Students | 13 |
| Notification of Dangerous Pupils | 26 |
| Preventing Workplace Harassment | 26 |
| Dress Code (including Gang-Related Apparel) | 30 |
| Safe and Orderly Environment | 30 |
| Safe Ingress and Egress | 32 |
| Instructional Continuity Plan (ICP) | 33 |



Introduction

California Online Public Schools (CalOPS) are online public charter schools. This plan will apply to all of the California Online Public Schools operated by the California Online Public Schools Governing Board.

We have two business offices and do not have any physical school locations or classroom facilities. We do host field trips and other such face to face socialization events at venues we contract with throughout the state. This plan is written to provide a safe environment at both of the offices and at any off-site event, to the extent applicable.

Implementation of Plan

This School Safety Plan will be available to all staff, students, parents, and the community to review. It will be located on the [CalOPS Website](#).

School Safety Planning Committee

California Online Public Schools is committed to providing an orderly, safe, caring environment in which students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. Attitudes and behaviors that promote mutual respect and harmonious relations are encouraged.

The CalOPS Board of Directors is responsible for the overall development of all school safety plans for its schools. Through the School Safety Committee, Comprehensive School Safety Plans are developed. The School Safety Planning Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired.

Other local agencies, such as health care and emergency services, may be consulted if desired.

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
 - A representative from the local fire department agency
 - School counselor
 - Student representative(s)
 - Disciplinary team member
 - Staff leaders
 - Additional parent representatives
-

Mandated Policies and Procedures

The School Safety Planning Committee reviews the site safety plan and makes necessary updates and revisions. The safety plan must include the following components: (Ed Code 32282)

- Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all the following:
- Child abuse reporting is consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title



1 of the Penal Code.

- Disaster procedures, routine and emergency including, but not limited to, adaptations for pupils with disabilities in accordance with the American with Disabilities Act of 1990, and include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
- If the school has adopted a dress code prohibiting students from wearing “gang- related apparel,” the provisions of that dress code.
- Procedures for safe entrance and exit of students, parents/guardians, and employees to and from the school.
- A safe and orderly environment conducive to learning at the school.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291, and 35291.5, 47605, and 47605.6.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the individual needs and context of each school site and surrounding community.
- If a safety plan includes procedures to prepare for active shooters or other armed assailants by conducting drills, those drills must not be high-intensity drills.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.
- For schools that serve grades 7-12, a protocol in the event a pupil suffering or is reasonably believed to be suffering from an opioid overdose.

Child Abuse Reporting Procedures

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact children have passed appropriate background screening measures. (see also the CalOPS Employee Handbook)

AWARENESS OF POSSIBLE ABUSE/NEGLECT

All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.



Non-Imminent Danger Reporting Protocols

School staff of California Online Public Schools should follow reporting protocols for non-imminent danger if there are concerns for students and there are not immediate risks for personal safety for them or their family members.

Non-imminent danger situations are concerning, but the student is **not in immediate danger or in a life-threatening situation** that would require a call to emergency services.

Non-imminent danger situations could be discovered through submitted assignments, email messages, or phone calls with students, or it may be second-hand or hearsay. Concerns of non-imminent danger require a follow-up from the counselor or school leader.

School Staff Responsibilities:

1. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as “Confidential.”
2. Inform the school leader or counselor from a separate phone or via instant message.
3. Email school leader and Hazel Eng with a summary of the situation and request for review as well as follow up instructions.
4. The school leader and/or counselor will determine if the reporting staff member should make a report to children’s services.
 - a. If so, the reporting staff member should contact children’s services as the person who initiated the student concern.
 - b. Search online for “children’s services in city/county” where the student lives.
 - c. In the email, note the incident number and the agency actions, e.g. if they will open an investigation.

Imminent Danger Reporting Protocols

School Staff associated with California Online Public Schools should follow reporting protocols for imminent danger if a student or family member has an immediate risk to their personal safety.

Imminent danger refers to first-hand, real-time reported information versus second-hand/ hearsay, and is an **immediate threat of harm**.

It is considered imminent danger when a student’s apparent perpetrator intends to cause harm, or such danger exists which could reasonably be expected to cause death or serious physical harm.

Students can also engage in imminent danger towards themselves or others. The term imminent or its equivalent (e.g., immediate, threatening, emergent, crisis) is short-term, rather than long-term, danger to self or others. When deciding if a situation is imminent, consider the specific nature or conduct, magnitude, probability, or frequency of harm.

School Staff Responsibilities

1. Upon receipt of the concern, the staff member will do one or both of the following:
 - a. Make a report with local children’s services.
 - i. Search online for “children’s services in city/county” where the student lives.
 - ii. Note the incident number and the agency actions, e.g. if they will open an investigation. You will add this information to an email in the subsequent steps of the process.
 - b. Contact 911 if it is recommended by the agency or if the student requires immediate medical attention.
 - i. Call 911, either locally or in the city and state, in which the situation is occurring. Have the student’s name and address ready.
 - ii. Keep the student engaged in conversation and confirm his or her address or other



- information that will assist emergency services in locating them.
- iii. Remain on the line with 911 until emergency personnel arrives at the student's location or as otherwise instructed by the 911 operator.
2. Inform the school leader from a separate phone or via instant message.
 - a. If the school leader is not available, contact Hazel Eng.
 3. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
 4. Email school leader and Hazel Eng with a summary of the situation and request for review as well as follow up instructions.
 5. Your School Leader and/or Counseling team will follow through on next steps. They will contact you if any further actions or details are needed.

Disaster and Criminal Incident Procedures

The welfare of the students and staff will always be the priority in any given emergency. Whatever action might need to be taken should put the health and safety of students and staff first.

Preparation/Preventative Measures:

- Upon booking the event staff will request a copy of the evacuation route(s) from the venue and request if there is an onsite security guard. If possible, also request the location of fire extinguishers and/or a copy of their emergency plan.
- When available staff will bring the following to each event:
 - An **emergency kit** with
 - Emergency Folder
 - The school emergency action plan, outlined below
 - The site manager name/contact, site address/number, testing room number(s), security guard name/contact (if applicable), and school emergency contacts
 - A sheet with onsite staff names and contact information
 - A paper copy of parent emergency contact numbers by student
 - Copies of Accident/Injury Reports Forms
 - Copies of Incident Report Forms
 - A first aid kit
- On the day of an event, staff will make a note of emergency exits, location(s) of fire extinguishers, and fire alarms. Additionally, onsite staff will determine the designated rally point.
 - Rally point - A location, most likely in the parking lot, located a safe distance from the venue where if staff were to be separated that is where they will meet
- Families will be informed that in the event of an emergency, students will not be released to family members until a roll call is completed to ensure all students are safe and accounted for.

Students with Special Needs During Emergencies

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. These needs should be documented on a student's IEP and/or 504 plan and plans should be made to ensure that evacuation and other response procedures accommodate the needs of all students. In some cases, this will require that an additional staff person be assigned to assist a student with special needs in case of an emergency.



| Emergency | Action Plan |
|--|--|
| Evacuation | <p>Fire alarm, flood, bomb threat, or any emergency that requires evacuation from the building</p> <ul style="list-style-type: none"> ● Immediately, all onsite staff will assist with evacuating all students outside calmly and safely. <ul style="list-style-type: none"> ○ A staff member should lead the students, another should be in the middle, and the others should be behind the students ○ No running should be permitted to avoid trampling and/or other potential injuries ○ Always use the stairs if on an upper floor ● Once students are at a safe distance outside, on site staff will do a roll call to ensure that all students are accounted for, including staff. ● If families are onsite during the emergency, staff SHOULD NOT release students until after roll call ● Staff should follow-up with students to ensure that there were no injuries during evacuation and that no emergency assistance is required. ● Depending on the severity of the emergency, at the discretion of a school principal or designee, the event will continue, or the students will be dismissed. |
| Medical Emergency (Including sudden cardiac arrest or a similar life-threatening medical emergency) | <p>In the event of a medical emergency</p> <ul style="list-style-type: none"> ● Call 911 <ul style="list-style-type: none"> ○ Provide the nature of the emergency ○ Provide the site address & specific location ○ Follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR and implement rescue breathing. <ul style="list-style-type: none"> ▪ *Automatic external defibrillators are located at in the reception area of the school administrative offices. ● The onsite staff must isolate and secure the area or affected student(s) to avoid panic and/or further injuries <ul style="list-style-type: none"> ○ If a student is severely injured, he or she SHOULD NOT be moved unless otherwise instructed by the emergency response team. ● Staff identifies the individual(s) injured and contacts the caretaker(s) immediately ● On site staff informs the school leader, and venue manager of the emergency immediately ● NEVER leave injured student(s) alone. If an ambulance ride is required and the caretaker is not onsite, a staff member should accompany the student(s), if possible ● If an ambulance ride is required, the staff should make a note of the hospital the student(s) is/are being transferred to and follow-up with the family immediately ● Staff MUST complete the Accident/Injury Report and send it to the school leader as soon as possible. ● The event may continue for the uninjured parties. If students are impacted and unable to continue after the incident, they should be dismissed |
| Assault/Fights | <p>Among students</p> <ul style="list-style-type: none"> ● Staff should ensure the safety of all students and staff ● Staff should de-escalate and diffuse the situation |



| | |
|------------------------------|--|
| | <ul style="list-style-type: none"> ● Staff should call 911 if necessary <ul style="list-style-type: none"> ○ Immediately call 911 if weapons are visible/involved ● On site staff should call 911 if a student or students are severely injured and follow the action plan for medical emergencies ● The on-site staff will notify the school leader <ul style="list-style-type: none"> ○ An administrator will notify the caretakers of the students involved ● The on-site staff completes an Incident Report & Accident/Injury Report <ul style="list-style-type: none"> ○ Ask victim(s) and/or witness(es) for their account of the incident ○ Submit an incident report to the school leader <p>Among Caretakers</p> <ul style="list-style-type: none"> ● Staff should ensure the safety of all students and staff and move students away from the location of the incident ● For verbal altercations, staff at their discretion can attempt to de-escalate or diffuse the situation <ul style="list-style-type: none"> ○ If an altercation escalates staff should immediately call 911 ● For physical altercations, DO NOT attempt to de-escalate <ul style="list-style-type: none"> ○ If an onsite security guard is not available, contact 911 ● Call 911 immediately if <ul style="list-style-type: none"> ○ Weapons are visible/involved ○ Someone threatens another's life ○ Unable to de-escalate and altercation is escalating ● On site staff will notify the school leader ● On site staff completes an Incident Report & Accident/Injury Report <ul style="list-style-type: none"> ○ Ask victim(s) and/or witness(es) for their account of the incident ○ Submit an incident report to the school leader within 24 hours. |
| <p>Active Shooter</p> | <p>Annually all CalOPS staff will</p> <ul style="list-style-type: none"> ● Sign up for an active shooter training course ● Sign up to receive local emergency alerts and register work and personal contact information with any work sponsored alert system ● Make a site-specific plan with administrators and expected onsite staff, and ensure everyone knows what they would do if confronted with an active shooter <ul style="list-style-type: none"> ○ Understand the plans for individuals with disabilities or other access and functional needs ● Describe expectations ● Describe accountability process ● Be trained to <ul style="list-style-type: none"> ○ Be aware of their environment and any possible dangers ○ Look for the two nearest exits ○ Outline an escape path ○ Identify hiding places ○ Say something if suspicious <ul style="list-style-type: none"> ▪ Alert venue manager ▪ Alert local authority <p>In general, how staff should respond to an active shooter will be dictated by the specific circumstances of the encounter.</p> |



Active Shooter Outside/Inside the Building

- CALL 911 immediately
 - Try to communicate with police as quietly as possible
 - If you cannot speak, leave the line open and allow the dispatcher to listen
 - If you were able to see the offender(s), give a description of the person(s)
 - If you heard any gunshots or explosions, provide a description and location or approximate location
 - If you observed any victims, give a description of the location and number of victims
 - If you observed any suspicious devices, provide the location and a description
 - Follow dispatchers' instructions
- **If possible**, notify onsite staff and with their assistance
 - Notify other staff and venue manager (*if possible*)
 - Quickly and safely lock and barricade all doors and windows
 - Turn off the lights, close the blinds, and block windows
 - Turn off devices that emit sounds
 - Silence cell phones (make sure they won't vibrate)
 - Quick Head Count - Count the number of students in the room
 - Moving forward this will be the group of students you will be keeping track of
 - If able, write number on hand
- Remain calm and keep students calm
- If there is an opportunity to escape, do so!
 - Quickly and quietly away from the intruder
 - Leave your belongings behind
 - If shooter is close do not attempt, instead run to the nearest room then lock and barricade the door
- Don't hide in groups- spread out along walls or hide separately to make it more difficult for the shooter
- Keep everyone out of plain sight and take cover/protection behind
 - Concrete walls
 - thick tables
 - filing cabinets
- Remain absolutely quiet!
 - If you need to seek help communicate silently ensuring that no light or sounds give away your location
- Stay in place until law enforcement gives you the all clear
 - Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.
- Attacking an armed or violent individual is not recommended but is a personal choice when there are no other apparent options

After the incident

Know that law enforcement's first task is to end the incident and apprehend the offender(s) and/or suspect(s) to ensure everyone's safety. Officers may be armed



| | |
|---|--|
| | <p>with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.</p> <ul style="list-style-type: none"> ● Keep hands visible and empty <ul style="list-style-type: none"> ○ Universal surrender position, hands empty, palms up and fingers spread ● Officers will shout commands and may push individuals to the ground for their safety ● Follow law enforcement instructions and evacuate in the direction they come from, unless otherwise instructed ● Take care of yourself first, and then you may be able to help the wounded before first responders arrive ● Apply direct pressure to wounded areas ● Turn wounded people onto their sides if they are unconscious and keep them warm ● Attempt to keep wounded alert and conscious by talking to them ● Do a head count to ensure your group is accounted for <ul style="list-style-type: none"> ○ Take a roster of students and call the school office ○ Report any injuries ○ Do not leave students alone ○ After the head count if students are missing notify the authorities and have the school notify the caretaker(s) ● If possible, attempt to reunite at the agreed meeting spot ● Attempt to contact onsite staff if separated ● School notifies the school leader and HR/legal department immediately |
| <p>Fire</p> | <p>If a staff member sees</p> <ul style="list-style-type: none"> ● fire ● smoke ● or smells a gas odor <ol style="list-style-type: none"> 1. Pull the fire alarm and evacuate students and staff, following the steps in the evacuation action plan. 2. Staff must not re-enter the building until the fire service personnel or authorities have declared the building safe. |
| <p>Weapons or Suspicious Objects/Persons</p> | <p>Observation of, or suspicion of, weapons or threatening objects or persons</p> <p>Suspicion</p> <ul style="list-style-type: none"> ● If a student or parent is suspected of having a weapon or object on his or her person, DO NOT search ● Immediately notify all present staff, the principal, and venue manager <p>Confirmed</p> <ul style="list-style-type: none"> ● Confirmed weapon(s) or hostile persons - DO NOT confront, notify the authorities immediately and follow the instructions from the dispatcher <ul style="list-style-type: none"> ○ Attempt to gather as much information as possible to provide to dispatcher such as: <ul style="list-style-type: none"> ▪ Weapon/Threatening Object ▪ Description |



| | |
|-------------------------------|--|
| | <ul style="list-style-type: none"> ▪ Location ▪ Hostile Person(s) <ul style="list-style-type: none"> ▪ Description of individual(s) ▪ Location of individual(s) or incident ▪ Direction of travel of individual(s) ▪ Vehicle License Plate, if appropriate and possible • Immediately notify all staff present, the principal, and venue manager • Weapon/Threatening Object <ul style="list-style-type: none"> ○ Stop the event and safely evacuate students and staff, following the evacuation action plan • Hostile Person(s)/Intruder <ul style="list-style-type: none"> ○ Stop the event immediately and GET AWAY <ul style="list-style-type: none"> ▪ If you can safely evacuate with students, do so, following the evacuation action plan ▪ Staff must always accompany students ▪ All groups are unable to safely evacuate together reunite at agreed meeting point ○ HIDE & LOCK DOWN <ul style="list-style-type: none"> ▪ Quickly and safely move to a secure area, lock down the room and lock and cover any windows ▪ Move students away from doors and windows ▪ Remain quiet and maintain lock down until notified by an emergency response official or venue manager that it is safe to move ▪ If it applies, follow the active shooter emergency action plan |
| <p>Missing Student</p> | <ul style="list-style-type: none"> • Immediately notify all staff present and stop all activity • With assistance from onsite staff notify the principal and venue manager • With the assistance of the venue manager, lockdown the venue immediately • One staff member should stay with the students on-site. The others should actively search all areas and surrounding areas of the site for the missing student(s) • If the student(s) is not found or reached by phone, staff must contact the local authorities and the caretaker(s) <ul style="list-style-type: none"> ○ Follow instructions from dispatcher and/or authorities |
| <p>Severe Storm</p> | <p>In the event of a severe storm, stop all testing and keep students calm</p> <p>Tornadoes, Hurricanes, or Severe Storms</p> <ul style="list-style-type: none"> • Move all students and staff away from doors and windows • Find a secure place or hall with no windows, glass, and objects that may fall on individuals • Monitor the storm • When appropriate, duck and cover |



- Contact school office immediately
 - After the incident, administration will determine the next steps
- Follow the medical emergency plan if any students or staff members are severely injured

Earthquakes

- Have students and staff stay indoors and seek shelter
 - Each pupil and staff member take cover under a table or desk, dropping to his or her knees, with head protected by the arms, and the back to the windows
 - Or stand in a corner or secure location away from shelving or moving objects/furniture
- Stay inside until the shaking is over and then evacuate the building watching for falling items or glass

Reminder steps to complete after an incident:

- If possible, grab the emergency kit provided which contains emergency action plans, rosters, first-aid kit, and contacts
- If possible, meet at the designated rally point
- Roll call, staff should always maintain a head count and confirm all students and onsite staff are present and not harmed
 - Contact the school office for assistance, if needed
- Staff should always contact the school and inform of incident within 24 hours.
- Depending on the severity of the emergency, at the discretion of the school leader, the event will continue or the students will be dismissed and rescheduled
 - On site staff should document, if not the exact start and end times, the approximate start and end times of the incident.
- If students are to be dismissed, onsite staff should assist students with contacting their families to arrange for pickup
 - Office staff and administration should also assist with contacting families

Procedures to Allow Use of School Buildings for Emergency Shelters

If requested, the use of school office locations will be discussed with a public agency, including the American Red Cross, to determine the feasibility of using school offices and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

- All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:



- Calling the person's name;
- Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and otherwise follow 911 operator instructions until emergency responders arrive.

STEP 2: Call 911.

Calling 911 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 911 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR and implement rescue breathing. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Support the Person's Breathing.

Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- Rescue breathing for adults involves the following steps:
 - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
 - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person's mouth to make a seal and give two slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

STEP 4: Assist Emergency Responders.

After emergency responders arrive on site, assist them with any requests they may have while tending to the individual experiencing the overdose. Keep other students and unnecessary persons out of the way and make sure the path is clear to the individual needing emergency assistance and back to an ambulance, if necessary. Continue to comply with 911 operator instructions until told to hang up.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.



DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

Discipline and Due Process for Students

The school's discipline, suspension, expulsion, and involuntary removal policies are in accordance with students' rights and with applicable law. As a charter school, the delineated suspension and expulsion offenses contained in California Education Code Section 48900 *et seq.* are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Board Policies

CalOPS follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. Discipline policies are approved by the Board and are reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. CalOPS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom CalOPS has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by CalOPS for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, CalOPS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the



student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until CalOPS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the



organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a



communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (ii) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (ii) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (ii) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (ii). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs (ii) and (iii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c,



286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened



- or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
 - s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student



other than the student who created the false profile.

3. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

CalOPS will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any



such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or CalOPS employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or CalOPS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If CalOPS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student’s parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when CalOPS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.



In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial CalOPS Board of Directors following a hearing before it or by the CalOPS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the CalOPS School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the CalOPS disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CalOPS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CalOPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CalOPS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the



applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

- b. CalOPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- d. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- g. If one or both of the support persons is also a witness, CalOPS must present evidence that the witness' presence is both desired by the witness and will be helpful to CalOPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A



recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

CalOPS shall maintain records of all student suspensions and expulsions at CalOPS. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from CalOPS as the CalOPS Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CalOPS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from CalOPS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to CalOPS for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school



or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon CalOPS's capacity at the time the student seeks readmission or admission to CalOPS.

P. Notice to Teachers

CalOPS shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the CalOPS's Board policy on independent study, after missing the number of assignments indicated on the Master Agreement, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, CalOPS may involuntarily remove the student after CalOPS follows the requirements of the Missed Assignment Policy or similar and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

- a. CalOPS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CalOPS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

- a. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

- a. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CalOPS, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and
- b. any relevant information provided by the parent/guardian to determine:
 - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CalOPS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.



If CalOPS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- i. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- iii. Return the child to the placement from which the child was removed, unless the parent/guardian and CalOPS agree to a change of placement as part of the modification of the behavioral intervention plan.

If the CalOPS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CalOPS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CalOPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CalOPS the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CalOPS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if CalOPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or CalOPS may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

CalOPS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or



- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the CalOPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CalOPS had knowledge that the student was disabled before the behavior occurred.

CalOPS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CalOPS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CalOPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CalOPS supervisory personnel.

If CalOPS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CalOPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CalOPS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by CalOPS pending the results of the evaluation.

CalOPS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of Dangerous Pupils

In accordance with state law, the Superintendent shall inform the teacher of a student who has committed any acts which constitute grounds for suspension or expulsion. Any information received by a teacher shall remain confidential and shall not be further disseminated.

Preventing Workplace Harassment

We unequivocally prohibit the harassment or intimidation of our employees based on age, race, color, religion, sex, pregnancy, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other category protected by federal, state, or local law. We do not tolerate harassment or hostile actions in the workplace and take prompt action to correct any such situation.

Harassment is a form of discrimination that occurs when someone engages in unwelcome and reasonably offensive conduct based on a protected characteristic, and that conduct could adversely affect an employee's working conditions. This Policy applies to harassment of any employee by another employee, by a supervisor or manager, or by any other individual with whom an employee interacts in the course of his or her employment, including but not limited to customers, clients, vendors, suppliers, contractors, or other similar individuals.

Further, no employee will be punished or treated unfavorably because he or she refuses to submit to or



participate in sexual harassment, and no employee will be rewarded or treated favorably because he or she submits to or participates in such conduct.

DEFINITION

Harassment can result from a broad range of actions, including, but not limited to:

- Verbal conduct: comments that that could be considered harassing if they are likely to offend a reasonable person
- Visual conduct: visual materials that contribute to a hostile work environment by their sexually explicit or derogatory nature
- Physical conduct: touching that a reasonable person would find offensive
- Sexual Harassment: any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:
 - It is expressed or implied that an employee's submission to or refusal of the conduct will have any effect on his or her employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of employment, or where such submission or refusal is used as a factor in decisions relating to the person's employment; or
 - The conduct substantially interferes with an individual's employment by creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another employee, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually-oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This Policy applies in the workplace and in any other work-related settings, such as business trips, sales meetings, conventions, or business-related social events: we expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another employee, is prohibited in the workplace, or in any work-related setting.

Please refer to the online Harassment Training provided at the start of your employment for more detailed information on all forms of harassment and our policies on harassment.

INTERACTION WITH STUDENTS

Any employee who interacts with students in the course of their job should be familiar with and comply with the policies contained within the Student and Family Policy Catalog as it pertains to harassment or treatment of students. Harassment or treatment of a student that is prohibited by the Student and Family Policy Catalog is not tolerated and any employee who violates the policies in the Student and Family Policy Catalog may receive disciplinary action.

SANCTIONS

Any employee, supervisor, or manager, at any level, who violates this Policy, will be subject to discipline up to and including termination of employment.

COMPLAINT PROCEDURE

We encourage employees who believe they are being harassed to initially, where possible, inform the offender that his or her behavior is unwelcome, and ask the individual to stop the conduct. In addition, however, we encourage any employees who believe that they are being harassed or have been harassed to report the harassing



conduct to Human Resources. In this way, we will be able to take action to stop the harassment before it becomes severe or pervasive.

If an employee believes that he or she is being or has been harassed, he or she should report the matter to Human Resources.

All complaints of harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of harassment, we will take immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment, and to ensure that the harassment does not recur.

Any manager or supervisor who becomes aware of allegations of harassment must bring the allegations to the attention of Human Resources.

INVESTIGATION PROCEDURE

When an investigation is being conducted, Human Resources representatives will instruct and provide guidance to participants of the investigation regarding confidentiality, and employees are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

An employee who is questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

Withholding information or providing false information during an investigation is a serious violation of this Policy and will subject an individual to disciplinary action, up to and including termination.

PROTECTION AGAINST RETALIATION

We prohibit any form of retaliation against an individual who makes a bona fide complaint of harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this Policy. Retaliation is a serious violation of this Policy, and any individual found to have retaliated against another person in violation of this Policy will be subject to discipline, up to and including termination of employment.

FALSE ACCUSATIONS OF MISCONDUCT

False and malicious complaints of harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including termination.

AUTHORITY AND RESPONSIBILITY

If a supervisor or manager learns that an employee is suffering potentially harassing behavior, the supervisor or manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All supervisors and managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty-four (24) hours using the procedures outlined above. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Supervisors, must immediately report any allegations of harassment that are learned of, even if the allegations are against themselves.

Once a supervisor learns of potentially harassing behavior, we have a legal duty to take prompt and effective action. This duty remains even if the complaining employee asks the supervisor to keep the matter confidential



and to do nothing, especially if the alleged harassment is severe, ongoing, or potentially harmful to others.

Supervisors cannot promise to maintain complete confidentiality. Instead, supervisors must ensure that the potentially harassing behavior is reported to the appropriate officials as soon as possible. If the employee does not want to report the issue him or herself, the supervisor must do so.

Supervisors should address the employee's concerns and assure him or her that, while the supervisor cannot promise complete confidentiality, the matter will be kept as private as possible and that the employee will be protected from retaliation.

Supervisors should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that he or she is not experiencing retaliation or further harassment.

WHISTLEBLOWER POLICY

A whistleblower as defined by this Policy is an employee who reports an activity that he/she considers to be illegal or dishonest to one or more managers of the employer. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor and Human Resources. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

NON-RETALIATION

No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the company or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against you should report this in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against an employee with documented performance issues or policy violations will not protect the employee against further disciplinary action up to and including termination. However, such actions must clearly be directly related to the employee's own documented performance issues or policy violations.

ISSUE RESOLUTION PROCESS

We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions



about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this Comprehensive School Safety Plan.

STEPS IN THE PROCESS

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.
2. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible after the occurrence of the problem.
3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue, Human Resources will help them and their manager consider how policies, procedures, and practices relate for the issue. Often, the policies in this Comprehensive School Safety Plan or in the Employee Handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.
4. If your issue is not resolved by either Human Resources or School Services, you can request that your matter be presented to your school's governing body (if applicable) for final consideration or you can contact them directly. The contact information for your school's governing body is located on your school's web site.

(see also the CalOPS Employee Handbook)

Dress Code (including Gang-Related Apparel)

Any clothing worn or displayed at a school sponsored event that could reasonably be determined to threaten the health and safety of the school environment will be prohibited. Such determination will be made by on site administration or other school staff.

Safe and Orderly Environment

Required Student Safety Trainings for School Staff

CalOPS takes student safety and well-being very seriously, and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two courses that focus specifically on student safety:

- Internet Safety: This course provides valuable information about practicing safe behaviors online.
- Students in Distress: Recognizing and Responding: This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. School leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the



conversation.
(see also the CalOPS Student and Family Policy Catalog)

Restriction on High Intensity Active Shooter Drills

Active Shooter response drills are not presently called for in this school safety plan, however, if any lockdown drills are ever held, they shall not be high-intensity drills, as that term is defined in Education Code section 32282, subdivision (a)(2)(K) and shall otherwise correspond to the limitations in the law for lockdown drills at public schools.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

CalOPS takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at a school site or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anononymously if necessary—to the school leader.

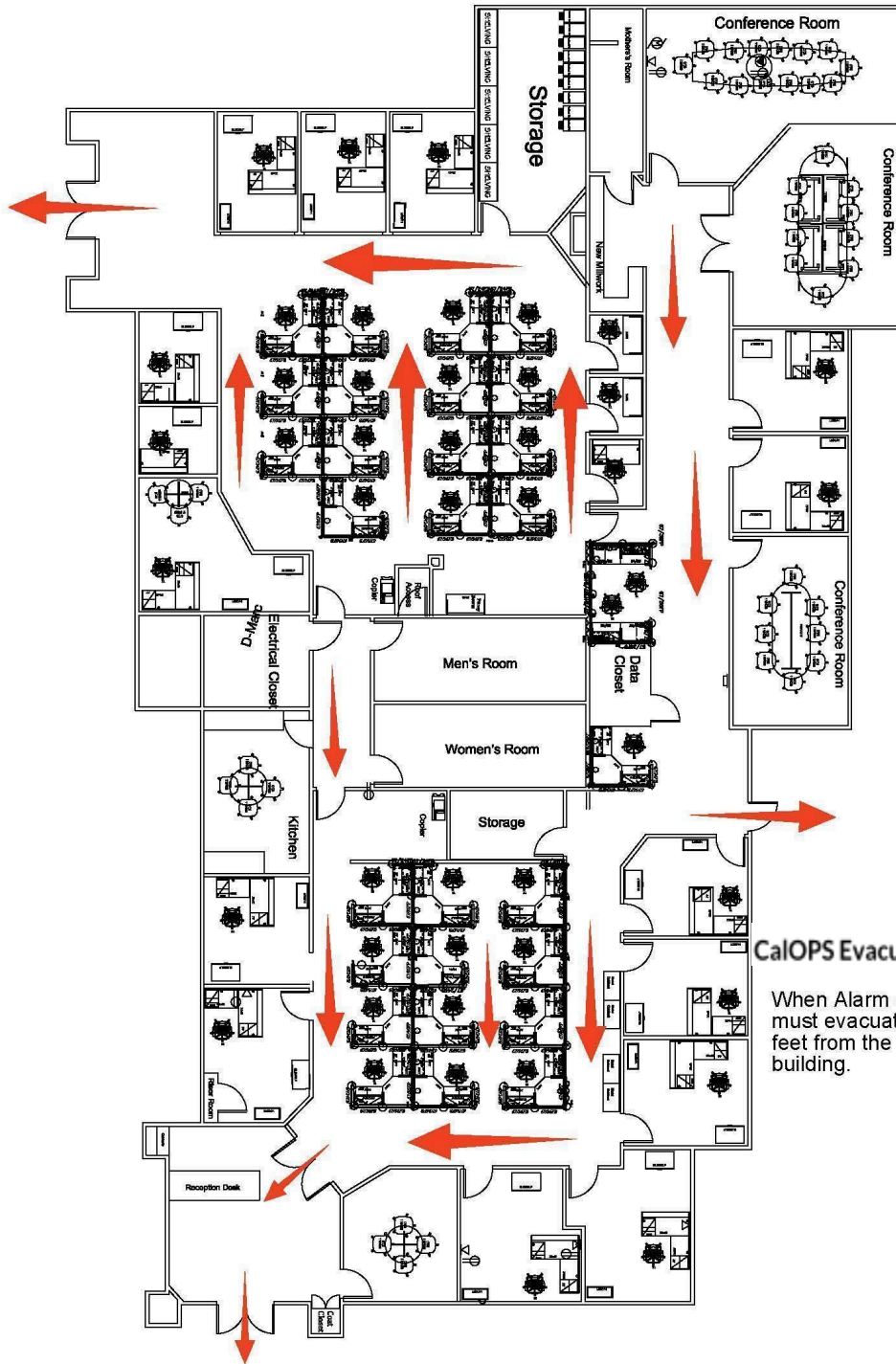
A report can be sent by a legible written note, by email, or by telephone to the school leader. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

The school leader shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.



Safe Ingress and Egress

California Online Public Schools, Southern California Office
33272 Valle Road, San Juan Capistrano, CA 92675

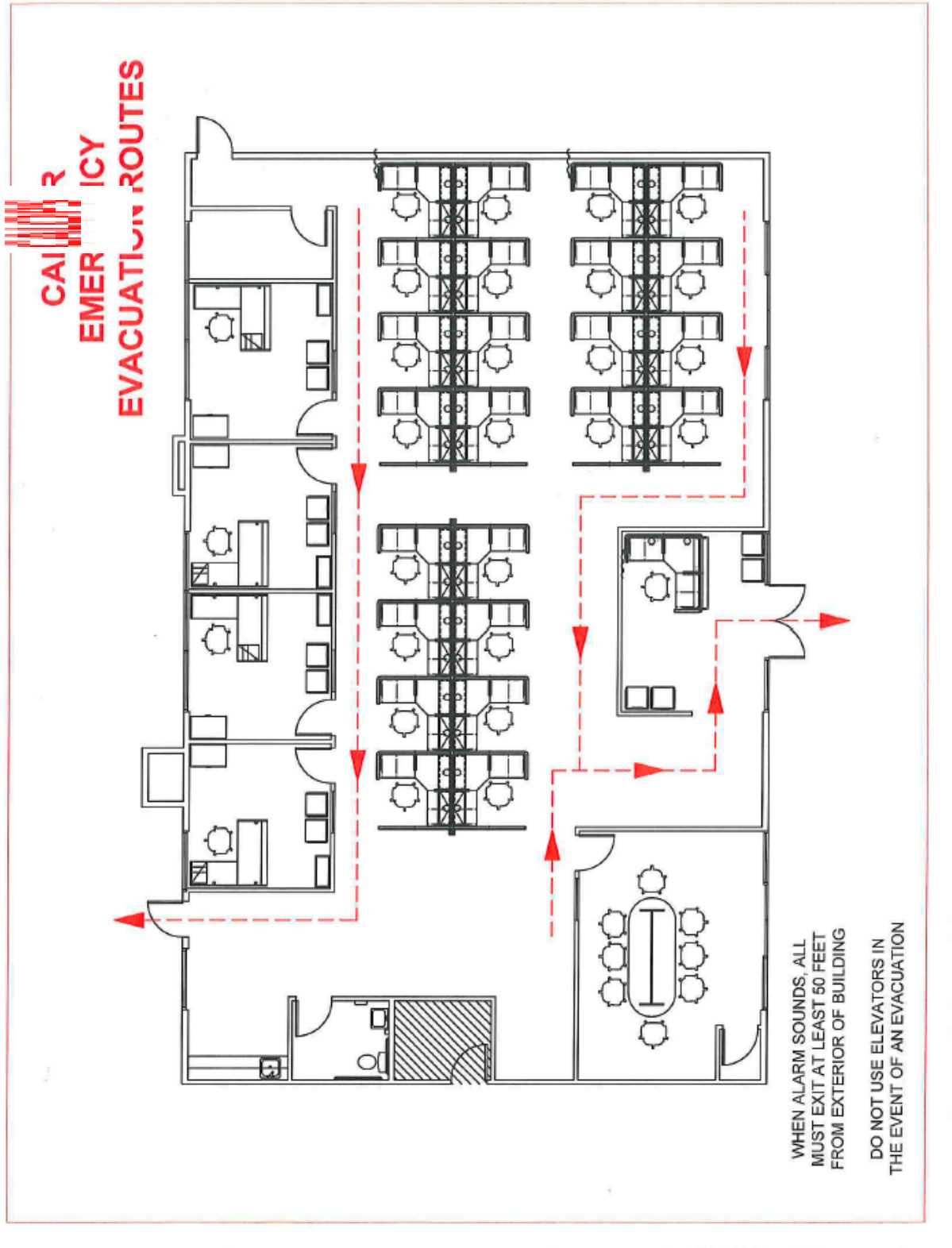


CalOPS Evacuation Plan

When Alarm sounds you must evacuate at least 50 feet from the exterior of the building.



California Online Public Schools, Ripon Office
580 N Wilma Ave. Ste. G, Ripon, CA 95366



Instructional Continuity Plan (ICP)



2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

| Local Educational Agency (LEA) Name | School Name | Contact Name and Title | Email and Phone |
|-------------------------------------|----------------------------------|--|---|
| California Online Public Schools | California Online Public Schools | Richie Romero, Ed. D. Deputy Superintendent | rromero@californiaops.org 949-461-1667 |

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 13, 2025 and adopted by California Online Public Schools on May 13, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

As a network of online public charter schools, California Online Public Schools (CalOPS) provides a high quality fully online educational program per the terms of the charter. With the changes across the world due to the COVID 19 pandemic, the core educational program for CalOPS did not change. All curriculum, instruction, instructional support etc. that was normally provided in our program continued. As a result of the success of our ability to continue services during the pandemic of 2020, we are optimistic we can repeat this in the event of any future emergency.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, California Online Public Schools will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

CalOPS will communicate no more than 5 days following an emergent event. However, it is our plan to communicate within 12 hours if practicable.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal

As an LEA, we contract with a communications vendor such as Parent Square. This tool will allow us to engage in mass and directly with our educational partners.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

As a 100% online program, we will not be able to communicate in the absence of power. But all students and staff work from their homes and therefore will not need immediate assistance from the school in the event of an emergency.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

To begin, CalOPS has a credentialed counselor to student ratio of 200 to 1, which is below the American School Counselors Association's recommended 250 to 1. This lower ratio allows for a more personalized support of our students. The counseling department has a well defined and communicated method for identifying, monitoring, and supporting students in distress. In addition, twice per year, all school staff are trained in how to identify students in distress and how to communicate this with the appropriate member of the counseling department. When needed, students are referred to virtual mental health services. The counseling department also hosts a virtual anxiety and depression group that meets on a regular basis. CalOPS is also working on ways to increase the number of virtual socialization activities such as virtual social lounges and virtual interest based clubs. The CalOPS staff have also convened a diversity and inclusion focus group.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, California Online Public Schools will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

As required, CalOPS will provide access to remote instruction as soon as practicable.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

We do not offer in-person instruction.

Remote Instruction

Plans for remote instruction.

As required, California Online Public Schools remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

As required, CalOPS will provide access to remote instruction as soon as practicable.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Upon enrollment, all students are provided with a Chromebook/laptop.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Almost all assignments given to our students are accessed digitally.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

California Online Public Schools provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

This will not take place in our instance.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

We will work to communicate with all enrolled families at a minimum of once every two weeks.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

As a 100% online school, we work to make sure all students are able to access all elements of our program at time of enrollment.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Our teachers work diligently to provide students with both formative and summative assessments. Additionally, teachers work to ensure this data is utilized to help meet each of their students' unique learning needs.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The actions and strategies to be used to address equity, access and inclusion will be delivered through instructional delivery and curriculum. In addition, students will be guided through intervention curriculum individualized to their needs. At the high school level credit deficient students will be placed in a program called Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Our ELD students are either placed in a homeroom with their ELD teacher or closely monitored by an ELD teacher. Students with exceptional needs will have their services minutes tracked in order to ensure all elements of the IEP are implemented. Homeless and foster students will be placed into a special 'section' with the Homeless/Foster Liaison who will then reach out to the family to check to see what types of supports they need and provide information regarding resources available in their specific city/county.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with exceptional needs will have their services minutes tracked in order to ensure all elements of the IEP are implemented. Homeless and foster students will be placed into a special 'section' with the Homeless/Foster Liaison who will then reach out to the family to check to see what types of supports they need and provide information regarding resources available in their specific city/county.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English Learner students have a variety of supports. First is their highly qualified teacher. We also provide state of the art curriculum and resources to our teachers and students.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

When newly hired, CalOPS teachers participate in rigorous asynchronous professional development prior to teaching their classes. Professional development topics include: an overview of the learning management system (LMS), the communications tool in the LMS, LMS tools for families, the curriculum, student enrichment and support offerings, enrollment, placement, withdrawal, delivering instruction through a webinar platform, internet safety, modifying and accommodating students with IEPs and English learners, identifying and supporting students in distress in a virtual school. These listed topics are reinforced during the school year through follow up, primarily through synchronous, professional development sessions and professional learning communities tailored to the grade level and subject area(s) taught.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

As an already existing online program, almost all services, including mental health are provided virtually. In the event that a student need arises, we will also provide in person supports, providing that the nature of the emergency allows for in person supports.

Plans to provide access back-up, water and medicines in the event of an emergency.

N/A

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

As an already existing online program, almost all services, including mental health are provided virtually. In the event that a student need arises, we will also provide in person supports, providing that the nature of the emergency allows for in person supports.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

California Online Public Schools outlines a strong foundation for site-based collaboration by emphasizing Professional Learning Communities (PLCs) and structured teacher collaboration. Specifically, supporting regular collaboration among teachers across grade levels and content areas to analyze data, align instruction, and implement best practices. These collaborative structures—implemented through PLCs, grade-level meetings, and focus groups—are essential components of our Instructional Continuity Plan. They ensure consistent instructional delivery, promote equity and coherence across the school, and provide a platform for ongoing professional growth and responsiveness to student needs.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

N/A

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into California Online Public Schools Southern California's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of California Online Public Schools' Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Coversheet

Approval of 2025-26 CalOPS Board Meeting Schedule (attached)

Section: IV. Consent Items
Item: J. Approval of 2025-26 CalOPS Board Meeting Schedule (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS 25-26 Meeting Schedule for Review.pdf



California Online Public Schools (CalOPS) CalOPS Board of Directors Meeting Schedule 2025-2026

School Phone: (800) 906-5166

School Fax: (559) 746-0497

All meetings are open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at www.californiaops.org/governance or contact the school offices: Dana Hohn (NorCal) or Eva McGahey (SoCal) at least 24 hours prior to the meeting.

| DATE | TIME | LOCATION ¹ |
|---|-------------------|--|
| Tuesday, September 9, 2025 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, October 14, 2025 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, November 04, 2025 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, December 9, 2025 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, February 10, 2026 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, March 10, 2026 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, April 14, 2026 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Tuesday, May 12, 2026 | 4 pm– 6 pm | At School Locations and via Teleconference |
| Annual Meeting Tuesday, June 9, 2026 | 4 pm– 6 pm | At School Locations and via Teleconference |

¹ Subject to all federal and state mandates regarding public health and safety

CalOPS NorCal Office
580 N Wilma Avenue, Suite G
Ripon, CA 95366

CalOPS SoCal Office
33272 Valle Road
San Juan Capistrano, CA 92675

Coversheet

Approval of Literacy Plan (attached)

Section: IV. Consent Items
Item: K. Approval of Literacy Plan (attached)
Purpose: Vote
Submitted by:
Related Material: Literacy Screener Adoption 2025.pdf

California Online Public Schools Approval of the California Literacy Program Implementation Using the Adopted Amira Dyslexia Screener

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

Background

In alignment with the California Department of Education's initiatives to promote literacy and to comply with Assembly Bill (AB) 1369—which mandates early identification and intervention for students at risk of dyslexia—California Online Public Schools (CalOPS) proposes the implementation of the Amira Dyslexia Screener as part of its comprehensive California Literacy Program. The Amira Dyslexia Screener is an evidence-based tool designed to identify potential risk factors associated with dyslexia in students in grades K–2.

Summary

The Amira Dyslexia Screener has been adopted by the California Department of Education for use in identifying students at risk for reading difficulties, including dyslexia. Its implementation within CalOPS will:

- Support early identification and intervention for students who need targeted literacy instruction.
 - Provide teachers with actionable data to guide individualized and small-group instruction.
 - Align with state-mandated requirements and best practices for addressing dyslexia and other reading challenges.
-

Implementation Plan

The implementation plan for the Amira Dyslexia Screener includes:

Training

All K–2 grade-level teachers and elementary-level Special Education teachers will participate in professional development sessions to ensure they understand the administration and interpretation of the screener.

June 1, 2025

Screening

- Initial screening for all K–2 students will be completed by the end of October each school year.
- Newly enrolled students after the October screening window will be screened within 45 days of enrollment.
- Ongoing progress monitoring will be conducted for identified students.
- A process for screening multilingual students has been developed and will be supported by the English Language Development (ELD) team.
- A process for Special Education exemptions has been established and will be overseen by the Director of Student Services.

Data Use

Results from the screener will inform small-group instruction and individualized support within both general education and special education classrooms.

Family Communication

- Parents and guardians will be notified about the screening process by the end of September each school year.
- Individualized reports will be provided to parents and guardians within 30 days of the screening.
- All communication will meet the criteria required by AB 1369.

Ongoing Support

Amira will provide the adopted screener as well as ongoing support for identified at-risk students.

Monitoring and Support

- Amira will conduct two district-level trainings for administration.
- Elementary Administration will monitor the implementation process and provide continuous support.

ATTACHMENTS

1. [Overview of the Amira Dyslexia Screener](#)
2. [Sample: Parent/guardian communication template](#)

June 1, 2025

Coversheet

Approval of 2025-26 CalOPS Employee Handbook (attached)

Section: IV. Consent Items
Item: L. Approval of 2025-26 CalOPS Employee Handbook (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Employee Handbook 2025-2026.pdf



**California Online
Public Schools**

Employee Handbook 2025-2026

TABLE OF CONTENTS

| | |
|---|-----------|
| INTRODUCTION TO HANDBOOK | 1 |
| CONDITIONS OF EMPLOYMENT | 2 |
| Equal Employment Opportunity Is Our Policy | 2 |
| Employment At-Will | 3 |
| Child Abuse and Neglect Reporting | 3 |
| Criminal Background Checks | 4 |
| Tuberculosis Testing | 4 |
| Immigration Compliance | 4 |
| Professional Boundaries: Staff/Student Interaction Policy | 5 |
| Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation | 8 |
| Whistleblower Policy | 11 |
| Drug and Alcohol Free Workplace | 11 |
| Confidential Information | 12 |
| Conflict of Interest | 12 |
| Smoking | 12 |
| THE WORKPLACE | 12 |
| Work Schedule | 13 |
| Work from Home | 13 |
| Workspace Setup: | 13 |
| Hiring | 14 |
| Employee Relocation | 14 |
| Meal and Rest Periods | 15 |
| Lactation Accommodation | 16 |
| Attendance and Tardiness | 16 |
| Mandatory In-Person Events | 16 |
| Time Cards/Records | 17 |
| Use of Email, Voicemail and Internet Access | 17 |
| Personal Business | 18 |
| Social Media | 18 |
| Personal Appearance/Standards of Dress | 18 |
| Health and Safety Policy | 19 |
| Security Protocols | 19 |
| Occupational Safety | 20 |
| Accident/Incident Reporting | 20 |
| Reporting Fires and Emergencies | 20 |
| EMPLOYEE WAGES AND HEALTH BENEFITS | 21 |

| | |
|---|-----------|
| Payroll Withholdings | 21 |
| Overtime Pay | 22 |
| Paydays | 22 |
| Wage Attachments and Garnishments | 22 |
| Medical Benefits | 23 |
| COBRA Benefits | 23 |
| PERSONNEL EVALUATION AND RECORD KEEPING | 25 |
| Employee Reviews and Evaluations | 25 |
| Mid-Year Evaluation | 25 |
| End of Year Evaluation | 25 |
| Personnel Files and Record Keeping Protocols | 26 |
| Internal Applications | 26 |
| Career Ladder | 27 |
| Applying for Career Ladder | 27 |
| HOLIDAYS, VACATIONS AND LEAVES | 28 |
| Holidays | 28 |
| Vacation | 28 |
| Unpaid Leave of Absence | 30 |
| Sick Leave | 31 |
| Family Care and Medical Leave | 31 |
| Bonding Leave | 33 |
| Pregnancy Disability Leave | 36 |
| Family Care Leave: | 38 |
| Industrial Injury Leave (Workers' Compensation) | 39 |
| Military and Military Spousal Leave of Absence | 41 |
| Bereavement Leave | 42 |
| Reproductive Loss Leave | 42 |
| Jury Duty or Witness Leave | 43 |
| Voting Time Off | 43 |
| School Appearance and Activities Leave | 43 |
| Bone Marrow and Organ Donor Leave | 43 |
| Victims of Abuse Leave | 44 |
| Returning From Leave of Absence | 45 |
| DISCIPLINE AND TERMINATION OF EMPLOYMENT | 46 |
| Rules of Conduct | 46 |
| Off-Duty Conduct | 47 |
| Termination of Employment | 48 |
| INTERNAL COMPLAINT REVIEW | 49 |
| Internal Complaints | 49 |
| Policy for Complaints Against Employees | 49 |

| | |
|--|-----------|
| General Requirements | 50 |
| AMENDMENT TO EMPLOYEE HANDBOOK | 51 |
| APPENDIX A | 51 |
| HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM | 52 |
| APPENDIX B | 52 |
| INTERNAL COMPLAINT FORM | 53 |

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 year thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every year 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 start times for full time employees are 7:00AM, 7:30AM, and 8:00AM to be determined based on a discussion with their direct supervisor. 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.

Child / Dependent Care: Working at home should not be used as a means of providing and/or replacing child / dependent care. The purpose of the work-at-home arrangement is to facilitate job performance and meet the school's business needs. Employees working at home should not act as primary caregivers for dependents during work hours. Dependents may be present at home; however, the dependents must not require the employee's attention during normal work hours. Employees considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering such an arrangement.

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

California Online Public Schools will always make its best efforts to hire staff from within the state of California to align with our mission and to support the local educational workforce. However, this preference is subject to adjustment under Superintendent Discretion, allowing for flexibility based on staffing needs and operational requirements.

Educational Credentials

Some employees, as a condition of employment, must maintain and provide proof of a valid credential as required for the employee's position. It is the employee's responsibility to be aware of the expiration date(s) associated with such credentials and to take steps to renew credentials as needed and provide the renewed credential to the Human Resources (HR) team.. The HR team will monitor the expiration of such credentials and provide employees with any notice required by federal or state law or regulation of such expiration.

Failure to maintain and/or renew required credentials may result in disciplinary action, up to and including unpaid leave, suspension or termination. School employees should reach out to Human Resources with any questions on required credentials.

Employee Relocation

As of March 11th, 2025 California Online Public Schools will allow employee relocations provided it is approved by the Superintendent or designee, and with at least 90 days notice provided to the Human Resources Department. To maintain operational efficiency and comply with state workers' compensation requirements, employees of California Online Public Schools are not permitted to relocate to states with monopolistic workers' compensation systems. The following states have such systems and are therefore restricted for relocation:

- North Dakota
- Ohio
- Wyoming
- Washington
- Unincorporated territories of the US

Additionally, due to time zone considerations and the impact on collaboration, employee support, and student services, employees are not permitted to relocate to times zones 3 or more

hours different than the Pacific Standard Time. This restriction is in place to ensure seamless coordination across all teams and maintain alignment with our students' academic schedules, as all students are based in the Pacific Time Zone.

Exceptions for Current Employees in the Monopolistic states and Eastern Time Zone

Employees who currently reside in monopolistic states and or the Eastern Time Zone as of the effective date of this policy may continue to live and work there. However, no new employees will be hired in the Eastern Time Zone or monopolistic states, and no existing employees will be allowed to relocate to this time zone or these states after the policy's effective date.

Superintendent Discretion

In cases where an employee presents a compelling reason for relocation outside of the approved areas, the Superintendent, or designee of California Online Public Schools retains the discretion to override this policy on a case-by-case basis. Any exceptions must be approved in writing by the Superintendent, or designee and documented accordingly.

Temporary Work Relocation

California Online Public Schools will implement the following guidelines for employees seeking approval for temporary work relocation arrangements. Employees in good standing must submit a written request for temporary work relocation to Human Resources no later than 30 days prior to the intended start date of the arrangement. Approval for temporary work relocation may be granted for locations within the United States. Travel for less than one week will only require supervisor approval. For durations longer than one week, approval from Human Resources is required. International work arrangements will not be approved under any circumstances. Employees seeking to work abroad must request and use PTO for the entire duration of their time outside the country.

Employees who fail to notify HR of their intent to relocate or who relocate without obtaining prior approval will be subject to disciplinary action, up to and including termination.

All employees are encouraged to consult with Human Resources for further clarification regarding this policy and their specific circumstances.

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 5th 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 Principal/Director 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. The HR Payroll team can make an adjustment on an employee's timesheet with the employee's permission in cases where the employee is unable to access their timesheet. 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 only take place during break times and should not interfere with daily tasks. 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 Operations 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) and California State Teachers Retirement System (CalSTRS): 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. However, credentialed employees with CalSTRS eligible positions are required to have a certain percentage of their earnings deducted and forwarded to their CalSTRS account, together with a certain amount 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, on the 10th and 25th of the month, or the business day preceding the date if it lands on a weekend or holiday. 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 as well as employees who are struggling, 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.

The Career Ladder consists of two tiers, each with increasing responsibilities as well as increasing pay.

Collaborative Teacher - 8% on top of base salary

Supervising 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, VACATION/SICK TIME OFF 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 (vacation day).

Vacation Time Off

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:

| | |
|-------------------|----|
| August - December | 40 |
| January - April | 24 |
| May - July | 16 |

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.

Sick Time Off

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick time off to its employees. Sick hours 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 hours 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 time off to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick time off is available to all School employees beginning their first day worked. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year. Sick hours are front loaded for all employees at the beginning of each school year.

Employees cannot use paid sick time off until the thirtieth (30th) calendar day following the employee's start date. Sick time off must be taken by eligible employees in increments of two (2) hours. Accrued sick hours do 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 time off.

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 time off privilege. If the School suspects abuse of sick time off, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick hours, 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 time off. Employee requests for unpaid medical leave must be approved in advance by the School.

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.

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.

CalOPS Bonding Leave

The School is proud to support all our employees as they welcome children into their families. As a result, we provide a comprehensive parental leave policy to ensure every employee has the space and time to welcome children and return to work successfully.

All eligible employees (birthing and non-birthing parents) are eligible for up to 8 weeks of paid bonding leave at 100% pay in the twelve-month period following the birth of a child, adoption of a child, or placement of a foster child in their home. This paid bonding leave policy is

available to employees who have worked at least 12 months in a full-time role. Employees who have not met this tenure requirement will not be eligible for the school sponsored bonding leave and will have to be in adherence to their state and local laws.

Notification: We ask that employees notify their manager or HR as soon as possible about their intended leave, no later than six weeks in advance of the anticipated start date.

Intermittent leave: Employees are allowed to split up their allotted parental leave times into intermittent leaves, as long as parental leave is taken in no less than two week periods.

Impact of state and local laws: We will comply with all applicable federal, state and local laws related to parental leave. Your leave will run concurrently. If your employment self-terminates: You will not be paid for any unused portion of your paid parental leave.

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 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 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 Reemployment 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, employees 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 are eligible for up to five (5) days of paid bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Employees are also entitled to up to two (2) days of paid bereavement leave due to the death of an extended family member (Aunt, Uncle, First Cousin, Brother-in-law, Sister-in-law, or other family member with HR approval).

Bereavement leave is fully paid for both exempt and non-exempt full-time employees. This leave must be used within three (3) months of the date of death of the covered family member. Bereavement pay will not be included when calculating overtime pay.

Employees may request to use additional leave through the Family Care Leave benefit or available accrued/unused paid leave if additional time off is needed. The School may request documentation to verify the death of the 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 paid 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 outside of the time served on the jury. 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 advance 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):

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):

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 2025-26 CalOPS Curriculum and Instructional Materials (attached)

| | |
|----------------------------|--|
| Section: | IV. Consent Items |
| Item: (attached) | M. Approval of 2025-26 CalOPS Curriculum and Instructional Materials |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | 25-26 CalOPS Curriculum.pdf |

California Online Public Schools Curriculum and Instructional Materials for Board Approval – 2025–2026 School Year

The following curriculum and instructional materials are being presented for Board consent for the 2025–2026 school year at California Online Public Schools. These selections ensure rigorous, standards-aligned instruction across all grade bands and subject areas. Each item listed is grouped by grade band, subject area, and vendor, with similar titles consolidated where appropriate.

Consent of this document also grants approval for necessary adjustments that may arise due to unforeseen curricular challenges during the 2025–2026 school year. This includes but is not limited to curriculum substitutions, vendor changes, or course modifications that support continued alignment with academic standards and student needs.

Elementary Curriculum

- - Art K-5 (Visual and Performing Arts) – Vendor: Accelerate
- - Gifted and Talented Language Arts 2-5 (Language Arts) – Vendor: Accelerate
- - Gifted & Talented Literature Study 2-5 (Language Arts) – Vendor: Junior Great Books
- - Language Arts Basic 1-3 (Language Arts) – Vendor: Teach Town
- - Language Arts K-5 (Language Arts) – Vendor: Accelerate
- - Language Arts TK (Language Arts) – Vendor: Flexpoint
- - Gifted and Talented Math 2-5 (Mathematics) – Vendor: Singapore Math
- - Math TK-5 (Mathematics) – Vendor: Singapore Math
- - Math Basic 1-3 (Mathematics) – Vendor: Teach Town
- - Gifted and Talented Science 2-5 (Science) – Vendor: Accelerate
- - Science Basic 1-3 (Science) – Vendor: Teach Town
- - Science K-5 (Science) – Vendor: Accelerate
- - Science TK (Science) – Vendor: Flexpoint
- - Gifted and Talented Social Studies 1-5 (Social Studies) – Vendor: Accelerate
- - Social Studies Basic 1-3 (Social Studies) – Vendor: Teach Town
- - Social Studies TK-5 (Social Studies) – Vendor: Accelerate
- - Social Studies TK (Social Studies) – Vendor: Flexpoint
- - Physical Education 1-5 (Physical Education) – Vendor: Accelerate

Middle School Curriculum

- - Algebra 1-2 (Mathematics) – Vendor: APEX
- - Geometry 6-7 (Mathematics) – Vendor: Edmentum
- - Math Level 1-3 (Mathematics) – Vendor: Teach Town
- - Art 6-7 (Visual and Performing Arts) – Vendor: Flexpoint
- - Art 8 (Visual and Performing Arts) – Vendor: Accelerate
- - Health 6-8 (Electives) – Vendor: McGraw Hill
- - Human Sexuality 7 (Electives) – Vendor: Goodheart-Wilcox
- - Gifted and Talented Language Arts 6-8 (Language Arts) – Vendor: Flexpoint

- - Language Arts Level 1–3 (Language Arts) – Vendor: Teach Town
- - Language Arts 6–8 (Language Arts) – Vendor: Flexpoint
- - Literature Study 6–8 (Language Arts) – Vendor: Junior Great Books
- - Gifted and Talented Science 6–8 (Science) – Vendor: Flexpoint
- - Science Level 1–3 (Science) – Vendor: Teach Town
- - Science 6–8 (Science) – Vendor: Flexpoint
- - Social Studies 6–8 (Social Studies) – Vendor: Flexpoint
- - Social Studies Level 1–3 (Social Studies) – Vendor: Teach Town
- - Social Studies 6–8 (Social Studies) – Vendor: Flexpoint
- - Spanish I A, Spanish I B (Foreign Languages) – Vendor: Flexpoint

High School Curriculum

- - Algebra 1–2 (Mathematics) – Vendor: APEX
- - Algebra 1–2 (Mathematics- PS) – Vendor: SchoolsPLP
- - AP Calculus AB, AP Calculus BC, AP Precalculus, AP Statistics, Consumer Math A, Precalculus A, (Mathematics) – Vendor: Flexpoint
- - Geometry 1–2 (Mathematics) – Vendor: Apex
- - Math Basic 1–3 (Mathematics) – Vendor: Teach Town
- - AP Psychology A, American Government, Economics, Honors American Government, Honors Economics, Honors United States History, Honors World History, United States History A, World History, (Social Studies) – Vendor: Accelerate
- - American Government, Art History, Economics, United States History, World Geography, World History, (Social Studies- PS) – Vendor: SchoolsPLP
- - AP Art History, AP Government and Politics United States, AP Human Geography, AP Macroeconomics, AP Microeconomics, AP United States History, (Social Studies) – Vendor: Flexpoint
- - Art History and Appreciation, Personal Finance, Psychology A, Sociology (Social Studies) – Vendor: Edmentum
- - Social Studies Basic 1–3 (Social Studies) – Vendor: Teach Town
- - American Sign Language 1–4 (Foreign Languages) – Vendor: Flexpoint
- - AP Biology, AP Chemistry A, AP Chemistry B, Anatomy and Physiology, Biology, Chemistry, Earth Science, Earth and Space Science, Honors Biology, Honors Chemistry, Honors Earth and Space Science, Honors Physics, Marine Science, Paleontology, Physical Science, Physics, Renewable Energy (Science) – Vendor: Accelerate
- - AP Environmental Science, Agriscience Foundations, Astronomy, Environmental Science (Science) – Vendor: Flexpoint
- - Biology, Earth Science, Physical Science (Science- PS) – Vendor: SchoolsPLP
- - Science Basic 1–3 (Science) – Vendor: Teach Town
- - AP Computer Science, Criminal Justice Operations, Introduction to Hospitality and Tourism, Theatre, Cinema & Film Production, (Electives) – Vendor: Flexpoint
- - Career Preparation, Early Childhood Education, High School Career Discovery, Learning in a Digital World, Nutrition and Wellness, Social Media, Workplace and Internship Readiness (Electives - PS) – Vendor: SchoolsPLP

- - Applied Medical Terminology, College and Career Preparation, Computer Applications, Computing for College and Careers, Exercise Science, First Aid & Safety, Health & Personal Wellness, Introduction to Fashion Design, Introduction to Social Media, Marketing, Advertising, and Sales, Nutrition, Personal Training Concepts, Principles of Law, Public Safety, Corrections, and Security, Relationships and Emotions (Electives) – Vendor: Edmentum
- - Creative Writing, Early Childhood Education, Journalism, Media and Communication, Speech, Study Skills and Strategies, Study Skills and Strategies (Electives) – Vendor: Accelerate
- - HS Sexual Education and HIV Prevention (Electives) – Vendor: Goodheart-Wilcox
- - Ethnic Studies (Electives) – Vendor: APEX
- - AP Computer Science Principles (Electives) – Vendor: Code HS
- - AP English Language and Composition, AP English Literature and Composition, (Language Arts) – Vendor: Edmentum
- - English 9–12 (Language Arts) – Vendor: Accelerate
- - English 9–12 (Language Arts - PS) – Vendor: SchoolsPLP
- - Language Arts Basic 1–3 (Language Arts) – Vendor: Teach Town
- - Careers in Criminal Justice, Life Skills (Marketing, Sales, and Service Industry - PS) – Vendor: SchoolsPLP
- - Culinary Arts 1 (Marketing, Sales, and Service Industry) – Vendor: Edmentum
- - Digital Media Fundamentals 1 (Visual and Performing Arts - PS) – Vendor: SchoolsPLP
- - Digital Photography, Graphic Design and Illustration, Introduction to Visual Arts, Music Appreciation, (Visual and Performing Arts) – Vendor: Edmentum
- - Drawing A (Visual and Performing Arts) – Vendor: Accelerate
- - Game Design In Unity, Introduction to Computer Science in JavaScript, Python Programming, Web Design, (Visual and Performing Arts) – Vendor: CodeHS
- - Health, Physical Education & Fitness, Physical Education & Nutrition, Physical Education & Physical Activities, Physical Education & Wellness (Physical Education) – Vendor: SchoolsPLP
- - Physical Education 1–2 (Physical Education) – Vendor: Edmentum
- - Life Management Skills (Marketing, Sales, and Service Industry, Electives) – Vendor: Edmentum
- - Spanish 1-4, AP Spanish Language and Culture (Foreign Language) – Vendor: Flexpoint

Coversheet

Approval of Updated 2025-26 Teacher Calendar (attached)

Section: IV. Consent Items
Item: N. Approval of Updated 2025-26 Teacher Calendar (attached)
Purpose: Vote
Submitted by:
Related Material: DRAFT Teacher Calendar 25-26.xlsx - Sheet1.pdf



| Event | School Status | Date |
|---|---------------------------|-------------------------------------|
| <i>First Day of School (Teachers)</i> | Staff Work Day | August 12, 2025 |
| Teacher Holiday | School Closed/Office Open | August 18, 2025 |
| Teacher Holiday | School Closed/Office Open | August 29, 2025 |
| Labor Day | School and Office Closed | September 1, 2025 |
| <i>First Day of School (Students)</i> | School and Office Open | September 2, 2025 |
| Veterans' Day | School and Office Closed | November 11, 2025 |
| Fall Break | School Closed/Office Open | November 24-25, 2025 |
| | School and Office Closed | November 26-28, 2025 |
| Winter Break | School and Office Closed | December 22, 2025 - January 2, 2026 |
| Martin Luther King, Jr. Day | School and Office Closed | January 19, 2026 |
| <i>First Semester End Date</i> | NA | January 28, 2026 |
| <i>First Semester Sections Close</i> | NA | January 28, 2026 |
| Teacher Work Day/Mid Semester Recess | Staff Work Day | January 29-30, 2026 |
| <i>Second Semester Start Date</i> | NA | February 2, 2026 |
| <i>Second Semester Sections Open</i> | NA | February 2, 2026 |
| Presidents' Day | School and Office Closed | February 16, 2026 |
| Spring Break | School Closed/Office Open | April 6-10, 2026 |
| Memorial Day | School and Office Closed | May 25, 2026 |
| <i>Last Day of School (Students)</i> | School and Office Open | June 16, 2026 |
| <i>Last Day of School (Teachers)</i> | Staff Work Day | June 17, 2026 |
| Juneteenth | School and Office Closed | June 19, 2026 |

School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty

Coversheet

Approval of 2025-26 Preliminary Budgets (attached)

Section: V. Action Items
Item: A. Approval of 2025-26 Preliminary Budgets (attached)
Purpose: Vote
Submitted by:
Related Material: FY26_Budget_CalOps_Consolidated Presentation.pdf



California Online Public Schools

Budget Presentation – FY25/26

CalOps – FY26 Budget Highlights

- Budget balanced with **\$10.3M** surplus (**8.7%** of expenses)
- **2.30%** COLA projected for LCFF, based on Governor’s May Revise
- ADA forecasted at **8,330**, **+21%** to current year

| | | 2025-26 | | | | | |
|---------------------------------|-----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|---------------------|
| | Total | SoCal | Central Valley | NorCal | North Bay | Monterey Bay | Central Coast |
| Assumptions | | | | | | | |
| State COLA | 2.30% | 2.30% | 2.30% | 2.30% | 2.30% | 2.30% | 2.30% |
| Enrollment | 8,500.36 | 4,841.00 | 4,841.00 | 4,841.00 | 4,841.00 | 4,841.00 | 4,841.00 |
| Average Daily Attendance | 8,330.36 | 4,744.18 | 4,744.18 | 4,744.18 | 4,744.18 | 4,744.18 | 4,744.18 |
| Total Revenue | \$ 128,469,662 | \$ 73,117,094 | \$ 15,175,002 | \$ 27,578,390 | \$ 2,738,368 | \$ 7,836,218 | \$ 2,024,590 |
| Total Expenses | \$ 118,167,680 | \$ 67,127,913 | \$ 13,043,182 | \$ 25,900,704 | \$ 2,480,260 | \$ 7,695,404 | \$ 1,920,217 |
| Surplus (Deficit) | \$ 10,301,982 | \$ 5,989,181 | \$ 2,131,820 | \$ 1,677,686 | \$ 258,109 | \$ 140,814 | \$ 104,373 |
| Fund Balance, Beginning of Year | \$ 30,412,308 | \$ 18,635,110 | \$ 5,583,068 | \$ 4,431,756 | \$ 1,067,889 | \$ 388,517 | \$ 305,969 |
| Fund Balance, End of Year | \$ 40,714,290 | \$ 24,624,290 | \$ 7,714,888 | \$ 6,109,442 | \$ 1,325,998 | \$ 529,331 | \$ 410,341 |
| | 34.5% | 36.7% | 59.1% | 23.6% | 53.5% | 6.9% | 21.4% |

Revenues

- Total revenue projected at **\$128M**, up **\$21M** to FY25 (+20%)
- Increase driven by State COLA (2.30%) and ADA growth (+21%)

| | Total | SoCal | Central Valley | NorCal | North Bay | Monterey Bay | Central Coast |
|----------------------|-----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|---------------------|
| Revenue | | | | | | | |
| State Aid-Rev Limit | \$ 110,516,870 | \$ 62,495,897 | \$ 13,225,464 | \$ 23,771,805 | \$ 2,295,817 | \$ 6,973,382 | \$ 1,754,505 |
| Federal Revenue | \$ 2,921,310 | \$ 1,769,934 | \$ 385,977 | \$ 613,654 | \$ 74,796 | \$ 61,653 | \$ 15,296 |
| Other State Revenue | \$ 14,859,089 | \$ 8,769,472 | \$ 1,558,426 | \$ 3,141,013 | \$ 366,023 | \$ 785,569 | \$ 238,586 |
| Other Local Revenue | \$ 172,394 | \$ 81,790 | \$ 5,135 | \$ 51,919 | \$ 1,732 | \$ 15,614 | \$ 16,203 |
| Total Revenue | \$ 128,469,662 | \$ 73,117,094 | \$ 15,175,002 | \$ 27,578,390 | \$ 2,738,368 | \$ 7,836,218 | \$ 2,024,590 |

Revenues - Specialty Funding

- FY26 State Block Grant Revenue: **\$4.0M**
- Grant Funds Held in Reserve: **\$4.9M**
- Fully expends discretionary block grants expiring in FY26, totaling **\$2.5M**
- Additionally, **\$1.5M** is budgeted from the Learning Recovery Emergency Block Grant, and leaves a balance of **\$4.9M** to spend through FY28
- Excludes Prop 28 Arts & Music funds, pending spending plan (~**\$1.3M** awarded annually)

| Specialty Funding Source | TOTAL | SoCal | Central Valley | NorCal | North Bay | Monterey Bay | Central Coast |
|--------------------------|------------------|------------------|----------------|----------------|-----------|---------------|---------------|
| UPK | 391,436 | 89,758 | 94,523 | 97,032 | - | 56,847 | 53,276 |
| A-G Completion | 437,883 | 254,188 | 75,000 | 90,296 | - | 15,568 | 2,831 |
| A-G Completion LLR | 211,043 | 95,294 | 75,000 | 33,852 | - | 5,836 | 1,061 |
| EEBG | 223,031 | 34,425 | - | 179,071 | - | - | 9,535 |
| AMIMBG | 1,214,413 | 725,275 | - | 489,138 | - | - | - |
| LREBG | 1,475,000 | 1,250,000 | 225,000 | - | - | - | - |
| TOTAL | 3,952,806 | 2,448,940 | 469,523 | 889,389 | - | 78,251 | 66,703 |

Expenses

- Total Expenses are projected to increase **\$16M** over prior year (+15%)
- Largest drivers:
 - Supplies (+\$8.0M) – Textbooks/Curricula (+\$3M) and Software (+\$2M)
 - Professional Services (+\$7.1M) – Legal, IT services, and Software Development

| | Total | SoCal | Central Valley | NorCal | North Bay | Monterey Bay | Central Coast |
|-----------------------|-----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|---------------------|
| Expense | | | | | | | |
| Certificated Salaries | \$ 50,983,466 | \$ 29,034,030 | \$ 5,591,618 | \$ 11,183,237 | \$ 1,059,784 | \$ 3,296,876 | \$ 817,921 |
| Classified Salaries | \$ 2,969,377 | \$ 1,690,999 | \$ 325,667 | \$ 651,334 | \$ 61,724 | \$ 192,017 | \$ 47,637 |
| Benefits | \$ 18,664,971 | \$ 10,466,667 | \$ 2,100,902 | \$ 4,096,383 | \$ 411,217 | \$ 1,272,336 | \$ 317,465 |
| Books and Supplies | \$ 15,263,394 | \$ 8,692,187 | \$ 1,674,015 | \$ 3,348,029 | \$ 317,277 | \$ 987,016 | \$ 244,868 |
| Subagreement Services | \$ 12,071,316 | \$ 6,874,365 | \$ 1,323,923 | \$ 2,647,846 | \$ 250,924 | \$ 780,599 | \$ 193,658 |
| Operations | \$ 3,649,520 | \$ 2,078,326 | \$ 400,262 | \$ 800,523 | \$ 75,862 | \$ 235,998 | \$ 58,549 |
| Facilities | \$ 1,819,689 | \$ 1,036,275 | \$ 199,575 | \$ 399,149 | \$ 37,826 | \$ 117,671 | \$ 29,193 |
| Professional Services | \$ 12,701,382 | \$ 7,229,684 | \$ 1,422,334 | \$ 2,764,427 | \$ 264,719 | \$ 810,008 | \$ 210,211 |
| Depreciation | \$ 44,566 | \$ 25,380 | \$ 4,888 | \$ 9,776 | \$ 926 | \$ 2,882 | \$ 715 |
| Interest | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Expenses | \$ 118,167,680 | \$ 67,127,913 | \$ 13,043,182 | \$ 25,900,704 | \$ 2,480,260 | \$ 7,695,404 | \$ 1,920,217 |

Surplus and Fund Balance

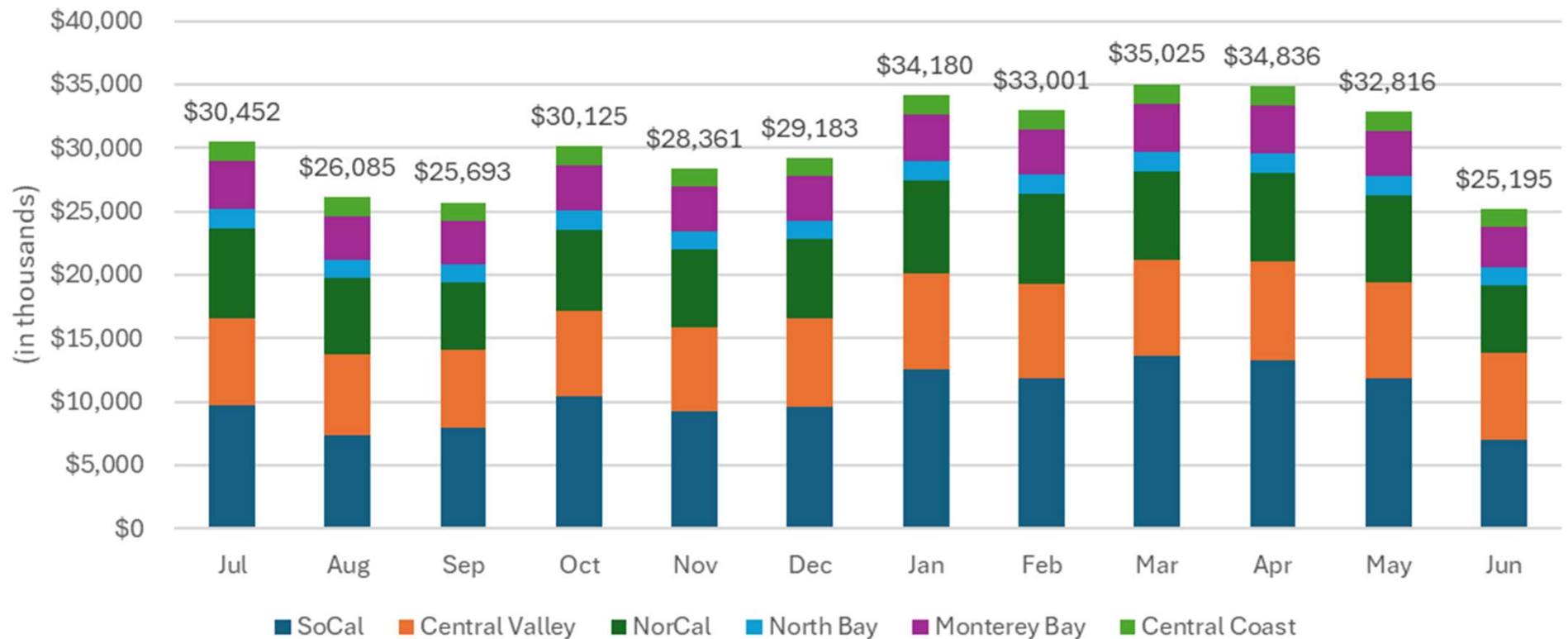
- Fund balances and surpluses within state and authorizer requirements
- Fund balance subject to change in anticipation of June 2025 financial close

| | Total | SoCal | Central Valley | NorCal | North Bay | Monterey Bay | Central Coast |
|----------------------------------|----------------------|----------------------|---------------------|---------------------|---------------------|-------------------|-------------------|
| Surplus (Deficit) | \$ 10,301,982 | \$ 5,989,181 | \$ 2,131,820 | \$ 1,677,686 | \$ 258,109 | \$ 140,814 | \$ 104,373 |
| Fund Balance, Beginning of Year | \$ 30,412,308 | \$ 18,635,110 | \$ 5,583,068 | \$ 4,431,756 | \$ 1,067,889 | \$ 388,517 | \$ 305,969 |
| Fund Balance, End of Year | \$ 40,714,290 | \$ 24,624,290 | \$ 7,714,888 | \$ 6,109,442 | \$ 1,325,998 | \$ 529,331 | \$ 410,341 |
| | 34.5% | 36.7% | 59.1% | 23.6% | 53.5% | 6.9% | 21.4% |

Cash Balance

- Strong cash balance for each monthly close
- No factoring built into budget
- Low point in June as deferred revenues are exhausted

Month-End Cash Balance



Three Year Forecasts

- **Revenue:** Next year is an increase from current year and projected to grow annually through FY28.
- **Expenses:** Salary increases projected to increase in line with projected CA CPI COLA. Non-personnel projected to increase proportionally with ADA and CPI COLA.
- **Surplus & Cash:** Positive and balanced across all three years

| | 2025-26 | 2026-27 | 2027-28 |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| | Budget | Forecast | Forecast |
| Assumptions | | | |
| State COLA | 2.30% | 3.02% | 3.42% |
| Expense COLA | 2.92% | 2.70% | 2.76% |
| Enrollment | 8,500.36 | 8,500.36 | 8,500.36 |
| Average Daily Attendance | 8,330.36 | 8,330.36 | 8,330.36 |
| Total Revenue | \$ 128,469,662 | \$ 130,843,814 | \$ 133,878,812 |
| Total Expenses | \$ 118,167,680 | \$ 121,337,012 | \$ 124,661,930 |
| Surplus (Deficit) | \$ 10,301,982 | \$ 9,506,802 | \$ 9,216,882 |
| Fund Balance, Beginning of Year | \$ 30,412,308 | \$ 40,714,290 | \$ 50,221,092 |
| Fund Balance, End of Year | \$ 40,714,290 | \$ 50,221,092 | \$ 59,437,975 |
| | 34.5% | 41.4% | 47.7% |

Appendix

- Multi-Year Forecast
- Monthly Cash Flow / Forecast 25-26

FY25-26 CalOps Southern California

Multi-Year Forecast

Revised 6/3/25



| | 2025-26 | 2026-27 | 2027-28 |
|--|----------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Assumptions | | | |
| State COLA | 2.30% | 3.02% | 3.42% |
| Other Revenue COLA | n/a | 0.00% | 0.00% |
| Expense COLA | 2.92% | 2.70% | 2.76% |
| Enrollment | 4,841.00 | 4,841.00 | 4,841.00 |
| Average Daily Attendance | 4,744.18 | 4,744.18 | 4,744.18 |
| Revenues | | | |
| State Aid - Revenue Limit | | | |
| 8011 LCFF State Aid | \$ 13,995,575 | \$ 15,820,768 | \$ 18,019,835 |
| 8012 Education Protection Account | 948,836 | 948,836 | 948,836 |
| 8019 State Aid - Prior Year | - | - | - |
| 8096 In Lieu of Property Taxes | 47,551,486 | 47,551,486 | 47,551,486 |
| | <u>62,495,897</u> | <u>64,321,090</u> | <u>66,520,157</u> |
| Federal Revenue | | | |
| 8181 Special Education - Entitlement | 562,342 | 680,887 | 680,887 |
| 8290 Title I, Part A - Basic Low Income | 980,382 | 980,382 | 980,382 |
| 8291 Title II, Part A - Teacher Quality | 156,662 | 156,662 | 156,662 |
| 8294 Title IV | 70,549 | 70,549 | 70,549 |
| 8299 Prior Year Federal Revenue | - | - | - |
| | <u>1,769,934</u> | <u>1,888,479</u> | <u>1,888,479</u> |
| Other State Revenue | | | |
| 8311 State Special Education | 4,480,968 | 4,319,434 | 4,319,434 |
| 8550 Mandated Cost | 152,422 | 190,131 | 196,633 |
| 8560 State Lottery | 1,295,161 | 1,295,161 | 1,295,161 |
| 8598 Prior Year Revenue | - | - | - |
| 8599 Other State Revenue | 2,840,920 | 2,241,980 | 1,694,485 |
| | <u>8,769,472</u> | <u>8,046,706</u> | <u>7,505,713</u> |
| Other Local Revenue | | | |
| 8660 Interest Revenue | 66,890 | 66,890 | 66,890 |
| 8690 Other Local Revenue | 14,900 | 14,900 | 14,900 |
| | <u>81,790</u> | <u>81,790</u> | <u>81,790</u> |
| Total Revenue | \$ 73,117,094 | \$ 74,338,065 | \$ 75,996,140 |
| Expenses | | | |
| Certificated Salaries | | | |
| 1100 Teachers' Salaries | 22,720,487 | 23,333,940 | 23,977,957 |
| 1175 Teachers' Extra Duty/Stipends | 1,059,151 | 1,087,748 | 1,117,770 |
| 1200 Pupil Support Salaries | 2,973,873 | 3,054,168 | 3,138,463 |
| 1300 Administrators' Salaries | 2,280,518 | 2,342,092 | 2,406,734 |
| | <u>29,034,030</u> | <u>29,817,949</u> | <u>30,640,924</u> |
| Classified Salaries | | | |
| 2200 Support Salaries | 127,427 | 130,868 | 134,479 |
| 2300 Classified Administrators' Salaries | 923,871 | 948,816 | 975,003 |
| 2400 Clerical and Office Staff Salaries | 639,701 | 656,972 | 675,105 |
| | <u>1,690,999</u> | <u>1,736,656</u> | <u>1,784,588</u> |
| Benefits | | | |
| 3101 STRS | 5,545,500 | 5,695,228 | 5,852,416 |
| 3301 OASDI | 104,842 | 107,673 | 110,644 |
| 3311 Medicare | 445,513 | 457,542 | 470,170 |
| 3401 Health and Welfare | 3,758,937 | 3,860,429 | 3,966,977 |
| 3501 State Unemployment | 105,630 | 105,630 | 105,630 |
| 3601 Workers' Compensation | 430,150 | 441,764 | 453,957 |
| 3901 Other Benefits | 76,095 | 78,150 | 80,306 |
| | <u>10,466,667</u> | <u>10,746,415</u> | <u>11,040,101</u> |

FY25-26 CalOps Southern California



Multi-Year Forecast

Revised 6/3/25

| | 2025-26 | 2026-27 | 2027-28 |
|---|----------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Books and Supplies | | | |
| 4100 Textbooks and Core Curricula | 3,481,924 | 3,575,936 | 3,674,632 |
| 4200 Books and Other Materials | 14,192 | 14,575 | 14,977 |
| 4302 School Supplies | 774,158 | 795,060 | 817,004 |
| 4305 Software | 2,926,771 | 3,005,794 | 3,088,754 |
| 4310 Office Expense | 192,814 | 198,020 | 203,485 |
| 4311 Business Meals | 49,100 | 50,426 | 51,818 |
| 4400 Noncapitalized Equipment | 1,253,227 | 1,287,065 | 1,322,588 |
| | <u>8,692,187</u> | <u>8,926,876</u> | <u>9,173,258</u> |
| Subagreement Services | | | |
| 5102 Special Education | 6,687,377 | 6,867,936 | 7,057,491 |
| 5103 Substitute Teacher | 7,281 | 7,477 | 7,683 |
| 5105 Security | 2,307 | 2,370 | 2,435 |
| 5106 Other Educational Consultants | 177,400 | 182,190 | 187,218 |
| | <u>6,874,365</u> | <u>7,059,973</u> | <u>7,254,828</u> |
| Operations and Housekeeping | | | |
| 5201 Auto and Travel | 604,261 | 620,576 | 637,704 |
| 5300 Dues & Memberships | 554,783 | 569,762 | 585,488 |
| 5400 Insurance | 183,276 | 188,225 | 193,420 |
| 5501 Utilities | 5,908 | 6,068 | 6,235 |
| 5502 Janitorial Services | 19,148 | 19,665 | 20,208 |
| 5516 Miscellaneous Expense | 1,681 | 1,726 | 1,774 |
| 5900 Communications | 677,356 | 695,645 | 714,845 |
| 5901 Postage and Shipping | 31,913 | 32,774 | 33,679 |
| | <u>2,078,326</u> | <u>2,134,441</u> | <u>2,193,352</u> |
| Facilities, Repairs and Other Leases | | | |
| 5601 Rent | 304,374 | 304,374 | 304,374 |
| 5602 Additional Rent | 244,757 | 251,366 | 258,304 |
| 5603 Equipment Leases | 15,843 | 16,270 | 16,719 |
| 5604 Other Leases | 162,794 | 167,190 | 171,804 |
| 5610 Repairs and Maintenance | 308,507 | 316,836 | 325,581 |
| | <u>1,036,275</u> | <u>1,056,037</u> | <u>1,076,783</u> |
| Professional/Consulting Services | | | |
| 5801 IT | 2,632,981 | 2,704,071 | 2,778,704 |
| 5802 Audit & Taxes | 38,174 | 39,205 | 40,287 |
| 5803 Legal | 569,030 | 584,393 | 600,523 |
| 5804 Professional Development | 164,359 | 168,797 | 173,456 |
| 5805 General Consulting | 169,883 | 174,470 | 179,285 |
| 5806 Special Activities/Field Trips | 333,284 | 342,282 | 351,729 |
| 5807 Bank Charges | 1,972 | 2,025 | 2,081 |
| 5808 Printing | 436 | 448 | 460 |
| 5809 Other taxes and fees | 64,841 | 66,592 | 68,430 |
| 5810 Payroll Service Fee | 9,503 | 9,759 | 10,029 |
| 5811 Management Fee | 1,462,342 | 1,501,825 | 1,543,275 |
| 5812 District Oversight Fee | 624,959 | 643,211 | 665,202 |
| 5814 SPED Encroachment | 151,299 | 150,010 | 150,010 |
| 5815 Public Relations/Recruitment | 1,006,622 | 1,033,801 | 1,062,334 |
| | <u>7,229,684</u> | <u>7,420,889</u> | <u>7,625,803</u> |
| Depreciation | | | |
| 6900 Depreciation Expense | 25,380 | 26,065 | 26,784 |
| | <u>25,380</u> | <u>26,065</u> | <u>26,784</u> |
| Interest | | | |
| | - | - | - |
| Total Expenses | \$ 67,127,913 | \$ 68,925,300 | \$ 70,816,420 |
| Surplus (Deficit) | \$ 5,989,181 | \$ 5,412,766 | \$ 5,179,720 |
| Fund Balance, Beginning of Year | \$ 18,635,110 | \$ 24,624,290 | \$ 30,037,056 |
| Fund Balance, End of Year | \$ 24,624,290 | \$ 30,037,056 | \$ 35,216,777 |
| | 36.7% | 43.6% | 49.7% |

FY25-26 CalOps Southern California

Multi-Year Forecast

Revised 6/3/25



| | 2025-26 | 2026-27 | 2027-28 |
|--------------------------------------|---------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Cash Flow Adjustments | | | |
| Surplus (Deficit) | (11,143,946) | (1,720,606) | (2,101,341) |
| Cash Flows From Operating Activities | | | |
| Depreciation/Amortization | 25,380 | 26,065 | 26,784 |
| Public Funding Receivables | 12,137,258 | 17,310,763 | 7,215,357 |
| Grants and Contributions Rec. | - | - | - |
| Due To/From Related Parties | - | - | - |
| Prepaid Expenses | - | - | - |
| Other Assets | - | - | - |
| Accounts Payable | (319,414) | (177,636) | (81,986) |
| Accrued Expenses | - | - | - |
| Other Liabilities | - | - | - |
| Deferred Revenue | (2,448,940) | (1,850,000) | (1,302,505) |
| 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 | (1,749,662) | 13,588,586 | 3,756,310 |
| Cash, Beginning of Year | 8,705,462 | 6,955,800 | 20,544,386 |
| Cash, End of Year | \$ 6,955,800 | \$ 20,544,386 | \$ 24,300,695 |

FY25-26 CalOps Central Valley

Multi-Year Forecast

Revised 6/3/25



| | 2025-26 | 2026-27 | 2027-28 |
|--|----------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Assumptions | | | |
| State COLA | 2.30% | 3.02% | 3.42% |
| Other Revenue COLA | n/a | 0.00% | 0.00% |
| Expense COLA | 2.92% | 2.70% | 2.76% |
| Enrollment | 932.00 | 932.00 | 932.00 |
| Average Daily Attendance | 913.36 | 913.36 | 913.36 |
| Revenues | | | |
| State Aid - Revenue Limit | | | |
| 8011 LCFF State Aid | \$ 10,557,583 | \$ 10,953,451 | \$ 11,351,569 |
| 8012 Education Protection Account | 2,003,513 | 2,064,020 | 2,134,609 |
| 8019 State Aid - Prior Year | - | - | - |
| 8096 In Lieu of Property Taxes | 664,368 | 664,368 | 664,368 |
| | <u>13,225,464</u> | <u>13,681,839</u> | <u>14,150,546</u> |
| Federal Revenue | | | |
| 8181 Special Education - Entitlement | 108,301 | 131,086 | 131,086 |
| 8182 Special Education - Discretionary | - | - | - |
| 8220 Federal Child Nutrition | - | - | - |
| 8290 Title I, Part A - Basic Low Income | 233,573 | 233,573 | 233,573 |
| 8291 Title II, Part A - Teacher Quality | 30,938 | 30,938 | 30,938 |
| 8293 Title III - Limited English | - | - | - |
| 8294 Title IV | 13,165 | 13,165 | 13,165 |
| 8295 Charter Facility Incentive Grant | - | - | - |
| 8296 Other Federal Revenue | - | - | - |
| 8299 Prior Year Federal Revenue | - | - | - |
| | <u>385,977</u> | <u>408,762</u> | <u>408,762</u> |
| Other State Revenue | | | |
| 8311 State Special Education | 736,832 | 831,587 | 831,587 |
| 8520 Child Nutrition | - | - | - |
| 8545 School Facilities (SB740) | - | - | - |
| 8550 Mandated Cost | 27,259 | 33,990 | 35,152 |
| 8560 State Lottery | 249,347 | 249,347 | 249,347 |
| 8598 Prior Year Revenue | - | - | - |
| 8599 Other State Revenue | 544,988 | 375,465 | 336,436 |
| | <u>1,558,426</u> | <u>1,490,389</u> | <u>1,452,523</u> |
| Other Local Revenue | | | |
| 8634 Food Service Sales | - | - | - |
| 8650 Lease and Rental Income | - | - | - |
| 8660 Interest Revenue | 2,684 | 2,684 | 2,684 |
| 8689 Other Fees and Contracts | - | - | - |
| 8690 Other Local Revenue | 2,451 | 2,451 | 2,451 |
| 8698 ASB Fundraising | - | - | - |
| 8699 School Fundraising | - | - | - |
| | <u>5,135</u> | <u>5,135</u> | <u>5,135</u> |
| Total Revenue | \$ 15,175,002 | \$ 15,586,125 | \$ 16,016,966 |
| Expenses | | | |
| Certificated Salaries | | | |
| 1100 Teachers' Salaries | 4,375,703 | 4,493,847 | 4,617,877 |
| 1170 Teachers' Substitute Hours | - | - | - |
| 1175 Teachers' Extra Duty/Stipends | 203,980 | 209,488 | 215,270 |
| 1200 Pupil Support Salaries | 572,734 | 588,197 | 604,432 |
| 1300 Administrators' Salaries | 439,201 | 451,060 | 463,509 |
| 1900 Other Certificated Salaries | - | - | - |
| | <u>5,591,618</u> | <u>5,742,592</u> | <u>5,901,088</u> |
| Classified Salaries | | | |
| 2100 Instructional Salaries | - | - | - |
| 2200 Support Salaries | 24,541 | 25,204 | 25,899 |
| 2300 Classified Administrators' Salaries | 177,927 | 182,731 | 187,774 |
| 2400 Clerical and Office Staff Salaries | 123,199 | 126,525 | 130,017 |
| 2900 Other Classified Salaries | - | - | - |
| | <u>325,667</u> | <u>334,460</u> | <u>343,691</u> |
| Benefits | | | |
| 3101 STRS | 1,067,999 | 1,096,835 | 1,127,108 |
| 3202 PERS | - | - | - |
| 3301 OASDI | 20,191 | 20,737 | 21,309 |
| 3311 Medicare | 85,801 | 88,117 | 90,549 |
| 3401 Health and Welfare | 723,928 | 743,474 | 763,994 |
| 3501 State Unemployment | 105,486 | 105,488 | 105,489 |
| 3601 Workers' Compensation | 82,842 | 85,079 | 87,427 |
| 3901 Other Benefits | 14,655 | 15,051 | 15,466 |
| | <u>2,100,902</u> | <u>2,154,780</u> | <u>2,211,342</u> |

FY25-26 CalOps Central Valley

Multi-Year Forecast

Revised 6/3/25



| | 2025-26 | 2026-27 | 2027-28 |
|---|----------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Books and Supplies | | | |
| 4100 Textbooks and Core Curricula | 670,578 | 688,684 | 707,692 |
| 4200 Books and Other Materials | 2,733 | 2,807 | 2,884 |
| 4302 School Supplies | 149,094 | 153,119 | 157,345 |
| 4305 Software | 563,662 | 578,881 | 594,858 |
| 4310 Office Expense | 37,134 | 38,136 | 39,189 |
| 4311 Business Meals | 9,456 | 9,711 | 9,980 |
| 4312 School Fundraising | - | - | - |
| 4400 Noncapitalized Equipment | 241,357 | 247,874 | 254,715 |
| 4700 Food Services | - | - | - |
| | <u>1,674,015</u> | <u>1,719,213</u> | <u>1,766,663</u> |
| Subagreement Services | | | |
| 5101 Nursing | - | - | - |
| 5102 Special Education | 1,287,911 | 1,322,685 | 1,359,191 |
| 5103 Substitute Teacher | 1,402 | 1,440 | 1,480 |
| 5104 Transportation | - | - | - |
| 5105 Security | 444 | 456 | 469 |
| 5106 Other Educational Consultants | 34,165 | 35,088 | 36,056 |
| 5107 Instructional Services | - | - | - |
| | <u>1,323,923</u> | <u>1,359,669</u> | <u>1,397,196</u> |
| Operations and Housekeeping | | | |
| 5201 Auto and Travel | 116,374 | 119,516 | 122,814 |
| 5300 Dues & Memberships | 106,845 | 109,730 | 112,758 |
| 5400 Insurance | 35,297 | 36,250 | 37,250 |
| 5501 Utilities | 1,138 | 1,169 | 1,201 |
| 5502 Janitorial Services | 3,688 | 3,787 | 3,892 |
| 5516 Miscellaneous Expense | 324 | 332 | 342 |
| 5531 ASB Fundraising Expense | - | - | - |
| 5900 Communications | 130,451 | 133,973 | 137,671 |
| 5901 Postage and Shipping | 6,146 | 6,312 | 6,486 |
| | <u>400,262</u> | <u>411,069</u> | <u>422,414</u> |
| Facilities, Repairs and Other Leases | | | |
| 5601 Rent | 58,619 | 58,619 | 58,619 |
| 5602 Additional Rent | 47,137 | 48,410 | 49,746 |
| 5603 Equipment Leases | 3,051 | 3,133 | 3,220 |
| 5604 Other Leases | 31,352 | 32,199 | 33,087 |
| 5605 Real/Personal Property Taxes | - | - | - |
| 5610 Repairs and Maintenance | 59,415 | 61,019 | 62,703 |
| | <u>199,575</u> | <u>203,380</u> | <u>207,376</u> |
| Professional/Consulting Services | | | |
| 5801 IT | 507,082 | 520,773 | 535,146 |
| 5802 Audit & Taxes | 7,352 | 7,550 | 7,759 |
| 5803 Legal | 109,589 | 112,547 | 115,654 |
| 5804 Professional Development | 31,654 | 32,508 | 33,406 |
| 5805 General Consulting | 32,718 | 33,601 | 34,528 |
| 5806 Special Activities/Field Trips | 64,187 | 65,920 | 67,739 |
| 5807 Bank Charges | 380 | 390 | 401 |
| 5808 Printing | 84 | 86 | 89 |
| 5809 Other taxes and fees | 12,488 | 12,825 | 13,179 |
| 5810 Payroll Service Fee | 1,830 | 1,880 | 1,931 |
| 5811 Management Fee | 303,500 | 311,695 | 320,297 |
| 5812 District Oversight Fee | 132,255 | 136,818 | 141,505 |
| 5813 County Fees | - | - | - |
| 5814 SPED Encroachment | 25,354 | 28,880 | 28,880 |
| 5815 Public Relations/Recruitment | 193,864 | 199,098 | 204,593 |
| | <u>1,422,334</u> | <u>1,464,571</u> | <u>1,505,107</u> |
| Depreciation | | | |
| 6900 Depreciation Expense | 4,888 | 5,020 | 5,158 |
| | <u>4,888</u> | <u>5,020</u> | <u>5,158</u> |
| Interest | | | |
| 7438 Interest Expense | - | - | - |
| | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Expenses | \$ 13,043,182 | \$ 13,394,754 | \$ 13,760,035 |
| Surplus (Deficit) | \$ 2,131,820 | \$ 2,191,371 | \$ 2,256,930 |
| Fund Balance, Beginning of Year | \$ 5,583,068 | \$ 7,714,888 | \$ 9,906,260 |
| Fund Balance, End of Year | <u>\$ 7,714,888</u> | <u>\$ 9,906,260</u> | <u>\$ 12,163,190</u> |
| | 59.1% | 74.0% | 88.4% |

FY25-26 CalOps Central Valley

Multi-Year Forecast

Revised 6/3/25



| | 2025-26 | 2026-27 | 2027-28 |
|--------------------------------------|---------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Cash Flow Adjustments | | | |
| Surplus (Deficit) | (1,549,162) | 265,522 | 229,435 |
| Cash Flows From Operating Activities | | | |
| Depreciation/Amortization | 4,888 | 5,020 | 5,158 |
| Public Funding Receivables | 2,248,945 | 3,753,336 | 1,982,598 |
| Grants and Contributions Rec. | - | - | - |
| Due To/From Related Parties | - | - | - |
| Prepaid Expenses | - | - | - |
| Other Assets | - | - | - |
| Accounts Payable | (72,179) | (72,354) | (56,749) |
| Accrued Expenses | - | - | - |
| Other Liabilities | - | - | - |
| Deferred Revenue | (469,523) | (300,000) | (260,971) |
| 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 | 162,969 | 3,651,524 | 1,899,471 |
| Cash, Beginning of Year | 6,762,311 | 6,925,280 | 10,576,804 |
| Cash, End of Year | \$ 6,925,280 | \$ 10,576,804 | \$ 12,476,275 |

FY25-26 CalOps Northern California

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|--|----------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Assumptions | | | |
| State COLA | 2.30% | 3.02% | 3.42% |
| Other Revenue COLA | n/a | 0.00% | 0.00% |
| Expense COLA | 2.92% | 2.70% | 2.76% |
| Enrollment | 1,865.00 | 1,865.00 | 1,865.00 |
| Average Daily Attendance | 1,827.70 | 1,827.70 | 1,827.70 |
| Revenues | | | |
| State Aid - Revenue Limit | | | |
| 8011 LCFF State Aid | \$ 19,829,109 | \$ 20,502,160 | \$ 21,337,932 |
| 8012 Education Protection Account | 365,540 | 365,540 | 365,540 |
| 8019 State Aid - Prior Year | - | - | - |
| 8096 In Lieu of Property Taxes | 3,577,156 | 3,577,156 | 3,577,156 |
| | <u>23,771,805</u> | <u>24,444,856</u> | <u>25,280,628</u> |
| Federal Revenue | | | |
| 8181 Special Education - Entitlement | 209,132 | 253,267 | 253,267 |
| 8290 Title I, Part A - Basic Low Income | 329,178 | 329,178 | 329,178 |
| 8291 Title II, Part A - Teacher Quality | 53,712 | 53,712 | 53,712 |
| 8294 Title IV | 21,632 | 21,632 | 21,632 |
| | <u>613,654</u> | <u>657,789</u> | <u>657,789</u> |
| Other State Revenue | | | |
| 8311 State Special Education | 1,547,228 | 1,626,635 | 1,626,635 |
| 8550 Mandated Cost | 54,423 | 67,902 | 70,225 |
| 8560 State Lottery | 498,962 | 498,962 | 498,962 |
| 8598 Prior Year Revenue | - | - | - |
| 8599 Other State Revenue | 1,040,400 | 751,011 | 606,196 |
| | <u>3,141,013</u> | <u>2,944,510</u> | <u>2,802,018</u> |
| Other Local Revenue | | | |
| 8660 Interest Revenue | 46,651 | 46,651 | 46,651 |
| 8690 Other Local Revenue | 5,268 | 5,268 | 5,268 |
| 8699 School Fundraising | - | - | - |
| | <u>51,919</u> | <u>51,919</u> | <u>51,919</u> |
| Total Revenue | \$ 27,578,390 | \$ 28,099,074 | \$ 28,792,354 |
| Expenses | | | |
| Certificated Salaries | | | |
| 1100 Teachers' Salaries | 8,751,406 | 8,987,694 | 9,235,754 |
| 1175 Teachers' Extra Duty/Stipends | 407,961 | 418,975 | 430,539 |
| 1200 Pupil Support Salaries | 1,145,467 | 1,176,395 | 1,208,863 |
| 1300 Administrators' Salaries | 878,403 | 902,120 | 927,018 |
| | <u>11,183,237</u> | <u>11,485,184</u> | <u>11,802,175</u> |
| Classified Salaries | | | |
| 2200 Support Salaries | 49,082 | 50,407 | 51,798 |
| 2300 Classified Administrators' Salaries | 355,854 | 365,462 | 375,549 |
| 2400 Clerical and Office Staff Salaries | 246,398 | 253,051 | 260,035 |
| | <u>651,334</u> | <u>668,920</u> | <u>687,382</u> |
| Benefits | | | |
| 3101 STRS | 2,135,998 | 2,193,670 | 2,254,215 |
| 3301 OASDI | 40,383 | 41,473 | 42,618 |
| 3311 Medicare | 171,601 | 176,235 | 181,099 |
| 3401 Health and Welfare | 1,447,856 | 1,486,948 | 1,527,988 |
| 3501 State Unemployment | 105,552 | 105,555 | 105,559 |
| 3601 Workers' Compensation | 165,684 | 170,157 | 174,854 |
| 3901 Other Benefits | 29,310 | 30,101 | 30,932 |
| | <u>4,096,383</u> | <u>4,204,140</u> | <u>4,317,264</u> |

FY25-26 CalOps Northern California

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|---|----------------------|----------------------|----------------------|
| | Budget | Forecast | Forecast |
| Books and Supplies | | | |
| 4100 Textbooks and Core Curricula | 1,341,157 | 1,377,368 | 1,415,383 |
| 4200 Books and Other Materials | 5,466 | 5,614 | 5,769 |
| 4302 School Supplies | 298,188 | 306,239 | 314,691 |
| 4305 Software | 1,127,325 | 1,157,762 | 1,189,717 |
| 4310 Office Expense | 74,267 | 76,273 | 78,378 |
| 4311 Business Meals | 18,912 | 19,423 | 19,959 |
| 4400 Noncapitalized Equipment | 482,714 | 495,747 | 509,430 |
| | <u>3,348,029</u> | <u>3,438,426</u> | <u>3,533,327</u> |
| Subagreement Services | | | |
| 5102 Special Education | 2,575,823 | 2,645,370 | 2,718,382 |
| 5103 Substitute Teacher | 2,804 | 2,880 | 2,959 |
| 5105 Security | 889 | 913 | 938 |
| 5106 Other Educational Consultants | 68,330 | 70,175 | 72,112 |
| | <u>2,647,846</u> | <u>2,719,338</u> | <u>2,794,392</u> |
| Operations and Housekeeping | | | |
| 5201 Auto and Travel | 232,747 | 239,032 | 245,629 |
| 5300 Dues & Memberships | 213,690 | 219,459 | 225,516 |
| 5400 Insurance | 70,594 | 72,500 | 74,501 |
| 5501 Utilities | 2,276 | 2,337 | 2,402 |
| 5502 Janitorial Services | 7,375 | 7,574 | 7,783 |
| 5516 Miscellaneous Expense | 647 | 665 | 683 |
| 5900 Communications | 260,902 | 267,946 | 275,342 |
| 5901 Postage and Shipping | 12,292 | 12,624 | 12,972 |
| | <u>800,523</u> | <u>822,137</u> | <u>844,828</u> |
| Facilities, Repairs and Other Leases | | | |
| 5601 Rent | 117,238 | 117,238 | 117,238 |
| 5602 Additional Rent | 94,275 | 96,820 | 99,493 |
| 5603 Equipment Leases | 6,102 | 6,267 | 6,440 |
| 5604 Other Leases | 62,705 | 64,398 | 66,175 |
| 5610 Repairs and Maintenance | 118,830 | 122,038 | 125,406 |
| | <u>399,149</u> | <u>406,761</u> | <u>414,752</u> |
| Professional/Consulting Services | | | |
| 5801 IT | 1,014,163 | 1,041,546 | 1,070,292 |
| 5802 Audit & Taxes | 14,704 | 15,101 | 15,518 |
| 5803 Legal | 219,177 | 225,095 | 231,307 |
| 5804 Professional Development | 63,307 | 65,017 | 66,811 |
| 5805 General Consulting | 65,435 | 67,202 | 69,057 |
| 5806 Special Activities/Field Trips | 128,373 | 131,839 | 135,478 |
| 5807 Bank Charges | 759 | 780 | 801 |
| 5808 Printing | 168 | 172 | 177 |
| 5809 Other taxes and fees | 24,975 | 25,650 | 26,358 |
| 5810 Payroll Service Fee | 3,660 | 3,759 | 3,863 |
| 5811 Management Fee | 551,568 | 566,460 | 582,094 |
| 5812 District Oversight Fee | 237,718 | 244,449 | 252,806 |
| 5814 SPED Encroachment | 52,691 | 56,397 | 56,397 |
| 5815 Public Relations/Recruitment | 387,728 | 398,196 | 409,186 |
| | <u>2,764,427</u> | <u>2,841,662</u> | <u>2,920,146</u> |
| Depreciation | | | |
| 6900 Depreciation Expense | 9,776 | 10,040 | 10,317 |
| | <u>9,776</u> | <u>10,040</u> | <u>10,317</u> |
| Interest | | | |
| | - | - | - |
| Total Expenses | \$ 25,900,704 | \$ 26,596,607 | \$ 27,324,583 |
| Surplus (Deficit) | \$ 1,677,686 | \$ 1,502,467 | \$ 1,467,771 |
| Fund Balance, Beginning of Year | \$ 4,431,756 | \$ 6,109,442 | \$ 7,611,908 |
| Fund Balance, End of Year | \$ 6,109,442 | \$ 7,611,908 | \$ 9,079,679 |
| | 23.6% | 28.6% | 33.2% |

FY25-26 CalOps Northern California

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|--------------------------------------|---------------------|---------------------|----------------------|
| | Budget | Forecast | Forecast |
| Cash Flow Adjustments | | | |
| Surplus (Deficit) | (4,980,630) | (1,400,447) | (1,495,514) |
| Cash Flows From Operating Activities | | | |
| Depreciation/Amortization | 9,776 | 10,040 | 10,317 |
| Public Funding Receivables | 7,434,520 | 6,796,070 | 3,006,949 |
| Grants and Contributions Rec. | - | - | - |
| Due To/From Related Parties | - | - | - |
| Prepaid Expenses | - | - | - |
| Other Assets | - | - | - |
| Accounts Payable | (137,563) | (137,754) | (104,035) |
| Accrued Expenses | - | - | - |
| Other Liabilities | - | - | - |
| Deferred Revenue | (889,389) | (600,000) | (455,186) |
| 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 | 1,436,713 | 4,667,908 | 962,531 |
| Cash, Beginning of Year | 3,813,395 | 5,250,108 | 9,918,016 |
| Cash, End of Year | \$ 5,250,108 | \$ 9,918,016 | \$ 10,880,547 |

FY25-26 CalOps North Bay

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|--|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Assumptions | | | |
| State COLA | 2.30% | 3.02% | 3.42% |
| Other Revenue COLA | n/a | 0.00% | 0.00% |
| Expense COLA | 2.92% | 2.70% | 2.76% |
| Enrollment | 177.00 | 177.00 | 177.00 |
| Average Daily Attendance | 173.46 | 173.46 | 173.46 |
| Revenues | | | |
| State Aid - Revenue Limit | | | |
| 8011 LCFF State Aid | \$ 1,400,052 | \$ 1,465,833 | \$ 1,546,711 |
| 8012 Education Protection Account | 34,692 | 34,692 | 34,692 |
| 8019 State Aid - Prior Year | - | - | - |
| 8096 In Lieu of Property Taxes | 861,073 | 861,073 | 861,073 |
| | <u>2,295,817</u> | <u>2,361,598</u> | <u>2,442,476</u> |
| Federal Revenue | | | |
| 8181 Special Education - Entitlement | 19,818 | 24,037 | 24,037 |
| 8290 Title I, Part A - Basic Low Income | 37,552 | 37,552 | 37,552 |
| 8291 Title II, Part A - Teacher Quality | 5,297 | 5,297 | 5,297 |
| 8294 Title IV | 12,128 | 12,128 | 12,128 |
| | <u>74,796</u> | <u>79,014</u> | <u>79,014</u> |
| Other State Revenue | | | |
| 8311 State Special Education | 140,554 | 154,378 | 154,378 |
| 8550 Mandated Cost | 5,607 | 7,009 | 7,248 |
| 8560 State Lottery | 47,355 | 47,355 | 47,355 |
| 8598 Prior Year Revenue | - | - | - |
| 8599 Other State Revenue | 172,507 | 95,676 | 45,004 |
| | <u>366,023</u> | <u>304,417</u> | <u>253,985</u> |
| Other Local Revenue | | | |
| 8660 Interest Revenue | 1,238 | 1,238 | 1,238 |
| 8690 Other Local Revenue | 495 | 495 | 495 |
| | <u>1,732</u> | <u>1,732</u> | <u>1,732</u> |
| Total Revenue | \$ 2,738,368 | \$ 2,746,761 | \$ 2,777,207 |
| Expenses | | | |
| Certificated Salaries | | | |
| 1100 Teachers' Salaries | 829,331 | 851,723 | 875,230 |
| 1175 Teachers' Extra Duty/Stipends | 38,661 | 39,704 | 40,800 |
| 1200 Pupil Support Salaries | 108,551 | 111,482 | 114,558 |
| 1300 Administrators' Salaries | 83,242 | 85,490 | 87,849 |
| | <u>1,059,784</u> | <u>1,088,398</u> | <u>1,118,438</u> |
| Classified Salaries | | | |
| 2200 Support Salaries | 4,651 | 4,777 | 4,909 |
| 2300 Classified Administrators' Salaries | 33,723 | 34,633 | 35,589 |
| 2400 Clerical and Office Staff Salaries | 23,350 | 23,980 | 24,642 |
| | <u>61,724</u> | <u>63,390</u> | <u>65,140</u> |
| Benefits | | | |
| 3101 STRS | 202,419 | 207,884 | 213,622 |
| 3301 OASDI | 3,827 | 3,930 | 4,039 |
| 3311 Medicare | 16,262 | 16,701 | 17,162 |
| 3401 Health and Welfare | 137,207 | 140,911 | 144,800 |
| 3501 State Unemployment | 33,024 | 33,905 | 34,829 |
| 3601 Workers' Compensation | 15,701 | 16,125 | 16,570 |
| 3901 Other Benefits | 2,778 | 2,853 | 2,931 |
| | <u>411,217</u> | <u>422,309</u> | <u>433,953</u> |

FY25-26 CalOps North Bay

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|---|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Books and Supplies | | | |
| 4100 Textbooks and Core Curricula | 127,095 | 130,527 | 134,129 |
| 4200 Books and Other Materials | 518 | 532 | 547 |
| 4302 School Supplies | 28,258 | 29,021 | 29,822 |
| 4305 Software | 106,831 | 109,716 | 112,744 |
| 4310 Office Expense | 7,038 | 7,228 | 7,428 |
| 4311 Business Meals | 1,792 | 1,841 | 1,891 |
| 4400 Noncapitalized Equipment | 45,745 | 46,980 | 48,276 |
| | <u>317,277</u> | <u>325,844</u> | <u>334,837</u> |
| Subagreement Services | | | |
| 5102 Special Education | 244,099 | 250,690 | 257,609 |
| 5103 Substitute Teacher | 266 | 273 | 280 |
| 5105 Security | 84 | 86 | 89 |
| 5106 Other Educational Consultants | 6,475 | 6,650 | 6,834 |
| | <u>250,924</u> | <u>257,699</u> | <u>264,812</u> |
| Operations and Housekeeping | | | |
| 5201 Auto and Travel | 22,056 | 22,652 | 23,277 |
| 5300 Dues & Memberships | 20,250 | 20,797 | 21,371 |
| 5400 Insurance | 6,690 | 6,870 | 7,060 |
| 5501 Utilities | 216 | 221 | 228 |
| 5502 Janitorial Services | 699 | 718 | 738 |
| 5516 Miscellaneous Expense | 61 | 63 | 65 |
| 5900 Communications | 24,724 | 25,392 | 26,093 |
| 5901 Postage and Shipping | 1,165 | 1,196 | 1,229 |
| | <u>75,862</u> | <u>77,910</u> | <u>80,061</u> |
| Facilities, Repairs and Other Leases | | | |
| 5601 Rent | 11,110 | 11,110 | 11,110 |
| 5602 Additional Rent | 8,934 | 9,175 | 9,428 |
| 5603 Equipment Leases | 578 | 594 | 610 |
| 5604 Other Leases | 5,942 | 6,103 | 6,271 |
| 5610 Repairs and Maintenance | 11,261 | 11,565 | 11,884 |
| | <u>37,826</u> | <u>38,547</u> | <u>39,304</u> |
| Professional/Consulting Services | | | |
| 5801 IT | 96,108 | 98,703 | 101,427 |
| 5802 Audit & Taxes | 1,393 | 1,431 | 1,471 |
| 5803 Legal | 20,770 | 21,331 | 21,920 |
| 5804 Professional Development | 5,999 | 6,161 | 6,331 |
| 5805 General Consulting | 6,201 | 6,368 | 6,544 |
| 5806 Special Activities/Field Trips | 12,165 | 12,494 | 12,839 |
| 5807 Bank Charges | 72 | 74 | 76 |
| 5808 Printing | 16 | 16 | 17 |
| 5809 Other taxes and fees | 2,367 | 2,431 | 2,498 |
| 5810 Payroll Service Fee | 347 | 356 | 366 |
| 5811 Management Fee | 54,767 | 56,246 | 57,798 |
| 5812 District Oversight Fee | 22,958 | 23,616 | 24,425 |
| 5814 SPED Encroachment | 4,811 | 5,352 | 5,352 |
| 5815 Public Relations/Recruitment | 36,743 | 37,735 | 38,777 |
| | <u>264,719</u> | <u>272,315</u> | <u>279,840</u> |
| Depreciation | | | |
| 6900 Depreciation Expense | 926 | 951 | 978 |
| | <u>926</u> | <u>951</u> | <u>978</u> |
| Interest | | | |
| | - | - | - |
| Total Expenses | \$ 2,480,260 | \$ 2,547,365 | \$ 2,617,363 |
| Surplus (Deficit) | \$ 258,109 | \$ 199,397 | \$ 159,844 |
| | 10% | 8% | 6% |
| Fund Balance, Beginning of Year | \$ 1,067,889 | \$ 1,325,998 | \$ 1,525,394 |
| Fund Balance, End of Year | \$ 1,325,998 | \$ 1,525,394 | \$ 1,685,238 |
| | 53.5% | 59.9% | 64.4% |

FY25-26 CalOps North Bay

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|--------------------------------------|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Cash Flow Adjustments | | | |
| Surplus (Deficit) | (375,693) | (54,692) | (95,919) |
| Cash Flows From Operating Activities | | | |
| Depreciation/Amortization | 926 | 951 | 978 |
| Public Funding Receivables | 491,578 | 676,948 | 282,761 |
| Grants and Contributions Rec. | - | - | - |
| Due To/From Related Parties | - | - | - |
| Prepaid Expenses | - | - | - |
| Other Assets | - | - | - |
| Accounts Payable | (39,403) | (43,147) | (28,672) |
| Accrued Expenses | - | - | - |
| Other Liabilities | - | - | - |
| Deferred Revenue | (158,176) | (81,344) | (30,672) |
| 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 | (80,767) | 498,716 | 128,475 |
| Cash, Beginning of Year | 1,477,388 | 1,396,621 | 1,895,338 |
| Cash, End of Year | \$ 1,396,621 | \$ 1,895,338 | \$ 2,023,813 |

FY25-26 CalOps Monterey Bay

Multi-Year Forecast

Revised 6/2/25

| | 2025-26 | 2026-27 | 2027-28 |
|--|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Assumptions | | | |
| State COLA | 2.30% | 3.02% | 3.42% |
| Other Revenue COLA | n/a | 0.00% | 0.00% |
| Expense COLA | 2.92% | 2.70% | 2.76% |
| Enrollment | 549.00 | 549.00 | 549.00 |
| Average Daily Attendance | 538.02 | 538.02 | 538.02 |
| Revenues | | | |
| State Aid - Revenue Limit | | | |
| 8011 LCFF State Aid | \$ 3,050,425 | \$ 3,256,437 | \$ 3,502,324 |
| 8012 Education Protection Account | 107,604 | 107,604 | 107,604 |
| 8019 State Aid - Prior Year | - | - | - |
| 8096 In Lieu of Property Taxes | 3,815,353 | 3,815,353 | 3,815,353 |
| | <u>6,973,382</u> | <u>7,179,394</u> | <u>7,425,281</u> |
| Federal Revenue | | | |
| 8181 Special Education - Entitlement | 61,653 | 74,554 | 74,554 |
| | <u>61,653</u> | <u>74,554</u> | <u>74,554</u> |
| Other State Revenue | | | |
| 8311 State Special Education | 498,407 | 478,832 | 478,832 |
| 8550 Mandated Cost | 17,579 | 21,895 | 22,644 |
| 8560 State Lottery | 146,879 | 146,879 | 146,879 |
| 8598 Prior Year Revenue | - | - | - |
| 8599 Other State Revenue | 122,704 | 111,206 | 44,453 |
| | <u>785,569</u> | <u>758,814</u> | <u>692,809</u> |
| Other Local Revenue | | | |
| 8660 Interest Revenue | 13,922 | 13,922 | 13,922 |
| 8690 Other Local Revenue | 1,692 | 1,692 | 1,692 |
| | <u>15,614</u> | <u>15,614</u> | <u>15,614</u> |
| Total Revenue | \$ 7,836,218 | \$ 8,028,375 | \$ 8,208,258 |
| Expenses | | | |
| Certificated Salaries | | | |
| 1100 Teachers' Salaries | 2,579,960 | 2,649,619 | 2,722,748 |
| 1175 Teachers' Extra Duty/Stipends | 120,269 | 123,516 | 126,925 |
| 1200 Pupil Support Salaries | 337,690 | 346,807 | 356,379 |
| 1300 Administrators' Salaries | 258,958 | 265,950 | 273,290 |
| | <u>3,296,876</u> | <u>3,385,892</u> | <u>3,479,343</u> |
| Classified Salaries | | | |
| 2200 Support Salaries | 14,470 | 14,860 | 15,270 |
| 2300 Classified Administrators' Salaries | 104,908 | 107,740 | 110,714 |
| 2400 Clerical and Office Staff Salaries | 72,639 | 74,601 | 76,660 |
| | <u>192,017</u> | <u>197,201</u> | <u>202,644</u> |
| Benefits | | | |
| 3101 STRS | 629,703 | 646,705 | 664,554 |
| 3301 OASDI | 11,905 | 12,226 | 12,564 |
| 3311 Medicare | 50,589 | 51,955 | 53,389 |
| 3401 Health and Welfare | 426,835 | 438,360 | 450,459 |
| 3501 State Unemployment | 95,818 | 97,859 | 99,787 |
| 3601 Workers' Compensation | 48,844 | 50,163 | 51,548 |
| 3901 Other Benefits | 8,641 | 8,874 | 9,119 |
| | <u>1,272,336</u> | <u>1,306,143</u> | <u>1,341,420</u> |

FY25-26 CalOps Monterey Bay

Multi-Year Forecast

Revised 6/2/25

| | 2025-26 | 2026-27 | 2027-28 |
|---|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Books and Supplies | | | |
| 4100 Textbooks and Core Curricula | 395,380 | 406,055 | 417,262 |
| 4200 Books and Other Materials | 1,612 | 1,655 | 1,701 |
| 4302 School Supplies | 87,907 | 90,281 | 92,773 |
| 4305 Software | 332,341 | 341,314 | 350,735 |
| 4310 Office Expense | 21,894 | 22,486 | 23,106 |
| 4311 Business Meals | 5,575 | 5,726 | 5,884 |
| 4400 Noncapitalized Equipment | 142,307 | 146,149 | 150,183 |
| | <u>987,016</u> | <u>1,013,666</u> | <u>1,041,643</u> |
| Subagreement Services | | | |
| 5102 Special Education | 759,366 | 779,869 | 801,393 |
| 5103 Substitute Teacher | 827 | 849 | 872 |
| 5105 Security | 262 | 269 | 277 |
| 5106 Other Educational Consultants | 20,144 | 20,688 | 21,259 |
| | <u>780,599</u> | <u>801,675</u> | <u>823,801</u> |
| Operations and Housekeeping | | | |
| 5201 Auto and Travel | 68,615 | 70,468 | 72,413 |
| 5300 Dues & Memberships | 62,997 | 64,698 | 66,483 |
| 5400 Insurance | 20,811 | 21,373 | 21,963 |
| 5501 Utilities | 671 | 689 | 708 |
| 5502 Janitorial Services | 2,174 | 2,233 | 2,295 |
| 5516 Miscellaneous Expense | 191 | 196 | 201 |
| 5900 Communications | 76,915 | 78,992 | 81,172 |
| 5901 Postage and Shipping | 3,624 | 3,722 | 3,824 |
| | <u>235,998</u> | <u>242,370</u> | <u>249,060</u> |
| Facilities, Repairs and Other Leases | | | |
| 5601 Rent | 34,562 | 34,562 | 34,562 |
| 5602 Additional Rent | 27,793 | 28,543 | 29,331 |
| 5603 Equipment Leases | 1,799 | 1,848 | 1,899 |
| 5604 Other Leases | 18,486 | 18,985 | 19,509 |
| 5610 Repairs and Maintenance | 35,032 | 35,977 | 36,970 |
| | <u>117,671</u> | <u>119,915</u> | <u>122,271</u> |
| Professional/Consulting Services | | | |
| 5801 IT | 298,981 | 307,053 | 315,528 |
| 5802 Audit & Taxes | 4,335 | 4,452 | 4,575 |
| 5803 Legal | 64,615 | 66,359 | 68,191 |
| 5804 Professional Development | 18,663 | 19,167 | 19,696 |
| 5805 General Consulting | 19,291 | 19,811 | 20,358 |
| 5806 Special Activities/Field Trips | 37,845 | 38,867 | 39,940 |
| 5807 Bank Charges | 224 | 230 | 236 |
| 5808 Printing | 49 | 51 | 52 |
| 5809 Other taxes and fees | 7,363 | 7,562 | 7,770 |
| 5810 Payroll Service Fee | 1,079 | 1,108 | 1,139 |
| 5811 Management Fee | 156,724 | 160,956 | 165,398 |
| 5812 District Oversight Fee | 69,734 | 71,794 | 74,253 |
| 5814 SPED Encroachment | 16,802 | 16,602 | 16,602 |
| 5815 Public Relations/Recruitment | 114,304 | 117,390 | 120,630 |
| | <u>810,008</u> | <u>831,402</u> | <u>854,368</u> |
| Depreciation | | | |
| 6900 Depreciation Expense | 2,882 | 2,960 | 3,041 |
| | <u>2,882</u> | <u>2,960</u> | <u>3,041</u> |
| Interest | | | |
| | - | - | - |
| Total Expenses | \$ 7,695,404 | \$ 7,901,224 | \$ 8,117,590 |
| Surplus (Deficit) | \$ 140,814 | \$ 127,152 | \$ 90,668 |
| | 2% | 2% | 1% |
| Fund Balance, Beginning of Year | \$ 388,517 | \$ 529,331 | \$ 656,483 |
| Fund Balance, End of Year | \$ 529,331 | \$ 656,483 | \$ 747,150 |
| | 6.9% | 8.3% | 9.2% |

FY25-26 CalOps Monterey Bay

Multi-Year Forecast

Revised 6/2/25

| | 2025-26 | 2026-27 | 2027-28 |
|--------------------------------------|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Cash Flow Adjustments | | | |
| Surplus (Deficit) | (1,617,557) | (571,588) | (621,815) |
| Cash Flows From Operating Activities | | | |
| Depreciation/Amortization | 2,882 | 2,960 | 3,041 |
| Public Funding Receivables | 1,401,962 | 1,892,981 | 789,265 |
| Grants and Contributions Rec. | - | - | - |
| Due To/From Related Parties | - | - | - |
| Prepaid Expenses | - | - | - |
| Other Assets | - | - | - |
| Accounts Payable | (112,651) | (134,610) | (90,525) |
| Accrued Expenses | - | - | - |
| Other Liabilities | - | - | - |
| Deferred Revenue | (78,251) | (66,753) | - |
| 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 | (403,614) | 1,122,989 | 79,966 |
| Cash, Beginning of Year | 3,686,752 | 3,283,137 | 4,406,126 |
| Cash, End of Year | \$ 3,283,137 | \$ 4,406,126 | \$ 4,486,093 |

FY25-26 CalOps Central Coast

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|--|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Assumptions | | | |
| State COLA | 2.30% | 3.02% | 3.42% |
| Other Revenue COLA | n/a | 0.00% | 0.00% |
| Expense COLA | 2.92% | 2.70% | 2.76% |
| Enrollment | 136.36 | 136.36 | 136.36 |
| Average Daily Attendance | 133.64 | 133.64 | 133.64 |
| Revenues | | | |
| State Aid - Revenue Limit | | | |
| 8011 LCFF State Aid | \$ 703,539 | \$ 749,962 | \$ 811,373 |
| 8012 Education Protection Account | 26,727 | 26,727 | 26,727 |
| 8096 In Lieu of Property Taxes | 1,024,239 | 1,024,239 | 1,024,239 |
| | <u>1,754,505</u> | <u>1,800,928</u> | <u>1,862,339</u> |
| Federal Revenue | | | |
| 8181 Special Education - Entitlement | 15,296 | 18,518 | 18,518 |
| | <u>15,296</u> | <u>18,518</u> | <u>18,518</u> |
| Other State Revenue | | | |
| 8311 State Special Education | 120,077 | 118,936 | 118,936 |
| 8550 Mandated Cost | 4,281 | 5,304 | 5,485 |
| 8560 State Lottery | 36,483 | 36,483 | 36,483 |
| 8598 Prior Year Revenue | - | - | - |
| 8599 Other State Revenue | 77,745 | 49,042 | 29,924 |
| | <u>238,586</u> | <u>209,764</u> | <u>190,828</u> |
| Other Local Revenue | | | |
| 8660 Interest Revenue | 15,788 | 15,788 | 15,788 |
| 8690 Other Local Revenue | 415 | 415 | 415 |
| | <u>16,203</u> | <u>16,203</u> | <u>16,203</u> |
| Total Revenue | \$ 2,024,590 | \$ 2,045,413 | \$ 2,087,888 |
| Expenses | | | |
| Certificated Salaries | | | |
| 1100 Teachers' Salaries | 640,061 | 657,343 | 675,485 |
| 1175 Teachers' Extra Duty/Stipends | 29,837 | 30,643 | 31,489 |
| 1200 Pupil Support Salaries | 83,777 | 86,039 | 88,414 |
| 1300 Administrators' Salaries | 64,245 | 65,979 | 67,800 |
| | <u>817,921</u> | <u>840,004</u> | <u>863,189</u> |
| Classified Salaries | | | |
| 2200 Support Salaries | 3,590 | 3,687 | 3,788 |
| 2300 Classified Administrators' Salaries | 26,026 | 26,729 | 27,467 |
| 2400 Clerical and Office Staff Salaries | 18,021 | 18,508 | 19,018 |
| | <u>47,637</u> | <u>48,924</u> | <u>50,274</u> |
| Benefits | | | |
| 3101 STRS | 156,223 | 160,441 | 164,869 |
| 3301 OASDI | 2,954 | 3,033 | 3,117 |
| 3311 Medicare | 12,551 | 12,889 | 13,245 |
| 3401 Health and Welfare | 105,893 | 108,753 | 111,754 |
| 3501 State Unemployment | 25,583 | 26,263 | 26,976 |
| 3601 Workers' Compensation | 12,118 | 12,445 | 12,788 |
| 3901 Other Benefits | 2,144 | 2,202 | 2,262 |
| | <u>317,465</u> | <u>326,025</u> | <u>335,012</u> |

FY25-26 CalOps Central Coast

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 | 2026-27 | 2027-28 |
|---|---------------------|---------------------|---------------------|
| | Budget | Forecast | Forecast |
| Books and Supplies | | | |
| 4100 Textbooks and Core Curricula | 98,090 | 100,738 | 103,518 |
| 4200 Books and Other Materials | 400 | 411 | 422 |
| 4302 School Supplies | 21,809 | 22,398 | 23,016 |
| 4305 Software | 82,450 | 84,677 | 87,014 |
| 4310 Office Expense | 5,432 | 5,578 | 5,732 |
| 4311 Business Meals | 1,383 | 1,421 | 1,460 |
| 4400 Noncapitalized Equipment | 35,305 | 36,258 | 37,259 |
| | <u>244,868</u> | <u>251,480</u> | <u>258,421</u> |
| Subagreement Services | | | |
| 5102 Special Education | 188,391 | 193,477 | 198,817 |
| 5103 Substitute Teacher | 205 | 211 | 216 |
| 5105 Security | 65 | 67 | 69 |
| 5106 Other Educational Consultants | 4,998 | 5,132 | 5,274 |
| | <u>193,658</u> | <u>198,887</u> | <u>204,376</u> |
| Operations and Housekeeping | | | |
| 5201 Auto and Travel | 17,023 | 17,482 | 17,965 |
| 5300 Dues & Memberships | 15,629 | 16,051 | 16,494 |
| 5400 Insurance | 5,163 | 5,302 | 5,449 |
| 5501 Utilities | 166 | 171 | 176 |
| 5502 Janitorial Services | 539 | 554 | 569 |
| 5516 Miscellaneous Expense | 47 | 49 | 50 |
| 5900 Communications | 19,082 | 19,597 | 20,138 |
| 5901 Postage and Shipping | 899 | 923 | 949 |
| | <u>58,549</u> | <u>60,130</u> | <u>61,789</u> |
| Facilities, Repairs and Other Leases | | | |
| 5601 Rent | 8,575 | 8,575 | 8,575 |
| 5602 Additional Rent | 6,895 | 7,081 | 7,277 |
| 5603 Equipment Leases | 446 | 458 | 471 |
| 5604 Other Leases | 4,586 | 4,710 | 4,840 |
| 5610 Repairs and Maintenance | 8,691 | 8,926 | 9,172 |
| | <u>29,193</u> | <u>29,750</u> | <u>30,334</u> |
| Professional/Consulting Services | | | |
| 5801 IT | 74,174 | 76,177 | 78,279 |
| 5802 Audit & Taxes | 1,075 | 1,104 | 1,135 |
| 5803 Legal | 16,030 | 16,463 | 16,917 |
| 5804 Professional Development | 4,630 | 4,755 | 4,886 |
| 5805 General Consulting | 4,786 | 4,915 | 5,051 |
| 5806 Special Activities/Field Trips | 9,389 | 9,642 | 9,909 |
| 5807 Bank Charges | 56 | 57 | 59 |
| 5808 Printing | 12 | 13 | 13 |
| 5809 Other taxes and fees | 1,827 | 1,876 | 1,928 |
| 5810 Payroll Service Fee | 268 | 275 | 283 |
| 5811 Management Fee | 48,000 | 49,296 | 50,657 |
| 5812 District Oversight Fee | 17,545 | 18,009 | 18,623 |
| 5814 SPED Encroachment | 4,061 | 4,124 | 4,124 |
| 5815 Public Relations/Recruitment | 28,358 | 29,123 | 29,927 |
| | <u>210,211</u> | <u>215,830</u> | <u>221,790</u> |
| Depreciation | | | |
| 6900 Depreciation Expense | 715 | 734 | 755 |
| | <u>715</u> | <u>734</u> | <u>755</u> |
| Interest | | | |
| | - | - | - |
| Total Expenses | \$ 1,920,217 | \$ 1,971,763 | \$ 2,025,939 |
| Surplus (Deficit) | \$ 104,373 | \$ 73,650 | \$ 61,949 |
| | 5% | 4% | 3% |
| Fund Balance, Beginning of Year | \$ 305,969 | \$ 410,341 | \$ 483,991 |
| Fund Balance, End of Year | \$ 410,341 | \$ 483,991 | \$ 545,940 |
| | 21.4% | 24.5% | 26.9% |

FY25-26 CalOps Central Coast

Multi-Year Forecast

Revised 6/2/25



| | 2025-26 Budget | 2026-27 Forecast | 2027-28 Forecast |
|--------------------------------------|---------------------|---------------------|---------------------|
| Cash Flow Adjustments | | | |
| Surplus (Deficit) | (352,047) | (101,851) | (116,730) |
| Cash Flows From Operating Activities | | | |
| Depreciation/Amortization | 715 | 734 | 755 |
| Public Funding Receivables | 418,385 | 490,164 | 198,243 |
| Grants and Contributions Rec. | - | - | - |
| Due To/From Related Parties | - | - | - |
| Prepaid Expenses | - | - | - |
| Other Assets | - | - | - |
| Accounts Payable | (38,209) | (33,744) | (22,743) |
| Accrued Expenses | - | - | - |
| Other Liabilities | - | - | - |
| Deferred Revenue | (66,703) | (38,000) | (18,882) |
| 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 | (37,859) | 317,303 | 40,643 |
| Cash, Beginning of Year | 1,428,011 | 1,390,151 | 1,707,455 |
| Cash, End of Year | \$ 1,390,151 | \$ 1,707,455 | \$ 1,748,098 |



FY25-26 CalOps Southern California

Monthly Cash Flow/Budget FY25-26

Revised 6/3/25

Actuals Through:

ADA = 4744.18

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| ADA = 4744.18 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 577,907 | 577,907 | 1,040,233 | 1,040,233 | 1,040,233 | 1,040,233 | 1,040,233 | 1,040,233 | 1,040,233 | 1,040,233 | 1,040,233 | 3,477,661 | 13,995,575 | 13,995,575 | - |
| 8012 Education Protection Account | - | - | 195,910 | - | - | 195,910 | - | - | 195,910 | - | - | - | 361,106 | 948,836 | 948,836 | - |
| 8096 In Lieu of Property Taxes | - | 2,356,355 | 4,712,711 | 3,141,807 | 3,141,807 | 3,141,807 | 3,141,807 | 3,141,807 | 5,498,162 | 2,749,081 | 2,749,081 | 2,749,081 | 11,027,978 | 47,551,486 | 47,551,486 | - |
| | - | 2,934,263 | 5,486,528 | 4,182,040 | 4,182,040 | 4,377,950 | 4,182,040 | 4,182,040 | 6,734,306 | 3,789,314 | 3,789,314 | 3,789,314 | 14,866,745 | 62,495,897 | 62,495,897 | - |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 562,342 | 562,342 | 562,342 | - |
| 8290 Title I, Part A - Basic Low Income | - | - | 245,096 | - | - | 735,287 | - | - | - | - | - | - | - | 980,382 | 980,382 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 39,166 | - | - | 117,497 | - | - | - | - | - | - | - | 156,662 | 156,662 | - |
| 8294 Title IV | - | - | - | - | - | - | - | - | - | - | - | - | 70,549 | 70,549 | 70,549 | - |
| | - | - | 284,261 | - | - | 852,783 | - | - | - | - | - | - | 632,890 | 1,769,934 | 1,769,934 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 224,048 | 224,048 | 403,287 | 403,287 | 403,287 | 403,287 | 403,287 | 403,287 | 403,287 | 403,287 | 403,287 | 403,287 | 4,480,968 | 4,480,968 | - |
| 8550 Mandated Cost | - | - | - | - | - | 152,422 | - | - | - | - | - | - | - | 152,422 | 152,422 | - |
| 8560 State Lottery | - | - | - | - | - | - | 267,417 | - | - | 267,417 | - | - | - | 1,295,161 | 1,295,161 | - |
| 8599 Other State Revenue | - | 19,599 | 19,599 | 647,513 | 35,278 | 35,278 | 647,513 | 35,278 | 35,278 | 647,513 | 35,278 | 35,278 | 647,513 | 2,840,920 | 2,840,920 | - |
| | - | 243,647 | 243,647 | 1,050,800 | 438,565 | 590,987 | 1,318,218 | 438,565 | 438,565 | 1,318,218 | 438,565 | 438,565 | 1,811,127 | 8,769,472 | 8,769,472 | - |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | - | 66,890 | 66,890 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 14,900 | - | - | - | - | - | - | - | 14,900 | 14,900 | - |
| | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 20,474 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | - | 81,790 | 81,790 | - |
| Total Revenue | 5,574 | 3,183,484 | 6,020,011 | 5,238,415 | 4,626,180 | 5,842,195 | 5,505,832 | 4,626,180 | 7,178,445 | 5,113,106 | 4,233,454 | 4,233,454 | 17,310,763 | 73,117,094 | 73,117,094 | - |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | 1,893,374 | - | 22,720,487 | 22,720,487 | - |
| 1175 Teachers' Extra Duty/Stipends | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | 88,263 | - | 1,059,151 | 1,059,151 | - |
| 1200 Pupil Support Salaries | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | 247,823 | - | 2,973,873 | 2,973,873 | - |
| 1300 Administrators' Salaries | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | 190,043 | - | 2,280,518 | 2,280,518 | - |
| | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | 2,419,502 | - | 29,034,030 | 29,034,030 | - |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | 10,619 | - | 127,427 | 127,427 | - |
| 2300 Classified Administrators' Salaries | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | 76,989 | - | 923,871 | 923,871 | - |
| 2400 Clerical and Office Staff Salaries | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | 53,308 | - | 639,701 | 639,701 | - |
| | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | 140,917 | - | 1,690,999 | 1,690,999 | - |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | 462,125 | - | 5,545,500 | 5,545,500 | - |
| 3301 OASDI | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | 8,737 | - | 104,842 | 104,842 | - |
| 3311 Medicare | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | 37,126 | - | 445,513 | 445,513 | - |
| 3401 Health and Welfare | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | 313,245 | - | 3,758,937 | 3,758,937 | - |
| 3501 State Unemployment | 5,282 | 5,282 | 5,282 | 5,282 | 5,282 | 5,282 | 26,408 | 21,126 | 10,563 | 5,282 | 5,282 | 5,282 | - | 105,630 | 105,630 | - |
| 3601 Workers' Compensation | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | 35,846 | - | 430,150 | 430,150 | - |
| 3901 Other Benefits | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | 6,341 | - | 76,095 | 76,095 | - |
| | 868,701 | 868,701 | 868,701 | 868,701 | 868,701 | 868,701 | 889,827 | 884,546 | 873,983 | 868,701 | 868,701 | 868,701 | - | 10,466,667 | 10,466,667 | - |



FY25-26 CalOps Southern California

Monthly Cash Flow/Budget FY25-26

Revised 6/3/25

Actuals Through:

ADA = 4744.18

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------|--------------------|------------------|------------------|--------------------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|-------------------|-------------------|-----------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | 290,160 | - | 3,481,924 | 3,481,924 | - |
| 4200 Books and Other Materials | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | 1,183 | - | 14,192 | 14,192 | - |
| 4302 School Supplies | 230,559 | 7,077 | 13,251 | 7,665 | 1,631 | (505) | 6,403 | 8,362 | 1,134 | 30,269 | 234,155 | 234,155 | - | 774,158 | 774,158 | - |
| 4305 Software | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | 243,898 | - | 2,926,771 | 2,926,771 | - |
| 4310 Office Expense | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | 16,068 | - | 192,814 | 192,814 | - |
| 4311 Business Meals | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | 4,092 | - | 49,100 | 49,100 | - |
| 4400 Noncapitalized Equipment | 3,153 | 16,680 | 6,448 | (379) | 293,662 | 32,747 | 4,707 | - | - | - | - | 896,209 | - | 1,253,227 | 1,253,227 | - |
| | 789,112 | 579,157 | 575,099 | 562,687 | 850,693 | 587,642 | 566,510 | 563,762 | 556,535 | 585,669 | 789,555 | 1,685,764 | - | 8,692,187 | 8,692,187 | - |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | 557,281 | - | 6,687,377 | 6,687,377 | - |
| 5103 Substitute Teacher | 607 | 607 | 607 | 607 | 607 | 607 | 607 | 607 | 607 | 607 | 607 | 607 | - | 7,281 | 7,281 | - |
| 5105 Security | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | - | 2,307 | 2,307 | - |
| 5106 Other Educational Consultants | (222,020) | 222,020 | - | - | 177,400 | - | - | - | - | - | - | - | - | 177,400 | 177,400 | - |
| | 336,060 | 780,101 | 558,080 | 558,080 | 735,481 | 558,080 | 558,080 | 558,080 | 558,080 | 558,080 | 558,080 | 558,080 | - | 6,874,365 | 6,874,365 | - |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | 50,355 | - | 604,261 | 604,261 | - |
| 5300 Dues & Memberships | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | 46,232 | - | 554,783 | 554,783 | - |
| 5400 Insurance | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | 15,273 | - | 183,276 | 183,276 | - |
| 5501 Utilities | 492 | 492 | 492 | 492 | 492 | 492 | 492 | 492 | 492 | 492 | 492 | 492 | - | 5,908 | 5,908 | - |
| 5502 Janitorial Services | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | 1,596 | - | 19,148 | 19,148 | - |
| 5516 Miscellaneous Expense | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | - | 1,681 | 1,681 | - |
| 5900 Communications | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | 56,446 | - | 677,356 | 677,356 | - |
| 5901 Postage and Shipping | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | 2,659 | - | 31,913 | 31,913 | - |
| | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | 173,194 | - | 2,078,326 | 2,078,326 | - |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | - | 304,374 | 304,374 | - |
| 5602 Additional Rent | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | 20,396 | - | 244,757 | 244,757 | - |
| 5603 Equipment Leases | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | 1,320 | - | 15,843 | 15,843 | - |
| 5604 Other Leases | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | 13,566 | - | 162,794 | 162,794 | - |
| 5610 Repairs and Maintenance | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | 25,709 | - | 308,507 | 308,507 | - |
| | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | 86,356 | - | 1,036,275 | 1,036,275 | - |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | 219,415 | - | 2,632,981 | 2,632,981 | - |
| 5802 Audit & Taxes | - | - | - | 12,725 | 12,725 | 12,725 | - | - | - | - | - | - | - | 38,174 | 38,174 | - |
| 5803 Legal | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | 47,419 | - | 569,030 | 569,030 | - |
| 5804 Professional Development | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | 13,697 | - | 164,359 | 164,359 | - |
| 5805 General Consulting | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | 14,157 | - | 169,883 | 169,883 | - |
| 5806 Special Activities/Field Trips | 168 | 24,529 | - | 11,104 | (1,200) | (198) | 41 | 4,919 | 667 | 17,804 | 137,725 | 137,725 | - | 333,284 | 333,284 | - |
| 5807 Bank Charges | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | - | 1,972 | 1,972 | - |
| 5808 Printing | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | - | 436 | 436 | - |
| 5809 Other taxes and fees | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | 5,403 | - | 64,841 | 64,841 | - |
| 5810 Payroll Service Fee | 792 | 792 | 792 | 792 | 792 | 792 | 792 | 792 | 792 | 792 | 792 | 792 | - | 9,503 | 9,503 | - |
| 5811 Management Fee | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | 121,862 | - | 1,462,342 | 1,462,342 | - |
| 5812 District Oversight Fee | - | 29,343 | 54,865 | 41,820 | 41,820 | 43,780 | 41,820 | 41,820 | 67,343 | 37,893 | 37,893 | 37,893 | 148,667 | 624,959 | 624,959 | - |
| 5814 SPED Encroachment | - | 6,721 | 6,721 | 12,099 | 12,099 | 12,099 | 12,099 | 12,099 | 12,099 | 12,099 | 12,099 | 12,099 | 28,969 | 151,299 | 151,299 | - |
| 5815 Public Relations/Recruitment | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | 83,885 | - | 1,006,622 | 1,006,622 | - |
| | 506,999 | 567,423 | 568,417 | 584,579 | 572,274 | 575,236 | 560,790 | 565,668 | 586,940 | 574,626 | 694,548 | 694,548 | 177,636 | 7,229,684 | 7,229,684 | - |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | - | 25,380 | 25,380 | - |
| | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | - | 25,380 | 25,380 | - |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 5,322,957 | 5,617,467 | 5,392,382 | 5,396,131 | 5,849,233 | 5,411,744 | 5,397,293 | 5,394,141 | 5,397,621 | 5,409,162 | 5,732,968 | 6,629,177 | 177,636 | 67,127,913 | 67,127,913 | - |
| Monthly Surplus (Deficit) | (5,317,383) | (2,433,983) | 627,628 | (157,716) | (1,223,054) | 430,451 | 108,540 | (767,961) | 1,780,824 | (296,055) | (1,499,514) | (2,395,723) | 17,133,127 | 5,989,181 | 5,989,181 | - |

8.2%



FY25-26 CalOps Southern California

Monthly Cash Flow/Budget FY25-26

Revised 6/3/25

Actuals Through:

ADA = 4744.18

Cash Flow Adjustments

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|--------------------|------------------|-------------------|--------------------|------------------|-------------------|-------------------|-------------------|-------------------|--------------------|--------------------|-------------------|---------------|-----------------------|----------------------|
| Monthly Surplus (Deficit) | (5,317,383) | (2,433,983) | 627,628 | (157,716) | (1,223,054) | 430,451 | 108,540 | (767,961) | 1,780,824 | (296,055) | (1,499,514) | (2,395,723) | 17,133,127 | 5,989,181 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | 2,115 | - | 25,380 | | |
| Public Funding Receivables | 6,690,598 | - | - | 2,623,499 | - | - | 2,823,162 | - | - | - | - | - | (17,310,763) | (5,173,505) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (319,414) | - | - | - | - | - | - | - | - | - | - | - | 177,636 | (141,778) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (2,448,940) | - | (2,448,940) | | |
| 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 | 1,055,916 | (2,431,868) | 629,743 | 2,467,898 | (1,220,939) | 432,566 | 2,933,817 | (765,846) | 1,782,939 | (293,940) | (1,497,399) | (4,842,548) | | | | |
| Cash, Beginning of Month | 8,705,462 | 9,761,377 | 7,329,510 | 7,959,253 | 10,427,151 | 9,206,212 | 9,638,778 | 12,572,595 | 11,806,749 | 13,589,688 | 13,295,747 | 11,798,348 | | | | |
| Cash, End of Month | 9,761,377 | 7,329,510 | 7,959,253 | 10,427,151 | 9,206,212 | 9,638,778 | 12,572,595 | 11,806,749 | 13,589,688 | 13,295,747 | 11,798,348 | 6,955,800 | | | | |

| | |
|-------------------|--------------------|
| Cert. | Instr. |
| 62.6% | 75.4% |
| 16,516,324 | (3,379,806) |

| |
|----------------------------|
| Pupil:Teacher Ratio |
| 10.36 |



FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY26-27

Revised 6/3/25

ADA = 4744.18

| | 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 = 4744.18 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 791,038 | 791,038 | 1,423,869 | 1,423,869 | 1,423,869 | 1,423,869 | 1,423,869 | 1,423,869 | 1,423,869 | 1,423,869 | 1,423,869 | 1,423,869 | 15,820,768 | 13,995,575 | 1,825,193 |
| 8012 Education Protection Account | - | - | - | 237,209 | - | - | 237,209 | - | - | 237,209 | - | - | 237,209 | 948,836 | 948,836 | - |
| 8096 In Lieu of Property Taxes | - | 2,853,089 | 5,706,178 | 3,804,119 | 3,804,119 | 3,804,119 | 3,804,119 | 3,804,119 | 6,657,208 | 3,328,604 | 3,328,604 | 3,328,604 | 3,328,604 | 47,551,486 | 47,551,486 | - |
| | - | 3,644,128 | 6,497,217 | 5,465,197 | 5,227,988 | 5,227,988 | 5,465,197 | 5,227,988 | 8,081,077 | 4,989,682 | 4,752,473 | 4,752,473 | 4,989,682 | 64,321,090 | 62,495,897 | 1,825,193 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 680,887 | 680,887 | 562,342 | 118,545 |
| 8290 Title I, Part A - Basic Low Income | - | - | 245,096 | - | - | 245,096 | - | - | 245,096 | - | - | - | - | 980,382 | 980,382 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 39,166 | - | - | 39,166 | - | - | 39,166 | - | - | - | 39,166 | 156,662 | 156,662 | - |
| 8294 Title IV | - | - | 17,637 | - | - | 17,637 | - | - | 17,637 | - | - | 17,637 | - | 70,549 | 70,549 | - |
| | - | - | 301,898 | - | - | 301,898 | - | - | 301,898 | - | - | 17,637 | 965,148 | 1,888,479 | 1,769,934 | 118,545 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 215,972 | 215,972 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 4,319,434 | 4,480,968 | (161,535) |
| 8550 Mandated Cost | - | - | - | - | - | 190,131 | - | - | - | - | - | - | - | 190,131 | 152,422 | 37,709 |
| 8560 State Lottery | - | - | - | - | - | - | 323,790 | - | - | 323,790 | - | - | 647,581 | 1,295,161 | 1,295,161 | - |
| 8599 Other State Revenue | - | - | - | - | 1,457,287 | - | - | - | - | 560,495 | - | - | 224,198 | 2,241,980 | 2,840,920 | (598,940) |
| | - | 215,972 | 215,972 | 388,749 | 1,846,036 | 578,880 | 712,539 | 388,749 | 388,749 | 1,273,034 | 388,749 | 388,749 | 1,260,528 | 8,046,706 | 8,769,472 | (722,766) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | - | 66,890 | 66,890 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 14,900 | - | - | - | - | - | - | - | 14,900 | 14,900 | - |
| | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 20,474 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | - | 81,790 | 81,790 | - |
| Total Revenue | 5,574 | 3,865,673 | 7,020,661 | 5,859,520 | 7,079,598 | 6,129,240 | 6,183,310 | 5,622,311 | 8,777,299 | 6,268,291 | 5,146,796 | 5,164,434 | 7,215,357 | 74,338,065 | 73,117,094 | 1,220,972 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | 1,944,495 | - | 23,333,940 | 22,720,487 | (613,453) |
| 1175 Teachers' Extra Duty/Stipends | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | 90,646 | - | 1,087,748 | 1,059,151 | (28,597) |
| 1200 Pupil Support Salaries | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | 254,514 | - | 3,054,168 | 2,973,873 | (80,295) |
| 1300 Administrators' Salaries | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | 195,174 | - | 2,342,062 | 2,280,518 | (61,574) |
| | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | 2,484,829 | - | 29,817,949 | 29,034,030 | (783,919) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | 10,906 | - | 130,868 | 127,427 | (3,441) |
| 2300 Classified Administrators' Salaries | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | 79,068 | - | 948,816 | 923,871 | (24,945) |
| 2400 Clerical and Office Staff Salaries | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | 54,748 | - | 656,972 | 639,701 | (17,272) |
| | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | 144,721 | - | 1,736,656 | 1,690,999 | (45,657) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | 474,602 | - | 5,695,228 | 5,545,500 | (149,728) |
| 3301 OASDI | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | 8,973 | - | 107,673 | 104,842 | (2,831) |
| 3311 Medicare | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | 38,128 | - | 457,542 | 445,513 | (12,029) |
| 3401 Health and Welfare | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | 321,702 | - | 3,860,429 | 3,758,937 | (101,491) |
| 3501 State Unemployment | 5,282 | 5,282 | 5,282 | 5,282 | 5,282 | 5,282 | 26,408 | 21,126 | 10,563 | 5,282 | 5,282 | 5,282 | - | 105,630 | 105,630 | - |
| 3601 Workers' Compensation | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | 36,814 | - | 441,764 | 430,150 | (11,614) |
| 3901 Other Benefits | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | 6,512 | - | 78,150 | 76,095 | (2,055) |
| | 892,014 | 892,014 | 892,014 | 892,014 | 892,014 | 892,014 | 913,140 | 907,858 | 897,295 | 892,014 | 892,014 | 892,014 | - | 10,746,415 | 10,466,667 | (279,748) |

FY25-26 CalOps Southern California



Monthly Cash Flow/Forecast FY26-27

Revised 6/3/25

ADA = 4744.18

| | 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.) |
|---|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|-------------------|-------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | 297,995 | - | 3,575,936 | 3,481,924 | (94,012) |
| 4200 Books and Other Materials | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | 1,215 | - | 14,575 | 14,192 | (383) |
| 4302 School Supplies | 236,784 | 7,268 | 13,609 | 7,872 | 1,675 | (519) | 6,576 | 8,588 | 1,165 | 31,087 | 240,477 | 240,477 | - | 795,060 | 774,158 | (20,902) |
| 4305 Software | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | 250,483 | - | 3,005,794 | 2,926,771 | (79,023) |
| 4310 Office Expense | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | 16,502 | - | 198,020 | 192,814 | (5,206) |
| 4311 Business Meals | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | 4,202 | - | 50,426 | 49,100 | (1,326) |
| 4400 Noncapitalized Equipment | 3,238 | 17,130 | 6,622 | (389) | 301,591 | 33,631 | 4,834 | - | - | - | - | 920,407 | - | 1,287,065 | 1,253,227 | (33,837) |
| | 810,418 | 594,795 | 590,627 | 577,879 | 873,662 | 603,509 | 581,806 | 578,984 | 571,561 | 601,483 | 810,873 | 1,731,280 | - | 8,926,876 | 8,692,187 | (234,689) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | 572,328 | - | 6,867,936 | 6,687,377 | (180,559) |
| 5103 Substitute Teacher | 623 | 623 | 623 | 623 | 623 | 623 | 623 | 623 | 623 | 623 | 623 | 623 | - | 7,477 | 7,281 | (197) |
| 5105 Security | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | - | 2,370 | 2,307 | (62) |
| 5106 Other Educational Consultants | (228,015) | 228,015 | - | - | 182,190 | - | - | - | - | - | - | - | - | 182,190 | 177,400 | (4,790) |
| | 345,134 | 801,163 | 573,149 | 573,149 | 755,339 | 573,149 | 573,149 | 573,149 | 573,149 | 573,149 | 573,149 | 573,149 | - | 7,059,973 | 6,874,365 | (185,608) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | 51,715 | - | 620,576 | 604,261 | (16,315) |
| 5300 Dues & Memberships | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | 47,480 | - | 569,762 | 554,783 | (14,979) |
| 5400 Insurance | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | 15,685 | - | 188,225 | 183,276 | (4,948) |
| 5501 Utilities | 506 | 506 | 506 | 506 | 506 | 506 | 506 | 506 | 506 | 506 | 506 | 506 | - | 6,068 | 5,908 | (160) |
| 5502 Janitorial Services | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | 1,639 | - | 19,665 | 19,148 | (517) |
| 5516 Miscellaneous Expense | 144 | 144 | 144 | 144 | 144 | 144 | 144 | 144 | 144 | 144 | 144 | 144 | - | 1,726 | 1,681 | (45) |
| 5900 Communications | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | 57,970 | - | 695,645 | 677,356 | (18,289) |
| 5901 Postage and Shipping | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | 2,731 | - | 32,774 | 31,913 | (862) |
| | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | 177,870 | - | 2,134,441 | 2,078,326 | (56,115) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | - | 304,374 | 304,374 | - |
| 5602 Additional Rent | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | 20,947 | - | 251,366 | 244,757 | (6,608) |
| 5603 Equipment Leases | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | 1,356 | - | 16,270 | 15,843 | (428) |
| 5604 Other Leases | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | 13,932 | - | 167,190 | 162,794 | (4,395) |
| 5610 Repairs and Maintenance | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | 26,403 | - | 316,836 | 308,507 | (8,330) |
| | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | 88,003 | - | 1,056,037 | 1,036,275 | (19,761) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | 225,339 | - | 2,704,071 | 2,632,981 | (71,090) |
| 5802 Audit & Taxes | - | - | - | 13,068 | 13,068 | 13,068 | - | - | - | - | - | - | - | 39,205 | 38,174 | (1,031) |
| 5803 Legal | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | 48,699 | - | 584,393 | 569,030 | (15,364) |
| 5804 Professional Development | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | 14,066 | - | 168,797 | 164,359 | (4,438) |
| 5805 General Consulting | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | 14,539 | - | 174,470 | 169,883 | (4,587) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 114,094 | 114,094 | 114,094 | - | - | - | 342,282 | 333,284 | (8,999) |
| 5807 Bank Charges | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | - | 2,025 | 1,972 | (53) |
| 5808 Printing | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | - | 448 | 436 | (12) |
| 5809 Other taxes and fees | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | - | 66,592 | 64,841 | (1,751) |
| 5810 Payroll Service Fee | 813 | 813 | 813 | 813 | 813 | 813 | 813 | 813 | 813 | 813 | 813 | 813 | - | 9,759 | 9,503 | (257) |
| 5811 Management Fee | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | 125,152 | - | 1,501,825 | 1,462,342 | (39,483) |
| 5812 District Oversight Fee | - | 36,441 | 64,972 | 54,652 | 52,280 | 52,280 | 54,652 | 52,280 | 80,811 | 49,897 | 47,525 | 47,525 | 49,897 | 643,211 | 624,959 | (18,252) |
| 5814 SPED Encroachment | - | 6,479 | 6,479 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 32,089 | 150,010 | 151,299 | 1,290 |
| 5815 Public Relations/Recruitment | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | - | 1,033,801 | 1,006,622 | (27,179) |
| | 520,515 | 563,435 | 591,966 | 599,898 | 597,526 | 597,526 | 586,830 | 698,552 | 727,082 | 696,168 | 579,702 | 579,702 | 81,986 | 7,420,889 | 7,229,684 | (191,205) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | - | 26,065 | 25,380 | (685) |
| | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | - | 26,065 | 25,380 | (685) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 5,465,676 | 5,749,003 | 5,545,351 | 5,540,535 | 6,016,136 | 5,563,792 | 5,552,519 | 5,656,138 | 5,666,683 | 5,660,409 | 5,753,333 | 6,673,740 | 81,986 | 68,925,300 | 67,127,913 | (1,797,387) |
| Monthly Surplus (Deficit) | (5,460,102) | (1,883,329) | 1,475,310 | 318,986 | 1,063,463 | 565,448 | 630,791 | (33,827) | 3,110,616 | 607,882 | (606,537) | (1,509,306) | 7,133,372 | 5,412,766 | 5,989,181 | (576,415) |



FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY26-27

Revised 6/3/25

ADA = 4744.18

| | 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.) |
|--------------------------------------|-------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (5,460,102) | (1,883,329) | 1,475,310 | 318,986 | 1,063,463 | 565,448 | 630,791 | (33,827) | 3,110,616 | 607,882 | (606,537) | (1,509,306) | 7,133,372 | 5,412,766 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | 2,172 | - | 26,065 | | |
| Public Funding Receivables | 14,866,745 | - | 647,513 | - | - | 760,327 | 1,036,178 | - | - | - | - | - | (7,215,357) | 10,095,406 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (177,636) | - | - | - | - | - | - | - | - | - | - | - | 81,986 | (95,650) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (1,850,000) | - | (1,850,000) | | |
| 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 | 9,231,179 | (1,881,157) | 2,124,995 | 321,158 | 1,065,635 | 1,327,947 | 1,669,141 | (31,655) | 3,112,788 | 610,054 | (604,365) | (3,357,134) | | | | |
| Cash, Beginning of Month | 6,955,800 | 16,186,979 | 14,305,821 | 16,430,816 | 16,751,974 | 17,817,609 | 19,145,556 | 20,814,697 | 20,783,042 | 23,895,830 | 24,505,884 | 23,901,520 | | | | |
| Cash, End of Month | 16,186,979 | 14,305,821 | 16,430,816 | 16,751,974 | 17,817,609 | 19,145,556 | 20,814,697 | 20,783,042 | 23,895,830 | 24,505,884 | 23,901,520 | 20,544,386 | | | | |



FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY27-28

Revised 6/3/25

ADA = 4744.18

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|----------------------------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| ADA = 4744.18 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 | - | 900,992 | 900,992 | 1,621,785 | 1,621,785 | 1,621,785 | 1,621,785 | 1,621,785 | 1,621,785 | 1,621,785 | 1,621,785 | 1,621,785 | 1,621,785 | 18,019,835 | 15,820,768 | 2,199,067 |
| 8012 | - | - | - | 237,209 | - | - | 237,209 | - | - | 237,209 | - | - | 237,209 | 948,836 | 948,836 | - |
| 8096 | - | 2,853,089 | 5,706,178 | 3,804,119 | 3,804,119 | 3,804,119 | 3,804,119 | 3,804,119 | 6,657,208 | 3,328,604 | 3,328,604 | 3,328,604 | 3,328,604 | 47,551,486 | 47,551,486 | - |
| | - | 3,754,081 | 6,607,170 | 5,663,113 | 5,425,904 | 5,425,904 | 5,663,113 | 5,425,904 | 8,278,993 | 5,187,598 | 4,950,389 | 4,950,389 | 5,187,598 | 66,520,157 | 64,321,090 | 2,199,067 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 | - | - | - | - | - | - | - | - | - | - | - | - | 680,887 | 680,887 | 680,887 | - |
| 8290 | - | - | 245,096 | - | - | 245,096 | - | - | 245,096 | - | - | - | 245,096 | 980,382 | 980,382 | - |
| 8291 | - | - | 39,166 | - | - | 39,166 | - | - | 39,166 | - | - | - | 39,166 | 156,662 | 156,662 | - |
| 8294 | - | - | 17,637 | - | - | 17,637 | - | - | 17,637 | - | - | 17,637 | - | 70,549 | 70,549 | - |
| | - | - | 301,898 | - | - | 301,898 | - | - | 301,898 | - | - | - | 17,637 | 1,888,479 | 1,888,479 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 | - | 215,972 | 215,972 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 388,749 | 4,319,434 | 4,319,434 | - |
| 8550 | - | - | - | - | - | 190,131 | - | - | - | - | - | - | 6,502 | 196,633 | 190,131 | 6,502 |
| 8560 | - | - | - | - | - | - | 323,790 | - | - | 323,790 | - | - | 647,581 | 1,295,161 | 1,295,161 | - |
| 8599 | - | - | - | - | 1,101,415 | - | - | - | - | 423,621 | - | - | 169,449 | 1,694,485 | 2,241,980 | (547,495) |
| | - | 215,972 | 215,972 | 388,749 | 1,490,165 | 578,880 | 712,539 | 388,749 | 388,749 | 1,136,161 | 388,749 | 388,749 | 1,212,281 | 7,505,713 | 8,046,706 | (540,993) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | - | 66,890 | 66,890 | - |
| 8690 | - | - | - | - | - | 14,900 | - | - | - | - | - | - | - | 14,900 | 14,900 | - |
| | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 20,474 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | 5,574 | - | 81,790 | 81,790 | - |
| Total Revenue | 5,574 | 3,975,627 | 7,130,614 | 6,057,436 | 6,921,643 | 6,327,156 | 6,381,227 | 5,820,227 | 8,975,215 | 6,329,333 | 5,344,712 | 5,362,350 | 7,365,026 | 75,996,140 | 74,338,065 | 1,658,074 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | 1,998,163 | - | 23,977,957 | 23,333,940 | (644,017) |
| 1175 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | 93,148 | - | 1,117,770 | 1,087,748 | (30,022) |
| 1200 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | 261,539 | - | 3,138,463 | 3,054,168 | (84,295) |
| 1300 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | 200,561 | - | 2,406,734 | 2,342,092 | (64,642) |
| | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | 2,553,410 | - | 30,640,924 | 29,817,949 | (822,975) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | 11,207 | - | 134,479 | 130,868 | (3,612) |
| 2300 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | 81,250 | - | 975,003 | 948,816 | (26,187) |
| 2400 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | 56,259 | - | 675,105 | 656,972 | (18,132) |
| | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | 148,716 | - | 1,784,588 | 1,736,656 | (47,932) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | 487,701 | - | 5,852,416 | 5,695,228 | (157,188) |
| 3301 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | 9,220 | - | 110,644 | 107,673 | (2,972) |
| 3311 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | 39,181 | - | 470,170 | 457,542 | (12,628) |
| 3401 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | 330,581 | - | 3,966,977 | 3,860,429 | (106,548) |
| 3501 | 5,282 | 5,282 | 5,282 | 5,282 | 5,282 | 5,282 | 26,408 | 21,126 | 10,563 | 5,282 | 5,282 | 5,282 | - | 105,630 | 105,630 | - |
| 3601 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | 37,830 | - | 453,957 | 441,764 | (12,193) |
| 3901 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | 6,692 | - | 80,306 | 78,150 | (2,157) |
| | 916,487 | 916,487 | 916,487 | 916,487 | 916,487 | 916,487 | 937,613 | 932,332 | 921,769 | 916,487 | 916,487 | 916,487 | - | 11,040,101 | 10,746,415 | (293,686) |



FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY27-28

Revised 6/3/25

ADA = 4744.18

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|-------------------|-------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | 306,219 | - | 3,674,632 | 3,575,936 | (98,696) |
| 4200 Books and Other Materials | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | 1,248 | - | 14,977 | 14,575 | (402) |
| 4302 School Supplies | 243,320 | 7,469 | 13,985 | 8,089 | 1,721 | (533) | 6,757 | 8,825 | 1,197 | 31,945 | 247,114 | 247,114 | - | 817,004 | 795,060 | (21,944) |
| 4305 Software | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | 257,396 | - | 3,088,754 | 3,005,794 | (82,960) |
| 4310 Office Expense | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | 16,957 | - | 203,485 | 198,020 | (5,465) |
| 4311 Business Meals | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | 4,318 | - | 51,818 | 50,426 | (1,392) |
| 4400 Noncapitalized Equipment | 3,327 | 17,603 | 6,805 | (400) | 309,915 | 34,559 | 4,968 | - | - | - | - | 945,810 | - | 1,322,588 | 1,287,065 | (35,523) |
| | 832,786 | 611,211 | 606,928 | 593,829 | 897,775 | 620,166 | 597,864 | 594,964 | 587,336 | 618,083 | 833,253 | 1,779,063 | - | 9,173,258 | 8,926,876 | (246,382) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | 588,124 | - | 7,057,491 | 6,867,936 | (189,555) |
| 5103 Substitute Teacher | 640 | 640 | 640 | 640 | 640 | 640 | 640 | 640 | 640 | 640 | 640 | 640 | - | 7,683 | 7,477 | (206) |
| 5105 Security | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | - | 2,435 | 2,370 | (65) |
| 5106 Other Educational Consultants | (234,308) | 234,308 | - | - | 187,218 | - | - | - | - | - | - | - | - | 187,218 | 182,190 | (5,028) |
| | 354,659 | 823,275 | 588,967 | 588,967 | 776,186 | 588,967 | 588,967 | 588,967 | 588,967 | 588,967 | 588,967 | 588,967 | - | 7,254,828 | 7,059,973 | (194,855) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | 53,142 | - | 637,704 | 620,576 | (17,128) |
| 5300 Dues & Memberships | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | 48,791 | - | 585,488 | 569,762 | (15,725) |
| 5400 Insurance | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | 16,118 | - | 193,420 | 188,225 | (5,195) |
| 5501 Utilities | 520 | 520 | 520 | 520 | 520 | 520 | 520 | 520 | 520 | 520 | 520 | 520 | - | 6,235 | 6,068 | (167) |
| 5502 Janitorial Services | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | 1,684 | - | 20,208 | 19,665 | (543) |
| 5516 Miscellaneous Expense | 148 | 148 | 148 | 148 | 148 | 148 | 148 | 148 | 148 | 148 | 148 | 148 | - | 1,774 | 1,726 | (48) |
| 5900 Communications | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | 59,570 | - | 714,845 | 695,645 | (19,200) |
| 5901 Postage and Shipping | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | 2,807 | - | 33,679 | 32,774 | (905) |
| | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | 182,779 | - | 2,193,352 | 2,134,441 | (58,911) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | 25,365 | - | 304,374 | 304,374 | - |
| 5602 Additional Rent | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | 21,525 | - | 258,304 | 251,366 | (6,938) |
| 5603 Equipment Leases | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | 1,393 | - | 16,719 | 16,270 | (449) |
| 5604 Other Leases | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | 14,317 | - | 171,804 | 167,190 | (4,614) |
| 5610 Repairs and Maintenance | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | 27,132 | - | 325,581 | 316,836 | (8,745) |
| | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | 89,732 | - | 1,076,783 | 1,056,037 | (20,746) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | 231,559 | - | 2,778,704 | 2,704,071 | (74,632) |
| 5802 Audit & Taxes | - | - | - | 13,429 | 13,429 | 13,429 | - | - | - | - | - | - | - | 40,287 | 39,205 | (1,082) |
| 5803 Legal | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | 50,044 | - | 600,523 | 584,393 | (16,129) |
| 5804 Professional Development | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | 14,455 | - | 173,456 | 168,797 | (4,659) |
| 5805 General Consulting | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | 14,940 | - | 179,285 | 174,470 | (4,815) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 117,243 | 117,243 | 117,243 | - | - | - | 351,729 | 342,282 | (9,447) |
| 5807 Bank Charges | 173 | 173 | 173 | 173 | 173 | 173 | 173 | 173 | 173 | 173 | 173 | 173 | - | 2,081 | 2,025 | (56) |
| 5808 Printing | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | - | 460 | 448 | (12) |
| 5809 Other taxes and fees | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | - | 68,430 | 66,592 | (1,838) |
| 5810 Payroll Service Fee | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | - | 10,029 | 9,759 | (269) |
| 5811 Management Fee | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | 128,606 | - | 1,543,275 | 1,501,825 | (41,450) |
| 5812 District Oversight Fee | - | 37,541 | 66,072 | 56,631 | 54,259 | 54,259 | 56,631 | 54,259 | 82,790 | 51,876 | 49,504 | 49,504 | 51,876 | 665,202 | 643,211 | (21,991) |
| 5814 SPED Encroachment | - | 6,479 | 6,479 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 11,662 | 32,089 | 150,010 | 150,010 | - |
| 5815 Public Relations/Recruitment | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | 88,528 | - | 1,062,334 | 1,033,801 | (28,533) |
| | 534,881 | 578,901 | 607,432 | 616,604 | 614,232 | 614,232 | 603,175 | 718,046 | 746,577 | 715,663 | 596,048 | 596,048 | 83,965 | 7,625,803 | 7,420,889 | (204,914) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | - | 26,784 | 26,065 | (719) |
| | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | - | 26,784 | 26,065 | (719) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 5,615,683 | 5,906,744 | 5,696,684 | 5,692,756 | 6,181,549 | 5,716,721 | 5,704,489 | 5,811,178 | 5,821,518 | 5,816,070 | 5,911,625 | 6,857,435 | 83,965 | 70,816,420 | 68,925,300 | (1,891,120) |
| Monthly Surplus (Deficit) | (5,610,109) | (1,931,118) | 1,433,930 | 364,680 | 740,093 | 610,435 | 676,738 | 9,049 | 3,153,696 | 513,263 | (566,912) | (1,495,085) | 7,281,061 | 5,179,720 | 5,412,766 | (233,045) |



FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY27-28

Revised 6/3/25

ADA = 4744.18

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|-------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (5,610,109) | (1,931,118) | 1,433,930 | 364,680 | 740,093 | 610,435 | 676,738 | 9,049 | 3,153,696 | 513,263 | (566,912) | (1,495,085) | 7,281,061 | 5,179,720 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | 2,232 | - | 26,784 | | |
| Public Funding Receivables | 4,989,682 | - | 647,581 | - | - | - | 1,578,095 | - | - | - | - | - | (7,365,026) | (149,669) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (81,986) | - | - | - | - | - | - | - | - | - | - | - | 83,965 | 1,979 | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (1,302,505) | - | (1,302,505) | | |
| 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 | (700,181) | (1,928,886) | 2,083,742 | 366,912 | 742,325 | 612,667 | 2,257,064 | 11,281 | 3,155,928 | 515,495 | (564,680) | (2,795,358) | | | | |
| Cash, Beginning of Month | 20,544,386 | 19,844,205 | 17,915,319 | 19,999,062 | 20,365,973 | 21,108,299 | 21,720,965 | 23,978,030 | 23,989,311 | 27,145,239 | 27,660,734 | 27,096,053 | | | | |
| Cash, End of Month | 19,844,205 | 17,915,319 | 19,999,062 | 20,365,973 | 21,108,299 | 21,720,965 | 23,978,030 | 23,989,311 | 27,145,239 | 27,660,734 | 27,096,053 | 24,300,695 | | | | |

FY25-26 CalOps Central Valley

Monthly Cash Flow/Budget FY25-26

Revised 6/3/25

Actuals Through:

ADA = 913.36



| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--|------------|----------------|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| ADA = 913.36 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 511,361 | 511,361 | 920,450 | 920,450 | 920,450 | 920,450 | 920,450 | 920,450 | 920,450 | 920,450 | 920,450 | 1,250,813 | 10,557,583 | 10,557,583 | - |
| 8012 Education Protection Account | - | - | 37,730 | - | - | 37,730 | - | - | 37,730 | - | - | - | - | 1,890,323 | 2,003,513 | - |
| 8096 In Lieu of Property Taxes | - | 32,933 | 65,867 | 43,911 | 43,911 | 43,911 | 43,911 | 43,911 | 76,844 | 38,422 | 38,422 | 38,422 | 153,902 | 664,368 | 664,368 | - |
| | - | 544,294 | 614,958 | 964,361 | 964,361 | 1,002,091 | 964,361 | 964,361 | 1,035,024 | 958,872 | 958,872 | 958,872 | 3,295,038 | 13,225,464 | 13,225,464 | - |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 108,301 | 108,301 | 108,301 | - |
| 8290 Title I, Part A - Basic Low Income | - | - | 58,393 | - | - | 175,180 | - | - | - | - | - | - | - | 233,573 | 233,573 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 7,735 | - | - | 23,204 | - | - | - | - | - | - | - | 30,938 | 30,938 | - |
| 8294 Title IV | - | - | - | - | - | - | - | - | - | - | - | - | 13,165 | 13,165 | 13,165 | - |
| | - | - | 66,128 | - | - | 198,383 | - | - | - | - | - | - | 121,466 | 385,977 | 385,977 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 36,842 | 36,842 | 66,315 | 66,315 | 66,315 | 66,315 | 66,315 | 66,315 | 66,315 | 66,315 | 66,315 | 66,315 | 736,832 | 736,832 | - |
| 8550 Mandated Cost | - | - | - | - | - | 27,259 | - | - | - | - | - | - | - | 27,259 | 27,259 | - |
| 8560 State Lottery | - | - | - | - | - | - | 51,501 | - | - | 51,501 | - | - | - | 146,344 | 249,347 | - |
| 8599 Other State Revenue | - | 3,773 | 3,773 | 124,173 | 6,792 | 6,792 | 124,173 | 6,792 | 6,792 | 124,173 | 6,792 | 6,792 | 124,173 | 544,988 | 544,988 | - |
| | - | 40,615 | 40,615 | 190,487 | 73,107 | 100,366 | 241,989 | 73,107 | 73,107 | 241,989 | 73,107 | 73,107 | 336,832 | 1,558,426 | 1,558,426 | - |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | - | 2,684 | 2,684 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 2,451 | - | - | - | - | - | - | - | 2,451 | 2,451 | - |
| | 224 | 224 | 224 | 224 | 224 | 2,675 | 224 | 224 | 224 | 224 | 224 | 224 | - | 5,135 | 5,135 | - |
| Total Revenue | 224 | 585,133 | 721,924 | 1,155,072 | 1,037,691 | 1,303,514 | 1,206,573 | 1,037,691 | 1,108,355 | 1,201,085 | 1,032,202 | 1,032,202 | 3,753,336 | 15,175,002 | 15,175,002 | - |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | 364,642 | - | 4,375,703 | 4,375,703 | - |
| 1175 Teachers' Extra Duty/Stipends | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | 16,998 | - | 203,980 | 203,980 | - |
| 1200 Pupil Support Salaries | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | 47,728 | - | 572,734 | 572,734 | - |
| 1300 Administrators' Salaries | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | 36,600 | - | 439,201 | 439,201 | - |
| | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | 465,968 | - | 5,591,618 | 5,591,618 | - |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | 2,045 | - | 24,541 | 24,541 | - |
| 2300 Classified Administrators' Salaries | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | 14,827 | - | 177,927 | 177,927 | - |
| 2400 Clerical and Office Staff Salaries | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | 10,267 | - | 123,199 | 123,199 | - |
| | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | 27,139 | - | 325,667 | 325,667 | - |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | 89,000 | - | 1,067,999 | 1,067,999 | - |
| 3301 OASDI | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | 1,683 | - | 20,191 | 20,191 | - |
| 3311 Medicare | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | 7,150 | - | 85,801 | 85,801 | - |
| 3401 Health and Welfare | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | 60,327 | - | 723,928 | 723,928 | - |
| 3501 State Unemployment | 5,274 | 5,274 | 5,274 | 5,274 | 5,274 | 5,274 | 26,371 | 21,097 | 10,549 | 5,274 | 5,274 | 5,274 | - | 105,486 | 105,486 | - |
| 3601 Workers' Compensation | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | 6,903 | - | 82,842 | 82,842 | - |
| 3901 Other Benefits | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | - | 14,655 | 14,655 | - |
| | 171,559 | 171,559 | 171,559 | 171,559 | 171,559 | 171,559 | 192,656 | 187,382 | 176,833 | 171,559 | 171,559 | 171,559 | - | 2,100,902 | 2,100,902 | - |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Budget FY25-26

Revised 6/3/25

Actuals Through:

ADA = 913.36

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | 55,882 | - | 670,578 | 670,578 | - |
| 4200 Books and Other Materials | 228 | 228 | 228 | 228 | 228 | 228 | 228 | 228 | 228 | 228 | 228 | 228 | - | 2,733 | 2,733 | - |
| 4302 School Supplies | 40,460 | 476 | 299 | 5,670 | 272 | (80) | 264 | 802 | 700 | 18,008 | 41,111 | 41,111 | - | 149,094 | 149,094 | - |
| 4305 Software | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | 46,972 | - | 563,662 | 563,662 | - |
| 4310 Office Expense | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | 3,094 | - | 37,134 | 37,134 | - |
| 4311 Business Meals | 788 | 788 | 788 | 788 | 788 | 788 | 788 | 788 | 788 | 788 | 788 | 788 | - | 9,456 | 9,456 | - |
| 4400 Noncapitalized Equipment | 574 | 3,034 | 487 | (67) | 51,882 | 5,958 | 884 | - | - | - | - | 178,606 | - | 241,357 | 241,357 | - |
| | 147,997 | 110,474 | 107,750 | 112,566 | 159,118 | 112,842 | 108,112 | 107,766 | 107,664 | 124,972 | 148,074 | 326,680 | - | 1,674,015 | 1,674,015 | - |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | 107,326 | - | 1,287,911 | 1,287,911 | - |
| 5103 Substitute Teacher | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 | - | 1,402 | 1,402 | - |
| 5105 Security | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | - | 444 | 444 | - |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 34,165 | 34,165 | 34,165 | - |
| | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | 107,480 | - | 1,323,923 | 1,323,923 | - |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | 9,698 | - | 116,374 | 116,374 | - |
| 5300 Dues & Memberships | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | 8,904 | - | 106,845 | 106,845 | - |
| 5400 Insurance | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | 2,941 | - | 35,297 | 35,297 | - |
| 5501 Utilities | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | - | 1,138 | 1,138 | - |
| 5502 Janitorial Services | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | - | 3,688 | 3,688 | - |
| 5516 Miscellaneous Expense | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | - | 324 | 324 | - |
| 5900 Communications | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | 10,871 | - | 130,451 | 130,451 | - |
| 5901 Postage and Shipping | 512 | 512 | 512 | 512 | 512 | 512 | 512 | 512 | 512 | 512 | 512 | 512 | - | 6,146 | 6,146 | - |
| | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | 33,355 | - | 400,262 | 400,262 | - |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | - | 58,619 | 58,619 | - |
| 5602 Additional Rent | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | 3,928 | - | 47,137 | 47,137 | - |
| 5603 Equipment Leases | 254 | 254 | 254 | 254 | 254 | 254 | 254 | 254 | 254 | 254 | 254 | 254 | - | 3,051 | 3,051 | - |
| 5604 Other Leases | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | 2,613 | - | 31,352 | 31,352 | - |
| 5610 Repairs and Maintenance | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | 4,951 | - | 59,415 | 59,415 | - |
| | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | 16,631 | - | 199,575 | 199,575 | - |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | 42,257 | - | 507,082 | 507,082 | - |
| 5802 Audit & Taxes | - | - | - | 2,451 | 2,451 | 2,451 | - | - | - | - | - | - | - | 7,352 | 7,352 | - |
| 5803 Legal | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | 9,132 | - | 109,589 | 109,589 | - |
| 5804 Professional Development | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | 2,638 | - | 31,654 | 31,654 | - |
| 5805 General Consulting | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | 2,726 | - | 32,718 | 32,718 | - |
| 5806 Special Activities/Field Trips | 28 | 237 | 449 | 8,265 | 112 | (51) | 8 | 435 | 379 | 9,760 | 22,282 | 22,282 | - | 64,187 | 64,187 | - |
| 5807 Bank Charges | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | - | 380 | 380 | - |
| 5808 Printing | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | - | 84 | 84 | - |
| 5809 Other taxes and fees | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | - | 12,488 | 12,488 | - |
| 5810 Payroll Service Fee | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | - | 1,830 | 1,830 | - |
| 5811 Management Fee | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | 25,292 | - | 303,500 | 303,500 | - |
| 5812 District Oversight Fee | - | 5,443 | 6,150 | 9,644 | 9,644 | 10,021 | 9,644 | 9,644 | 10,350 | 9,589 | 9,589 | 9,589 | 32,950 | 132,255 | 132,255 | - |
| 5814 SPED Encroachment | - | 1,105 | 1,105 | 1,989 | 1,989 | 1,989 | 1,989 | 1,989 | 1,989 | 1,989 | 1,989 | 1,989 | 5,238 | 25,354 | 25,354 | - |
| 5815 Public Relations/Recruitment | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | 16,155 | - | 193,864 | 193,864 | - |
| | 99,460 | 106,218 | 107,136 | 121,781 | 113,628 | 113,842 | 111,073 | 111,500 | 112,151 | 120,771 | 133,292 | 133,292 | 38,189 | 1,422,334 | 1,422,334 | - |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | - | 4,888 | 4,888 | - |
| | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | - | 4,888 | 4,888 | - |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 1,069,997 | 1,039,231 | 1,037,425 | 1,056,887 | 1,095,285 | 1,049,223 | 1,062,822 | 1,057,629 | 1,047,629 | 1,068,282 | 1,103,906 | 1,282,512 | 72,354 | 13,043,182 | 13,043,182 | - |
| Monthly Surplus (Deficit) | (1,069,774) | (454,099) | (315,502) | 98,185 | (57,594) | 254,291 | 143,752 | (19,937) | 60,726 | 132,803 | (71,704) | (250,310) | 3,680,982 | 2,131,820 | 2,131,820 | - |
| | | | | | | | | | | | | | | 14.0% | | |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Budget FY25-26

Revised 6/3/25

Actuals Through:

ADA = 913.36

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|---------------|-----------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (1,069,774) | (454,099) | (315,502) | 98,185 | (57,594) | 254,291 | 143,752 | (19,937) | 60,726 | 132,803 | (71,704) | (250,310) | 3,680,982 | 2,131,820 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | - | 4,888 | | |
| Public Funding Receivables | 1,217,893 | - | - | 538,562 | - | - | 492,490 | - | - | - | - | - | (3,753,336) | (1,504,391) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (72,179) | - | - | - | - | - | - | - | - | - | - | - | 72,354 | 175 | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (469,523) | - | (469,523) | | |
| 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 | 76,347 | (453,691) | (315,094) | 637,155 | (57,186) | 254,699 | 636,649 | (19,530) | 61,133 | 133,210 | (71,297) | (719,425) | | | | |
| Cash, Beginning of Month | 6,762,311 | 6,838,659 | 6,384,967 | 6,069,873 | 6,707,028 | 6,649,841 | 6,904,540 | 7,541,189 | 7,521,659 | 7,582,792 | 7,716,002 | 7,644,706 | | | | |
| Cash, End of Month | 6,838,659 | 6,384,967 | 6,069,873 | 6,707,028 | 6,649,841 | 6,904,540 | 7,541,189 | 7,521,659 | 7,582,792 | 7,716,002 | 7,644,706 | 6,925,280 | | | | |

| Cert. | Instr. |
|-----------|-------------|
| 57.8% | 69.7% |
| 2,703,645 | (1,565,165) |

| Pupil:Teacher Ratio |
|---------------------|
| 1.99 |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY26-27

Revised 6/3/25

ADA = 913.36

| | 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.) |
|--|------------|----------------|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 547,673 | 547,673 | 985,811 | 985,811 | 985,811 | 985,811 | 985,811 | 985,811 | 985,811 | 985,811 | 985,811 | 985,811 | 10,953,451 | 10,557,583 | 395,868 |
| 8012 Education Protection Account | - | - | - | 500,878 | - | - | 500,878 | - | - | 546,259 | - | - | 516,005 | 2,064,020 | 2,003,513 | 60,507 |
| 8096 In Lieu of Property Taxes | - | 39,862 | 79,724 | 53,149 | 53,149 | 53,149 | 53,149 | 53,149 | 93,012 | 46,506 | 46,506 | 46,506 | 46,506 | 664,368 | 664,368 | - |
| | - | 587,535 | 627,397 | 1,539,838 | 1,038,960 | 1,038,960 | 1,539,838 | 1,038,960 | 1,078,822 | 1,578,575 | 1,032,316 | 1,032,316 | 1,548,321 | 13,681,839 | 13,225,464 | 456,375 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 131,086 | 131,086 | 108,301 | 22,785 |
| 8290 Title I, Part A - Basic Low Income | - | - | 58,393 | - | - | 58,393 | - | - | 58,393 | - | - | - | 58,393 | 233,573 | 233,573 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 7,735 | - | - | 7,735 | - | - | 7,735 | - | - | - | 7,735 | 30,938 | 30,938 | - |
| 8294 Title IV | - | - | 3,291 | - | - | 3,291 | - | - | 3,291 | - | - | 3,291 | - | 13,165 | 13,165 | - |
| | - | - | 69,419 | - | - | 69,419 | - | - | 69,419 | - | - | 3,291 | 197,214 | 408,762 | 385,977 | 22,785 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 41,579 | 41,579 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 831,587 | 736,832 | 94,755 |
| 8550 Mandated Cost | - | - | - | - | - | 33,990 | - | - | - | - | - | - | - | 33,990 | 27,259 | 6,731 |
| 8560 State Lottery | - | - | - | - | - | - | 62,337 | - | - | - | - | - | 124,674 | 249,347 | 249,347 | - |
| 8599 Other State Revenue | - | - | - | - | 244,052 | - | - | - | - | 93,866 | - | - | 37,546 | 375,465 | 544,988 | (169,523) |
| | - | 41,579 | 41,579 | 74,843 | 318,895 | 108,833 | 137,180 | 74,843 | 74,843 | 231,046 | 74,843 | 74,843 | 237,063 | 1,490,389 | 1,558,426 | (68,037) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | - | 2,684 | 2,684 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 2,451 | - | - | - | - | - | - | - | 2,451 | 2,451 | - |
| | 224 | 224 | 224 | 224 | 224 | 2,675 | 224 | 224 | 224 | 224 | 224 | 224 | - | 5,135 | 5,135 | - |
| Total Revenue | 224 | 629,338 | 738,619 | 1,614,905 | 1,358,079 | 1,219,887 | 1,677,242 | 1,114,027 | 1,223,308 | 1,809,844 | 1,107,383 | 1,110,674 | 1,982,598 | 15,586,125 | 15,175,002 | 411,123 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | 374,487 | - | 4,493,847 | 4,375,703 | (118,144) |
| 1175 Teachers' Extra Duty/Stipends | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | 17,457 | - | 209,488 | 203,980 | (5,507) |
| 1200 Pupil Support Salaries | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | 49,016 | - | 588,197 | 572,734 | (15,464) |
| 1300 Administrators' Salaries | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | 37,588 | - | 451,060 | 439,201 | (11,858) |
| | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | 478,549 | - | 5,742,592 | 5,591,618 | (150,974) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | - | 25,204 | 24,541 | (663) |
| 2300 Classified Administrators' Salaries | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | 15,228 | - | 182,731 | 177,927 | (4,804) |
| 2400 Clerical and Office Staff Salaries | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | 10,544 | - | 126,525 | 123,199 | (3,326) |
| | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | 27,872 | - | 334,460 | 325,667 | (8,793) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | 91,403 | - | 1,096,835 | 1,067,999 | (28,836) |
| 3301 OASDI | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | 1,728 | - | 20,737 | 20,191 | (545) |
| 3311 Medicare | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | 7,343 | - | 88,117 | 85,801 | (2,317) |
| 3401 Health and Welfare | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | 61,956 | - | 743,474 | 723,928 | (19,546) |
| 3501 State Unemployment | 5,274 | 5,274 | 5,274 | 5,274 | 5,274 | 5,274 | 26,372 | 21,098 | 10,549 | 5,274 | 5,274 | 5,274 | - | 105,488 | 105,486 | (2) |
| 3601 Workers' Compensation | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | 7,090 | - | 85,079 | 82,842 | (2,237) |
| 3901 Other Benefits | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | 1,254 | - | 15,051 | 14,655 | (396) |
| | 176,049 | 176,049 | 176,049 | 176,049 | 176,049 | 176,049 | 197,146 | 191,872 | 181,323 | 176,049 | 176,049 | 176,049 | - | 2,154,780 | 2,100,902 | (53,878) |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY26-27

Revised 6/3/25

ADA = 913.36

| | 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.) |
|---|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | 57,390 | - | 688,684 | 670,578 | (18,106) |
| 4200 Books and Other Materials | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | - | 2,807 | 2,733 | (74) |
| 4302 School Supplies | 41,553 | 489 | 307 | 5,823 | 279 | (82) | 272 | 824 | 719 | 18,494 | 42,221 | 42,221 | - | 153,119 | 149,094 | (4,026) |
| 4305 Software | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | 48,240 | - | 578,881 | 563,662 | (15,219) |
| 4310 Office Expense | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | 3,178 | - | 38,136 | 37,134 | (1,003) |
| 4311 Business Meals | 809 | 809 | 809 | 809 | 809 | 809 | 809 | 809 | 809 | 809 | 809 | 809 | - | 9,711 | 9,456 | (255) |
| 4400 Noncapitalized Equipment | 589 | 3,116 | 500 | (69) | 53,283 | 6,119 | 908 | - | - | - | - | 183,428 | - | 247,874 | 241,357 | (6,517) |
| | 151,993 | 113,457 | 110,659 | 115,605 | 163,414 | 115,888 | 111,031 | 110,676 | 110,571 | 128,346 | 152,072 | 335,501 | - | 1,719,213 | 1,674,015 | (45,198) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | 110,224 | - | 1,322,685 | 1,287,911 | (34,774) |
| 5103 Substitute Teacher | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | - | 1,440 | 1,402 | (38) |
| 5105 Security | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | - | 456 | 444 | (12) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 35,088 | 35,088 | 34,165 | (922) |
| | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 110,382 | 35,088 | 1,359,669 | 1,323,923 | (35,746) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | 9,960 | - | 119,516 | 116,374 | (3,142) |
| 5300 Dues & Memberships | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | 9,144 | - | 109,730 | 106,845 | (2,885) |
| 5400 Insurance | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | 3,021 | - | 36,250 | 35,297 | (953) |
| 5501 Utilities | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | - | 1,169 | 1,138 | (31) |
| 5502 Janitorial Services | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | - | 3,787 | 3,688 | (100) |
| 5516 Miscellaneous Expense | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | - | 332 | 324 | (9) |
| 5900 Communications | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | 11,164 | - | 133,973 | 130,451 | (3,522) |
| 5901 Postage and Shipping | 526 | 526 | 526 | 526 | 526 | 526 | 526 | 526 | 526 | 526 | 526 | 526 | - | 6,312 | 6,146 | (166) |
| | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | 34,256 | - | 411,069 | 400,262 | (10,807) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | - | 58,619 | 58,619 | - |
| 5602 Additional Rent | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | 4,034 | - | 48,410 | 47,137 | (1,273) |
| 5603 Equipment Leases | 261 | 261 | 261 | 261 | 261 | 261 | 261 | 261 | 261 | 261 | 261 | 261 | - | 3,133 | 3,051 | (82) |
| 5604 Other Leases | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | 2,683 | - | 32,199 | 31,352 | (847) |
| 5610 Repairs and Maintenance | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | 5,085 | - | 61,019 | 59,415 | (1,604) |
| | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | 16,948 | - | 203,380 | 199,575 | (3,806) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | 43,398 | - | 520,773 | 507,082 | (13,691) |
| 5802 Audit & Taxes | - | - | - | 2,517 | 2,517 | 2,517 | - | - | - | - | - | - | - | 7,550 | 7,352 | (199) |
| 5803 Legal | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | 9,379 | - | 112,547 | 109,589 | (2,959) |
| 5804 Professional Development | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | 2,709 | - | 32,508 | 31,654 | (855) |
| 5805 General Consulting | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | - | 33,601 | 32,718 | (883) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 21,973 | 21,973 | 21,973 | - | - | - | 65,920 | 64,187 | (1,733) |
| 5807 Bank Charges | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | - | 390 | 380 | (10) |
| 5808 Printing | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | - | 86 | 84 | (2) |
| 5809 Other taxes and fees | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | 1,069 | - | 12,825 | 12,488 | (337) |
| 5810 Payroll Service Fee | 157 | 157 | 157 | 157 | 157 | 157 | 157 | 157 | 157 | 157 | 157 | 157 | - | 1,880 | 1,830 | (49) |
| 5811 Management Fee | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | 25,975 | - | 311,695 | 303,500 | (8,195) |
| 5812 District Oversight Fee | - | 5,875 | 6,274 | 15,398 | 10,390 | 10,390 | 15,398 | 10,390 | 10,788 | 15,786 | 10,323 | 10,323 | 15,483 | 136,818 | 132,255 | (4,564) |
| 5814 SPED Encroachment | - | 1,247 | 1,247 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 6,178 | 28,880 | 25,354 | (3,526) |
| 5815 Public Relations/Recruitment | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | - | 199,098 | 193,864 | (5,234) |
| | 102,117 | 109,240 | 109,638 | 122,277 | 117,269 | 117,269 | 119,761 | 136,725 | 137,124 | 142,121 | 114,685 | 114,685 | 21,661 | 1,464,571 | 1,422,334 | (42,238) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | - | 5,020 | 4,888 | (132) |
| | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | - | 5,020 | 4,888 | (132) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 1,098,584 | 1,067,170 | 1,064,771 | 1,082,357 | 1,125,156 | 1,077,631 | 1,096,363 | 1,107,698 | 1,097,442 | 1,114,941 | 1,111,232 | 1,294,660 | 56,749 | 13,394,754 | 13,043,182 | (351,571) |
| Monthly Surplus (Deficit) | (1,098,360) | (437,833) | (326,152) | 532,548 | 232,922 | 142,256 | 580,878 | 6,329 | 125,865 | 694,903 | (3,849) | (183,986) | 1,925,849 | 2,191,371 | 2,131,820 | 59,552 |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY26-27

Revised 6/3/25

ADA = 913.36

| | 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.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (1,098,360) | (437,833) | (326,152) | 532,548 | 232,922 | 142,256 | 580,878 | 6,329 | 125,865 | 694,903 | (3,849) | (183,986) | 1,925,849 | 2,191,371 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | 418 | - | 5,020 | | |
| Public Funding Receivables | 3,295,038 | - | 124,173 | - | - | 146,344 | 187,781 | - | - | - | - | - | (1,982,598) | 1,770,738 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (72,354) | - | - | - | - | - | - | - | - | - | - | - | 56,749 | (15,605) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (300,000) | - | (300,000) | | |
| 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 | 2,124,742 | (437,414) | (201,561) | 532,966 | 233,341 | 289,018 | 769,077 | 6,747 | 126,284 | 695,322 | (3,430) | (483,567) | | | | |
| Cash, Beginning of Month | 6,925,280 | 9,050,022 | 8,612,608 | 8,411,046 | 8,944,013 | 9,177,353 | 9,466,372 | 10,235,449 | 10,242,196 | 10,368,480 | 11,063,802 | 11,060,371 | | | | |
| Cash, End of Month | 9,050,022 | 8,612,608 | 8,411,046 | 8,944,013 | 9,177,353 | 9,466,372 | 10,235,449 | 10,242,196 | 10,368,480 | 11,063,802 | 11,060,371 | 10,576,804 | | | | |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY27-28

Revised 6/3/25

ADA = 913.36

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|----------------------------------|------------|----------------|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| ADA = 913.36 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 | - | 567,578 | 567,578 | 1,021,641 | 1,021,641 | 1,021,641 | 1,021,641 | 1,021,641 | 1,021,641 | 1,021,641 | 1,021,641 | 1,021,641 | 1,021,641 | 11,351,569 | 10,953,451 | 398,118 |
| 8012 | - | - | - | 500,878 | - | - | 500,878 | - | - | 546,259 | - | - | 586,594 | 2,134,609 | 2,064,020 | 70,589 |
| 8096 | - | 39,862 | 79,724 | 53,149 | 53,149 | 53,149 | 53,149 | 53,149 | 93,012 | 46,506 | 46,506 | 46,506 | 46,506 | 664,368 | 664,368 | - |
| | - | 607,441 | 647,303 | 1,575,669 | 1,074,791 | 1,074,791 | 1,575,669 | 1,074,791 | 1,114,653 | 1,614,405 | 1,068,147 | 1,068,147 | 1,654,741 | 14,150,546 | 13,681,839 | 468,707 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 | - | - | - | - | - | - | - | - | - | - | - | - | 131,086 | 131,086 | 131,086 | - |
| 8290 | - | - | 58,393 | - | - | 58,393 | - | - | 58,393 | - | - | - | 58,393 | 233,573 | 233,573 | - |
| 8291 | - | - | 7,735 | - | - | 7,735 | - | - | 7,735 | - | - | - | 7,735 | 30,938 | 30,938 | - |
| 8294 | - | - | 3,291 | - | - | 3,291 | - | - | 3,291 | - | - | 3,291 | - | 13,165 | 13,165 | - |
| | - | - | 69,419 | - | - | 69,419 | - | - | 69,419 | - | - | 3,291 | 197,214 | 408,762 | 408,762 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 | - | 41,579 | 41,579 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 74,843 | 831,587 | 831,587 | - |
| 8550 | - | - | - | - | - | 33,990 | - | - | - | - | - | - | 1,162 | 35,152 | 33,990 | 1,162 |
| 8560 | - | - | - | - | - | - | 62,337 | - | - | 62,337 | - | - | 124,674 | 249,347 | 249,347 | - |
| 8599 | - | - | - | - | 218,683 | - | - | - | - | 84,109 | - | - | 33,644 | 336,436 | 375,465 | (39,029) |
| | - | 41,579 | 41,579 | 74,843 | 293,526 | 108,833 | 137,180 | 74,843 | 74,843 | 221,289 | 74,843 | 74,843 | 234,323 | 1,452,523 | 1,490,389 | (37,867) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | - | 2,684 | 2,684 | - |
| 8690 | - | - | - | - | - | 2,451 | - | - | - | - | - | - | - | 2,451 | 2,451 | - |
| | 224 | 224 | 224 | 224 | 224 | 2,675 | 224 | 224 | 224 | 224 | 224 | 224 | - | 5,135 | 5,135 | - |
| Total Revenue | 224 | 649,244 | 758,525 | 1,650,735 | 1,368,540 | 1,255,717 | 1,713,072 | 1,149,857 | 1,259,138 | 1,835,918 | 1,143,213 | 1,146,505 | 2,086,277 | 16,016,966 | 15,586,125 | 430,840 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | 384,823 | - | 4,617,877 | 4,493,847 | (124,030) |
| 1175 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | 17,939 | - | 215,270 | 209,488 | (5,782) |
| 1200 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | 50,369 | - | 604,432 | 588,197 | (16,234) |
| 1300 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | 38,626 | - | 463,509 | 451,060 | (12,449) |
| | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | 491,757 | - | 5,901,088 | 5,742,592 | (158,496) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | 2,158 | - | 25,899 | 25,204 | (696) |
| 2300 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | 15,648 | - | 187,774 | 182,731 | (5,043) |
| 2400 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | 10,835 | - | 130,017 | 126,525 | (3,492) |
| | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | 28,641 | - | 343,691 | 334,460 | (9,231) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | 93,926 | - | 1,127,108 | 1,096,835 | (30,273) |
| 3301 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | 1,776 | - | 21,309 | 20,737 | (572) |
| 3311 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | 7,546 | - | 90,549 | 88,117 | (2,432) |
| 3401 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | 63,666 | - | 763,994 | 743,474 | (20,520) |
| 3501 | 5,274 | 5,274 | 5,274 | 5,274 | 5,274 | 5,274 | 26,372 | 21,098 | 10,549 | 5,274 | 5,274 | 5,274 | - | 105,489 | 105,488 | (2) |
| 3601 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | 7,286 | - | 87,427 | 85,079 | (2,348) |
| 3901 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | 1,289 | - | 15,466 | 15,051 | (415) |
| | 180,762 | 180,762 | 180,762 | 180,762 | 180,762 | 180,762 | 201,860 | 196,586 | 186,037 | 180,762 | 180,762 | 180,762 | - | 2,211,342 | 2,154,780 | (56,562) |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY27-28

Revised 6/3/25

ADA = 913.36

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | 58,974 | - | 707,692 | 688,684 | (19,008) |
| 4200 Books and Other Materials | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | - | 2,884 | 2,807 | (77) |
| 4302 School Supplies | 42,699 | 503 | 316 | 5,983 | 287 | (84) | 279 | 847 | 739 | 19,005 | 43,386 | 43,386 | - | 157,345 | 153,119 | (4,226) |
| 4305 Software | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | 49,572 | - | 594,858 | 578,881 | (15,977) |
| 4310 Office Expense | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | 3,266 | - | 39,189 | 38,136 | (1,053) |
| 4311 Business Meals | 832 | 832 | 832 | 832 | 832 | 832 | 832 | 832 | 832 | 832 | 832 | 832 | - | 9,980 | 9,711 | (268) |
| 4400 Noncapitalized Equipment | 605 | 3,202 | 514 | (71) | 54,753 | 6,287 | 933 | - | - | - | - | 188,491 | - | 254,715 | 247,874 | (6,841) |
| | 156,188 | 116,588 | 113,713 | 118,796 | 167,924 | 119,087 | 114,096 | 113,730 | 113,622 | 131,888 | 156,270 | 344,760 | - | 1,766,663 | 1,719,213 | (47,450) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | 113,266 | - | 1,359,191 | 1,322,685 | (36,506) |
| 5103 Substitute Teacher | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | - | 1,480 | 1,440 | (40) |
| 5105 Security | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | - | 469 | 456 | (13) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 36,056 | 36,056 | 35,088 | (968) |
| | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 113,428 | 36,056 | 1,397,196 | 1,359,669 | (37,527) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | 10,235 | - | 122,814 | 119,516 | (3,299) |
| 5300 Dues & Memberships | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | 9,397 | - | 112,758 | 109,730 | (3,029) |
| 5400 Insurance | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | 3,104 | - | 37,250 | 36,250 | (1,000) |
| 5501 Utilities | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | - | 1,201 | 1,169 | (32) |
| 5502 Janitorial Services | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | - | 3,892 | 3,787 | (105) |
| 5516 Miscellaneous Expense | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | - | 342 | 332 | (9) |
| 5900 Communications | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | 11,473 | - | 137,671 | 133,973 | (3,698) |
| 5901 Postage and Shipping | 541 | 541 | 541 | 541 | 541 | 541 | 541 | 541 | 541 | 541 | 541 | 541 | - | 6,486 | 6,312 | (174) |
| | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | 35,201 | - | 422,414 | 411,069 | (11,345) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | 4,885 | - | 58,619 | 58,619 | - |
| 5602 Additional Rent | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | 4,146 | - | 49,746 | 48,410 | (1,336) |
| 5603 Equipment Leases | 268 | 268 | 268 | 268 | 268 | 268 | 268 | 268 | 268 | 268 | 268 | 268 | - | 3,220 | 3,133 | (86) |
| 5604 Other Leases | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | 2,757 | - | 33,087 | 32,199 | (889) |
| 5610 Repairs and Maintenance | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | - | 62,703 | 61,019 | (1,684) |
| | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | 17,281 | - | 207,376 | 203,380 | (3,995) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | 44,596 | - | 535,146 | 520,773 | (14,373) |
| 5802 Audit & Taxes | - | - | - | 2,586 | 2,586 | 2,586 | - | - | - | - | - | - | - | 7,759 | 7,550 | (208) |
| 5803 Legal | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | 9,638 | - | 115,654 | 112,547 | (3,106) |
| 5804 Professional Development | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | 2,784 | - | 33,406 | 32,508 | (897) |
| 5805 General Consulting | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | 2,877 | - | 34,528 | 33,601 | (927) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 22,580 | 22,580 | 22,580 | - | - | - | 67,739 | 65,920 | (1,819) |
| 5807 Bank Charges | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | - | 401 | 390 | (11) |
| 5808 Printing | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | - | 89 | 86 | (2) |
| 5809 Other taxes and fees | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | 1,098 | - | 13,179 | 12,825 | (354) |
| 5810 Payroll Service Fee | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | - | 1,931 | 1,880 | (52) |
| 5811 Management Fee | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | 26,691 | - | 320,297 | 311,695 | (8,603) |
| 5812 District Oversight Fee | - | 6,074 | 6,473 | 15,757 | 10,748 | 10,748 | 15,757 | 10,748 | 11,147 | 16,144 | 10,681 | 10,681 | 16,547 | 141,505 | 136,818 | (4,687) |
| 5814 SPED Encroachment | - | 1,247 | 1,247 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 2,245 | 6,178 | 28,880 | 28,880 | - |
| 5815 Public Relations/Recruitment | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | 17,049 | - | 204,593 | 199,098 | (5,495) |
| | 104,935 | 112,257 | 112,656 | 125,524 | 120,515 | 120,515 | 122,937 | 140,508 | 140,907 | 145,904 | 117,862 | 117,862 | 22,725 | 1,505,107 | 1,464,571 | (40,536) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | - | 5,158 | 5,020 | (139) |
| | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | - | 5,158 | 5,020 | (139) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 1,128,625 | 1,096,346 | 1,093,870 | 1,111,821 | 1,155,940 | 1,107,103 | 1,125,632 | 1,137,563 | 1,127,305 | 1,145,294 | 1,141,633 | 1,330,123 | 58,781 | 13,760,035 | 13,394,754 | (365,282) |
| Monthly Surplus (Deficit) | (1,128,401) | (447,103) | (335,345) | 538,915 | 212,600 | 148,614 | 587,440 | 12,294 | 131,834 | 690,624 | 1,581 | (183,619) | 2,027,496 | 2,256,930 | 2,191,371 | 65,559 |



FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY27-28

Revised 6/3/25

ADA = 913.36

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (1,128,401) | (447,103) | (335,345) | 538,915 | 212,600 | 148,614 | 587,440 | 12,294 | 131,834 | 690,624 | 1,581 | (183,619) | 2,027,496 | 2,256,930 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | - | 5,158 | | |
| Public Funding Receivables | 1,548,321 | - | 124,674 | - | - | - | 309,603 | - | - | - | - | - | (2,086,277) | (103,679) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (56,749) | - | - | - | - | - | - | - | - | - | - | - | 58,781 | 2,033 | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (260,971) | - | (260,971) | | |
| 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 | 363,601 | (446,673) | (210,242) | 539,344 | 213,030 | 149,044 | 897,473 | 12,724 | 132,264 | 691,054 | 2,011 | (444,160) | | | | |
| Cash, Beginning of Month | 10,576,804 | 10,940,405 | 10,493,733 | 10,283,491 | 10,822,835 | 11,035,866 | 11,184,910 | 12,082,383 | 12,095,107 | 12,227,371 | 12,918,425 | 12,920,435 | | | | |
| Cash, End of Month | 10,940,405 | 10,493,733 | 10,283,491 | 10,822,835 | 11,035,866 | 11,184,910 | 12,082,383 | 12,095,107 | 12,227,371 | 12,918,425 | 12,920,435 | 12,476,275 | | | | |

FY25-26 CalOps Northern California

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 1827.70



| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| ADA = 1827.70 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 818,749 | 818,749 | 1,473,749 | 1,473,749 | 1,473,749 | 1,473,749 | 1,473,749 | 1,473,749 | 1,473,749 | 1,473,749 | 1,473,749 | 4,927,871 | 19,829,109 | 19,829,109 | - |
| 8012 Education Protection Account | - | - | 75,460 | - | - | 75,460 | - | - | 75,460 | - | - | - | 139,160 | 365,540 | 365,540 | - |
| 8096 In Lieu of Property Taxes | - | 177,227 | 354,455 | 236,303 | 236,303 | 236,303 | 236,303 | 236,303 | 413,531 | 206,765 | 206,765 | 206,765 | 830,130 | 3,577,156 | 3,577,156 | - |
| | - | 995,977 | 1,248,664 | 1,710,052 | 1,710,052 | 1,785,512 | 1,710,052 | 1,710,052 | 1,962,740 | 1,680,514 | 1,680,514 | 1,680,514 | 5,897,161 | 23,771,805 | 23,771,805 | - |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 209,132 | 209,132 | 209,132 | - |
| 8290 Title I, Part A - Basic Low Income | - | - | 82,295 | - | - | 246,884 | - | - | - | - | - | - | - | 329,178 | 329,178 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 13,428 | - | - | 40,284 | - | - | - | - | - | - | - | 53,712 | 53,712 | - |
| 8294 Title IV | - | - | - | - | - | - | - | - | - | - | - | - | 21,632 | 21,632 | 21,632 | - |
| | - | - | 95,723 | - | - | 287,168 | - | - | - | - | - | - | 230,764 | 613,654 | 613,654 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 77,361 | 77,361 | 139,251 | 139,251 | 139,251 | 139,251 | 139,251 | 139,251 | 139,251 | 139,251 | 139,251 | 139,251 | 1,547,228 | 1,547,228 | - |
| 8550 Mandated Cost | - | - | - | - | - | 54,423 | - | - | - | - | - | - | - | 54,423 | 54,423 | - |
| 8560 State Lottery | - | - | - | - | - | - | 103,003 | - | - | 103,003 | - | - | - | 292,956 | 498,962 | 498,962 |
| 8599 Other State Revenue | - | 7,551 | 7,551 | 235,938 | 13,591 | 13,591 | 235,938 | 13,591 | 13,591 | 235,938 | 13,591 | 13,591 | 235,938 | 1,040,400 | 1,040,400 | - |
| | - | 84,912 | 84,912 | 375,189 | 152,841 | 207,264 | 478,192 | 152,841 | 152,841 | 478,192 | 152,841 | 152,841 | 668,145 | 3,141,013 | 3,141,013 | - |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | - | 46,651 | 46,651 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 5,268 | - | - | - | - | - | - | - | 5,268 | 5,268 | - |
| | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 9,156 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | - | 51,919 | 51,919 | - |
| Total Revenue | 3,888 | 1,084,776 | 1,433,186 | 2,089,128 | 1,866,781 | 2,289,099 | 2,192,131 | 1,866,781 | 2,119,469 | 2,162,593 | 1,837,243 | 1,837,243 | 6,796,070 | 27,578,390 | 27,578,390 | - |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | 729,284 | - | 8,751,406 | 8,751,406 | - |
| 1175 Teachers' Extra Duty/Stipends | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | 33,997 | - | 407,961 | 407,961 | - |
| 1200 Pupil Support Salaries | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | 95,456 | - | 1,145,467 | 1,145,467 | - |
| 1300 Administrators' Salaries | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | 73,200 | - | 878,403 | 878,403 | - |
| | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | 931,936 | - | 11,183,237 | 11,183,237 | - |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | 4,090 | - | 49,082 | 49,082 | - |
| 2300 Classified Administrators' Salaries | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | 29,654 | - | 355,854 | 355,854 | - |
| 2400 Clerical and Office Staff Salaries | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | 20,533 | - | 246,398 | 246,398 | - |
| | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | 54,278 | - | 651,334 | 651,334 | - |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | 178,000 | - | 2,135,998 | 2,135,998 | - |
| 3301 OASDI | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | 3,365 | - | 40,383 | 40,383 | - |
| 3311 Medicare | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | 14,300 | - | 171,601 | 171,601 | - |
| 3401 Health and Welfare | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | 120,655 | - | 1,447,856 | 1,447,856 | - |
| 3501 State Unemployment | 5,278 | 5,278 | 5,278 | 5,278 | 5,278 | 5,278 | 26,388 | 21,110 | 10,555 | 5,278 | 5,278 | 5,278 | - | 105,552 | 105,552 | - |
| 3601 Workers' Compensation | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | 13,807 | - | 165,684 | 165,684 | - |
| 3901 Other Benefits | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | 2,443 | - | 29,310 | 29,310 | - |
| | 337,847 | 337,847 | 337,847 | 337,847 | 337,847 | 337,847 | 358,957 | 353,680 | 343,124 | 337,847 | 337,847 | 337,847 | - | 4,096,383 | 4,096,383 | - |

FY25-26 CalOps Northern California

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 1827.70



| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) | |
|---|-------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|---------------|-----------------------|----------------------|---|
| Books and Supplies | | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | 111,763 | - | 1,341,157 | 1,341,157 | - | |
| 4200 Books and Other Materials | 456 | 456 | 456 | 456 | 456 | 456 | 456 | 456 | 456 | 456 | 456 | 456 | - | 5,466 | 5,466 | - | |
| 4302 School Supplies | 82,907 | 1,628 | 1,269 | 9,785 | 568 | (165) | 2,082 | - | 52,591 | 49,174 | 49,174 | 49,174 | - | 298,188 | 298,188 | - | |
| 4305 Software | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | 93,944 | - | 1,127,325 | 1,127,325 | - | |
| 4310 Office Expense | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | 6,189 | - | 74,267 | 74,267 | - | |
| 4311 Business Meals | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | 1,576 | - | 18,912 | 18,912 | - | |
| 4400 Noncapitalized Equipment | 1,160 | 6,133 | 983 | (138) | 107,230 | 12,040 | 1,765 | - | - | - | - | 353,541 | - | 482,714 | 482,714 | - | |
| | 297,994 | 221,688 | 216,179 | 223,574 | 321,725 | 225,803 | 217,775 | 213,927 | 266,519 | 263,101 | 263,101 | 616,643 | - | 3,348,029 | 3,348,029 | - | |
| Subagreement Services | | | | | | | | | | | | | | | | | |
| 5102 Special Education | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | 214,652 | - | 2,575,823 | 2,575,823 | - | |
| 5103 Substitute Teacher | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | 234 | - | 2,804 | 2,804 | - | |
| 5105 Security | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | - | 889 | 889 | - | |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 68,330 | 68,330 | - | | |
| | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 214,960 | 68,330 | 2,647,846 | 2,647,846 | - | |
| Operations and Housekeeping | | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | 19,396 | - | 232,747 | 232,747 | - | |
| 5300 Dues & Memberships | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | 17,807 | - | 213,690 | 213,690 | - | |
| 5400 Insurance | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | 5,883 | - | 70,594 | 70,594 | - | |
| 5501 Utilities | 190 | 190 | 190 | 190 | 190 | 190 | 190 | 190 | 190 | 190 | 190 | 190 | - | 2,276 | 2,276 | - | |
| 5502 Janitorial Services | 615 | 615 | 615 | 615 | 615 | 615 | 615 | 615 | 615 | 615 | 615 | 615 | - | 7,375 | 7,375 | - | |
| 5516 Miscellaneous Expense | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | - | 647 | 647 | - | |
| 5900 Communications | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | 21,742 | - | 260,902 | 260,902 | - | |
| 5901 Postage and Shipping | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | 1,024 | - | 12,292 | 12,292 | - | |
| | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | 66,710 | - | 800,523 | 800,523 | - | |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | | |
| 5601 Rent | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | - | 117,238 | 117,238 | - | |
| 5602 Additional Rent | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | 7,856 | - | 94,275 | 94,275 | - | |
| 5603 Equipment Leases | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | - | 6,102 | 6,102 | - | |
| 5604 Other Leases | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | - | 62,705 | 62,705 | - | |
| 5610 Repairs and Maintenance | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | 9,902 | - | 118,830 | 118,830 | - | |
| | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | 33,262 | - | 399,149 | 399,149 | - | |
| Professional/Consulting Services | | | | | | | | | | | | | | | | | |
| 5801 IT | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | 84,514 | - | 1,014,163 | 1,014,163 | - | |
| 5802 Audit & Taxes | - | - | - | 4,901 | 4,901 | - | - | - | - | - | - | - | - | - | 14,704 | 14,704 | - |
| 5803 Legal | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | 18,265 | - | 219,177 | 219,177 | - | |
| 5804 Professional Development | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | 5,276 | - | 63,307 | 63,307 | - | |
| 5805 General Consulting | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | 5,453 | - | 65,435 | 65,435 | - | |
| 5806 Special Activities/Field Trips | - | 99,662 | 227 | 2,571 | (4,582) | - | (609) | 31,104 | - | - | - | - | - | 128,373 | 128,373 | - | |
| 5807 Bank Charges | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | - | 759 | 759 | - | |
| 5808 Printing | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | - | 168 | 168 | - | |
| 5809 Other taxes and fees | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | 2,081 | - | 24,975 | 24,975 | - | |
| 5810 Payroll Service Fee | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | - | 3,660 | 3,660 | - | |
| 5811 Management Fee | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | 45,964 | - | 551,568 | 551,568 | - | |
| 5812 District Oversight Fee | - | 9,960 | 12,487 | 17,101 | 17,101 | 17,855 | 17,101 | 17,101 | 19,627 | 16,805 | 16,805 | 16,805 | 58,972 | 237,718 | 237,718 | - | |
| 5814 SPED Encroachment | - | 2,321 | 2,321 | 4,178 | 4,178 | 4,178 | 4,178 | 4,178 | 4,178 | 4,178 | 4,178 | 4,178 | 10,451 | 52,691 | 52,691 | - | |
| 5815 Public Relations/Recruitment | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | 32,311 | - | 387,728 | 387,728 | - | |
| | 194,245 | 306,187 | 209,280 | 222,996 | 215,842 | 221,179 | 214,914 | 246,628 | 218,050 | 215,228 | 215,228 | 215,228 | 69,423 | 2,764,427 | 2,764,427 | - | |
| Depreciation | | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | - | 9,776 | 9,776 | - | |
| | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | - | 9,776 | 9,776 | - | |
| Interest | | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Total Expenses | | | | | | | | | | | | | | | | | |
| | 2,132,047 | 2,167,683 | 2,065,267 | 2,086,378 | 2,177,376 | 2,086,790 | 2,093,607 | 2,116,196 | 2,129,654 | 2,118,137 | 2,118,137 | 2,471,679 | 137,754 | 25,900,704 | 25,900,704 | - | |
| Monthly Surplus (Deficit) | | | | | | | | | | | | | | | | | |
| | (2,128,160) | (1,082,907) | (632,081) | 2,751 | (310,594) | 202,310 | 98,524 | (249,414) | (10,186) | 44,456 | (280,894) | (634,435) | 6,658,316 | 1,677,686 | 1,677,686 | - | |
| | | | | | | | | | | | | | | 6.1% | | | |

FY25-26 CalOps Northern California

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 1827.70



| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|-------------------|---------------|-----------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (2,128,160) | (1,082,907) | (632,081) | 2,751 | (310,594) | 202,310 | 98,524 | (249,414) | (10,186) | 44,456 | (280,894) | (634,435) | 6,658,316 | 1,677,686 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | 815 | - | 9,776 | | |
| Public Funding Receivables | 5,546,331 | - | - | 1,021,135 | - | - | 867,054 | - | - | - | - | - | (6,796,070) | 638,450 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (137,563) | - | - | - | - | - | - | - | - | - | - | - | 137,754 | 190 | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (889,389) | - | (889,389) | | |
| 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 | 3,281,423 | (1,082,092) | (631,266) | 1,024,701 | (309,780) | 203,124 | 966,393 | (248,600) | (9,371) | 45,271 | (280,079) | (1,523,010) | | | | |
| Cash, Beginning of Month | 3,813,395 | 7,094,818 | 6,012,726 | 5,381,459 | 6,406,160 | 6,096,380 | 6,299,504 | 7,265,897 | 7,017,297 | 7,007,926 | 7,053,197 | 6,773,118 | | | | |
| Cash, End of Month | 7,094,818 | 6,012,726 | 5,381,459 | 6,406,160 | 6,096,380 | 6,299,504 | 7,265,897 | 7,017,297 | 7,007,926 | 7,053,197 | 6,773,118 | 5,250,108 | | | | |

| Cert. | Instr. |
|-----------|-------------|
| 63.3% | 76.3% |
| 6,418,273 | (1,011,138) |

| Pupil:Teacher Ratio |
|---------------------|
| 17.64 |

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 1827.70



| | 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 = 1827.70 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 1,025,108 | 1,025,108 | 1,845,194 | 1,845,194 | 1,845,194 | 1,845,194 | 1,845,194 | 1,845,194 | 1,845,194 | 1,845,194 | 1,845,194 | 1,845,194 | 20,502,160 | 19,829,109 | 673,051 |
| 8012 Education Protection Account | - | - | - | 91,385 | - | - | 91,385 | - | - | 91,385 | - | - | 91,385 | 365,540 | 365,540 | - |
| 8096 In Lieu of Property Taxes | - | 214,629 | 429,259 | 286,172 | 286,172 | 286,172 | 286,172 | 286,172 | 500,802 | 250,401 | 250,401 | 250,401 | 250,401 | 3,577,156 | 3,577,156 | - |
| | - | 1,239,737 | 1,454,367 | 2,222,752 | 2,131,367 | 2,131,367 | 2,222,752 | 2,131,367 | 2,345,996 | 2,186,980 | 2,095,595 | 2,095,595 | 2,186,980 | 24,444,856 | 23,771,805 | 673,051 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 253,267 | 253,267 | 209,132 | 44,135 |
| 8290 Title I, Part A - Basic Low Income | - | - | 82,295 | - | - | 82,295 | - | - | 82,295 | - | - | - | 82,295 | 329,178 | 329,178 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 13,428 | - | - | 13,428 | - | - | 13,428 | - | - | - | 13,428 | 53,712 | 53,712 | - |
| 8294 Title IV | - | - | 5,408 | - | - | 5,408 | - | - | 5,408 | - | - | 5,408 | - | 21,632 | 21,632 | - |
| | - | - | 101,130 | - | - | 101,130 | - | - | 101,130 | - | - | 5,408 | 348,990 | 657,789 | 613,654 | 44,135 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 81,332 | 81,332 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 1,626,635 | 1,547,228 | 79,407 |
| 8550 Mandated Cost | - | - | - | - | - | 67,902 | - | - | - | - | - | - | - | 67,902 | 54,423 | 13,480 |
| 8560 State Lottery | - | - | - | - | - | - | 124,741 | - | - | 124,741 | - | - | 249,481 | 498,962 | 498,962 | - |
| 8599 Other State Revenue | - | - | - | - | 488,157 | - | - | - | - | 187,753 | - | - | 75,101 | 751,011 | 1,040,400 | (289,389) |
| | - | 81,332 | 81,332 | 146,397 | 634,554 | 214,300 | 271,138 | 146,397 | 146,397 | 458,890 | 146,397 | 146,397 | 470,979 | 2,944,510 | 3,141,013 | (196,502) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | - | 46,651 | 46,651 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 5,268 | - | - | - | - | - | - | - | 5,268 | 5,268 | - |
| | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 9,156 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | - | 51,919 | 51,919 | - |
| Total Revenue | 3,888 | 1,324,957 | 1,640,716 | 2,373,037 | 2,769,809 | 2,455,953 | 2,497,777 | 2,281,652 | 2,597,411 | 2,649,758 | 2,245,880 | 2,251,288 | 3,006,949 | 28,099,074 | 27,578,390 | 520,684 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | 748,974 | - | 8,987,694 | 8,751,406 | (236,288) |
| 1175 Teachers' Extra Duty/Stipends | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | 34,915 | - | 418,975 | 407,961 | (11,015) |
| 1200 Pupil Support Salaries | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | 98,033 | - | 1,176,395 | 1,145,467 | (30,928) |
| 1300 Administrators' Salaries | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | 75,177 | - | 902,120 | 878,403 | (23,717) |
| | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | 957,099 | - | 11,485,184 | 11,183,237 | (301,947) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | 4,201 | - | 50,407 | 49,082 | (1,325) |
| 2300 Classified Administrators' Salaries | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | 30,455 | - | 365,462 | 355,854 | (9,608) |
| 2400 Clerical and Office Staff Salaries | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | 21,088 | - | 253,051 | 246,398 | (6,653) |
| | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | 55,743 | - | 668,920 | 651,334 | (17,586) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | 182,806 | - | 2,193,670 | 2,135,998 | (57,672) |
| 3301 OASDI | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | 3,456 | - | 41,473 | 40,383 | (1,090) |
| 3311 Medicare | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | 14,686 | - | 176,235 | 171,601 | (4,633) |
| 3401 Health and Welfare | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | 123,912 | - | 1,486,948 | 1,447,856 | (39,092) |
| 3501 State Unemployment | 5,278 | 5,278 | 5,278 | 5,278 | 5,278 | 5,278 | 26,389 | 21,111 | 10,556 | 5,278 | 5,278 | 5,278 | - | 105,555 | 105,552 | (4) |
| 3601 Workers' Compensation | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | 14,180 | - | 170,157 | 165,684 | (4,473) |
| 3901 Other Benefits | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | 2,508 | - | 30,101 | 29,310 | (791) |
| | 346,826 | 346,826 | 346,826 | 346,826 | 346,826 | 346,826 | 367,937 | 362,660 | 352,104 | 346,826 | 346,826 | 346,826 | - | 4,204,140 | 4,096,383 | (107,756) |

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25



| ADA = 1827.70 | 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.) |
|---|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | 114,781 | - | 1,377,368 | 1,341,157 | (36,211) |
| 4200 Books and Other Materials | 468 | 468 | 468 | 468 | 468 | 468 | 468 | 468 | 468 | 468 | 468 | 468 | - | 5,614 | 5,466 | (148) |
| 4302 School Supplies | 85,145 | 1,672 | 1,304 | 10,049 | 583 | (169) | 2,138 | - | 54,011 | 50,502 | 50,502 | 50,502 | - | 306,239 | 298,188 | (8,051) |
| 4305 Software | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | 96,480 | - | 1,157,262 | 1,127,325 | (30,438) |
| 4310 Office Expense | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | 6,356 | - | 76,273 | 74,267 | (2,005) |
| 4311 Business Meals | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | 1,619 | - | 19,423 | 18,912 | (511) |
| 4400 Noncapitalized Equipment | 1,191 | 6,298 | 1,009 | (142) | 110,125 | 12,365 | 1,813 | - | - | - | - | 363,087 | - | 495,747 | 482,714 | (13,033) |
| | 306,040 | 227,673 | 222,016 | 229,610 | 330,412 | 231,899 | 223,654 | 219,703 | 273,715 | 270,205 | 270,205 | 633,292 | - | 3,438,426 | 3,348,029 | (90,397) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | 220,448 | - | 2,645,370 | 2,575,823 | (69,547) |
| 5103 Substitute Teacher | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | - | 2,880 | 2,804 | (76) |
| 5105 Security | 76 | 76 | 76 | 76 | 76 | 76 | 76 | 76 | 76 | 76 | 76 | 76 | - | 913 | 889 | (24) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 70,175 | 70,175 | 68,330 | (1,845) |
| | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 220,764 | 70,175 | 2,719,338 | 2,647,846 | (71,492) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | 19,919 | - | 239,032 | 232,747 | (6,284) |
| 5300 Dues & Memberships | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | 18,288 | - | 219,459 | 213,690 | (5,770) |
| 5400 Insurance | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | 6,042 | - | 72,500 | 70,594 | (1,906) |
| 5501 Utilities | 195 | 195 | 195 | 195 | 195 | 195 | 195 | 195 | 195 | 195 | 195 | 195 | - | 2,337 | 2,276 | (61) |
| 5502 Janitorial Services | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | 631 | - | 7,574 | 7,375 | (199) |
| 5516 Miscellaneous Expense | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 55 | 55 | - | 665 | 647 | (17) |
| 5900 Communications | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | 22,329 | - | 267,946 | 260,902 | (7,044) |
| 5901 Postage and Shipping | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | 1,052 | - | 12,624 | 12,292 | (332) |
| | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | 68,511 | - | 822,137 | 800,523 | (21,614) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | - | 117,238 | 117,238 | - |
| 5602 Additional Rent | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | 8,068 | - | 96,820 | 94,275 | (2,545) |
| 5603 Equipment Leases | 522 | 522 | 522 | 522 | 522 | 522 | 522 | 522 | 522 | 522 | 522 | 522 | - | 6,267 | 6,102 | (165) |
| 5604 Other Leases | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | 5,366 | - | 64,398 | 62,705 | (1,693) |
| 5610 Repairs and Maintenance | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | 10,170 | - | 122,038 | 118,830 | (3,208) |
| | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | 33,897 | - | 406,761 | 399,149 | (7,612) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | 86,795 | - | 1,041,546 | 1,014,163 | (27,382) |
| 5802 Audit & Taxes | - | - | - | 5,034 | 5,034 | 5,034 | - | - | - | - | - | - | - | 15,101 | 14,704 | (397) |
| 5803 Legal | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | 18,758 | - | 225,095 | 219,177 | (5,918) |
| 5804 Professional Development | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | 5,418 | - | 65,017 | 63,307 | (1,709) |
| 5805 General Consulting | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | 5,600 | - | 67,202 | 65,435 | (1,767) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 43,946 | 43,946 | 43,946 | - | - | - | 131,839 | 128,373 | (3,466) |
| 5807 Bank Charges | 65 | 65 | 65 | 65 | 65 | 65 | 65 | 65 | 65 | 65 | 65 | 65 | - | 780 | 759 | (21) |
| 5808 Printing | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | - | 172 | 168 | (5) |
| 5809 Other taxes and fees | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | 2,137 | - | 25,650 | 24,975 | (674) |
| 5810 Payroll Service Fee | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 313 | - | 3,759 | 3,660 | (99) |
| 5811 Management Fee | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | 47,205 | - | 566,460 | 551,568 | (14,892) |
| 5812 District Oversight Fee | - | 12,397 | 14,544 | 22,228 | 21,314 | 21,314 | 22,228 | 21,314 | 23,460 | 21,870 | 20,956 | 20,956 | 21,870 | 244,449 | 237,718 | (6,731) |
| 5814 SPED Encroachment | - | 2,440 | 2,440 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 11,990 | - | 56,397 | 52,691 | (3,706) |
| 5815 Public Relations/Recruitment | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | 33,183 | - | 398,196 | 387,728 | (10,469) |
| | 199,490 | 214,327 | 216,473 | 231,143 | 230,229 | 230,229 | 226,109 | 269,142 | 271,288 | 269,698 | 224,838 | 224,838 | 33,860 | 2,841,662 | 2,764,427 | (77,235) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | - | 10,040 | 9,776 | (264) |
| | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | - | 10,040 | 9,776 | (264) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 2,189,206 | 2,125,677 | 2,122,166 | 2,144,430 | 2,244,318 | 2,145,805 | 2,154,551 | 2,188,355 | 2,233,957 | 2,223,580 | 2,178,720 | 2,541,807 | 104,035 | 26,596,607 | 25,900,704 | (695,903) |
| Monthly Surplus (Deficit) | (2,185,319) | (800,720) | (481,450) | 228,607 | 525,491 | 310,148 | 343,226 | 93,297 | 363,454 | 426,178 | 67,160 | (290,519) | 2,902,914 | 1,502,467 | 1,677,686 | (175,219) |



FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 1827.70

| | 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.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (2,185,319) | (800,720) | (481,450) | 228,607 | 525,491 | 310,148 | 343,226 | 93,297 | 363,454 | 426,178 | 67,160 | (290,519) | 2,902,914 | 1,502,467 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | 837 | - | 10,040 | | |
| Public Funding Receivables | 5,897,161 | - | 235,938 | - | - | 292,956 | 370,014 | - | - | - | - | - | (3,006,949) | 3,789,121 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (137,754) | - | - | - | - | - | - | - | - | - | - | - | 104,035 | (33,718) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (600,000) | - | (600,000) | | |
| 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 | 3,574,925 | (799,884) | (244,675) | 229,443 | 526,328 | 603,940 | 714,076 | 94,133 | 364,291 | 427,015 | 67,997 | (889,682) | | | | |
| Cash, Beginning of Month | 5,250,108 | 8,825,033 | 8,025,150 | 7,780,475 | 8,009,918 | 8,536,246 | 9,140,186 | 9,854,262 | 9,948,396 | 10,312,686 | 10,739,701 | 10,807,699 | | | | |
| Cash, End of Month | 8,825,033 | 8,025,150 | 7,780,475 | 8,009,918 | 8,536,246 | 9,140,186 | 9,854,262 | 9,948,396 | 10,312,686 | 10,739,701 | 10,807,699 | 9,918,016 | | | | |



FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 1827.70

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|----------------------------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| ADA = 1827.70 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 | - | 1,066,897 | 1,066,897 | 1,920,414 | 1,920,414 | 1,920,414 | 1,920,414 | 1,920,414 | 1,920,414 | 1,920,414 | 1,920,414 | 1,920,414 | 1,920,414 | 21,337,932 | 20,502,160 | 835,772 |
| 8012 | - | - | - | 91,385 | - | - | 91,385 | - | - | 91,385 | - | - | 91,385 | 365,540 | 365,540 | - |
| 8096 | - | 214,629 | 429,259 | 286,172 | 286,172 | 286,172 | 286,172 | 286,172 | 500,802 | 250,401 | 250,401 | 250,401 | 250,401 | 3,577,156 | 3,577,156 | - |
| | - | 1,281,526 | 1,496,155 | 2,297,971 | 2,206,586 | 2,206,586 | 2,297,971 | 2,206,586 | 2,421,216 | 2,262,200 | 2,170,815 | 2,170,815 | 2,262,200 | 25,280,628 | 24,444,856 | 835,772 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 | - | - | - | - | - | - | - | - | - | - | - | - | 253,267 | 253,267 | 253,267 | - |
| 8290 | - | - | 82,295 | - | - | 82,295 | - | - | 82,295 | - | - | - | 82,295 | 329,178 | 329,178 | - |
| 8291 | - | - | 13,428 | - | - | 13,428 | - | - | 13,428 | - | - | - | 13,428 | 53,712 | 53,712 | - |
| 8294 | - | - | 5,408 | - | - | 5,408 | - | - | 5,408 | - | - | 5,408 | - | 21,632 | 21,632 | - |
| | - | - | 101,130 | - | - | 101,130 | - | - | 101,130 | - | - | 5,408 | 348,990 | 657,789 | 657,789 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 | - | 81,332 | 81,332 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 146,397 | 1,626,635 | 1,626,635 | - |
| 8550 | - | - | - | - | - | 67,902 | - | - | - | - | - | - | 2,322 | 70,225 | 67,902 | 2,322 |
| 8560 | - | - | - | - | - | - | 124,741 | - | - | 124,741 | - | - | 249,481 | 498,962 | 498,962 | - |
| 8599 | - | - | - | - | 394,028 | - | - | - | - | 151,549 | - | - | 60,620 | 606,196 | 751,011 | (144,815) |
| | - | 81,332 | 81,332 | 146,397 | 540,425 | 214,300 | 271,138 | 146,397 | 146,397 | 422,687 | 146,397 | 146,397 | 458,820 | 2,802,018 | 2,944,510 | (142,492) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | - | 46,651 | 46,651 | - |
| 8690 | - | - | - | - | - | 5,268 | - | - | - | - | - | - | - | 5,268 | 5,268 | - |
| | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 9,156 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | 3,888 | - | 51,919 | 51,919 | - |
| Total Revenue | 3,888 | 1,366,745 | 1,682,505 | 2,448,256 | 2,750,899 | 2,531,172 | 2,572,997 | 2,356,871 | 2,672,631 | 2,688,774 | 2,321,100 | 2,326,507 | 3,070,009 | 28,792,354 | 28,099,074 | 693,280 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | 769,646 | - | 9,235,754 | 8,987,694 | (248,060) |
| 1175 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | 35,878 | - | 430,539 | 418,975 | (11,564) |
| 1200 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | 100,739 | - | 1,208,863 | 1,176,395 | (32,468) |
| 1300 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | 77,252 | - | 927,018 | 902,120 | (24,899) |
| | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | 983,515 | - | 11,802,175 | 11,485,184 | (316,991) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | 4,317 | - | 51,798 | 50,407 | (1,391) |
| 2300 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | 31,296 | - | 375,549 | 365,462 | (10,087) |
| 2400 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | 21,670 | - | 260,035 | 253,051 | (6,984) |
| | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | 57,282 | - | 687,382 | 668,920 | (18,462) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | 187,851 | - | 2,254,215 | 2,193,670 | (60,545) |
| 3301 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | 3,551 | - | 42,618 | 41,473 | (1,145) |
| 3311 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | 15,092 | - | 181,099 | 176,235 | (4,864) |
| 3401 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | 127,332 | - | 1,527,988 | 1,486,948 | (41,040) |
| 3501 | 5,278 | 5,278 | 5,278 | 5,278 | 5,278 | 5,278 | 26,390 | 21,112 | 10,556 | 5,278 | 5,278 | 5,278 | - | 105,559 | 105,555 | (4) |
| 3601 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | 14,571 | - | 174,854 | 170,157 | (4,696) |
| 3901 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | 2,578 | - | 30,932 | 30,101 | (831) |
| | 356,253 | 356,253 | 356,253 | 356,253 | 356,253 | 356,253 | 377,365 | 372,087 | 361,531 | 356,253 | 356,253 | 356,253 | - | 4,317,264 | 4,204,140 | (113,125) |



FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 1827.70

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | 117,949 | - | 1,415,383 | 1,377,368 | (38,015) |
| 4200 Books and Other Materials | 481 | 481 | 481 | 481 | 481 | 481 | 481 | 481 | 481 | 481 | 481 | 481 | - | 5,769 | 5,614 | (155) |
| 4302 School Supplies | 87,495 | 1,718 | 1,340 | 10,326 | 599 | (174) | 2,197 | - | 55,502 | 51,896 | 51,896 | 51,896 | - | 314,691 | 306,239 | (8,452) |
| 4305 Software | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | 99,143 | - | 1,189,717 | 1,157,762 | (31,954) |
| 4310 Office Expense | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | 6,531 | - | 78,378 | 76,273 | (2,105) |
| 4311 Business Meals | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | 1,663 | - | 19,959 | 19,423 | (536) |
| 4400 Noncapitalized Equipment | 1,224 | 6,472 | 1,037 | (146) | 113,165 | 12,706 | 1,863 | - | - | - | - | 373,108 | - | 509,430 | 495,747 | (13,683) |
| | <u>314,487</u> | <u>233,957</u> | <u>228,144</u> | <u>235,948</u> | <u>339,531</u> | <u>238,300</u> | <u>229,827</u> | <u>225,767</u> | <u>281,269</u> | <u>277,663</u> | <u>277,663</u> | <u>650,771</u> | - | <u>3,533,327</u> | <u>3,438,426</u> | <u>(94,901)</u> |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | 226,532 | - | 2,718,382 | 2,645,370 | (73,012) |
| 5103 Substitute Teacher | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | - | 2,959 | 2,880 | (79) |
| 5105 Security | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | - | 938 | 913 | (25) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 72,112 | 72,112 | 70,175 | (1,937) |
| | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>226,857</u> | <u>72,112</u> | <u>2,794,392</u> | <u>2,719,338</u> | <u>(75,054)</u> |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | 20,469 | - | 245,629 | 239,032 | (6,597) |
| 5300 Dues & Memberships | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | 18,793 | - | 225,516 | 219,459 | (6,057) |
| 5400 Insurance | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | 6,208 | - | 74,501 | 72,500 | (2,001) |
| 5501 Utilities | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | - | 2,402 | 2,337 | (65) |
| 5502 Janitorial Services | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | 649 | - | 7,783 | 7,574 | (209) |
| 5516 Miscellaneous Expense | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | - | 683 | 665 | (18) |
| 5900 Communications | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | 22,945 | - | 275,342 | 267,946 | (7,395) |
| 5901 Postage and Shipping | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | 1,081 | - | 12,972 | 12,624 | (348) |
| | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | <u>70,402</u> | - | <u>844,828</u> | <u>822,137</u> | <u>(22,691)</u> |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | 9,770 | - | 117,238 | 117,238 | - |
| 5602 Additional Rent | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | 8,291 | - | 99,493 | 96,820 | (2,672) |
| 5603 Equipment Leases | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | - | 6,440 | 6,267 | (173) |
| 5604 Other Leases | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | 5,515 | - | 66,175 | 64,398 | (1,777) |
| 5610 Repairs and Maintenance | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | 10,451 | - | 125,406 | 122,038 | (3,368) |
| | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | <u>34,563</u> | - | <u>414,752</u> | <u>406,761</u> | <u>(7,991)</u> |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | 89,191 | - | 1,070,292 | 1,041,546 | (28,747) |
| 5802 Audit & Taxes | - | - | - | 5,173 | 5,173 | 5,173 | - | - | - | - | - | - | - | 15,518 | 15,101 | (417) |
| 5803 Legal | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | 19,276 | - | 231,307 | 225,095 | (6,213) |
| 5804 Professional Development | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | 5,568 | - | 66,811 | 65,017 | (1,794) |
| 5805 General Consulting | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | 5,755 | - | 69,057 | 67,202 | (1,855) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 45,159 | 45,159 | 45,159 | - | - | - | 135,478 | 131,839 | (3,639) |
| 5807 Bank Charges | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | - | 801 | 780 | (22) |
| 5808 Printing | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | - | 177 | 172 | (5) |
| 5809 Other taxes and fees | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | 2,196 | - | 26,358 | 25,650 | (708) |
| 5810 Payroll Service Fee | 322 | 322 | 322 | 322 | 322 | 322 | 322 | 322 | 322 | 322 | 322 | 322 | - | 3,863 | 3,759 | (104) |
| 5811 Management Fee | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | 48,508 | - | 582,094 | 566,460 | (15,634) |
| 5812 District Oversight Fee | - | 12,815 | 14,962 | 22,980 | 22,066 | 22,066 | 22,980 | 22,066 | 24,212 | 22,622 | 21,708 | 21,708 | 22,622 | 252,806 | 244,449 | (8,358) |
| 5814 SPED Encroachment | - | 2,440 | 2,440 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 4,392 | 11,990 | 56,397 | 56,397 | - |
| 5815 Public Relations/Recruitment | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | 34,099 | - | 409,186 | 398,196 | (10,990) |
| | <u>204,996</u> | <u>220,251</u> | <u>222,397</u> | <u>237,540</u> | <u>236,626</u> | <u>236,626</u> | <u>232,367</u> | <u>276,613</u> | <u>278,759</u> | <u>277,169</u> | <u>231,096</u> | <u>231,096</u> | <u>34,612</u> | <u>2,920,146</u> | <u>2,841,662</u> | <u>(78,484)</u> |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | - | 10,317 | 10,040 | (277) |
| | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | <u>860</u> | - | <u>10,317</u> | <u>10,040</u> | <u>(277)</u> |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | <u>2,249,213</u> | <u>2,183,939</u> | <u>2,180,272</u> | <u>2,203,219</u> | <u>2,305,888</u> | <u>2,204,657</u> | <u>2,213,037</u> | <u>2,247,945</u> | <u>2,295,037</u> | <u>2,284,563</u> | <u>2,238,490</u> | <u>2,611,598</u> | <u>106,724</u> | <u>27,324,583</u> | <u>26,596,607</u> | <u>(727,975)</u> |
| Monthly Surplus (Deficit) | <u>(2,245,326)</u> | <u>(817,194)</u> | <u>(497,767)</u> | <u>245,037</u> | <u>445,010</u> | <u>326,515</u> | <u>359,959</u> | <u>108,926</u> | <u>377,594</u> | <u>404,211</u> | <u>82,610</u> | <u>(285,091)</u> | <u>2,963,285</u> | <u>1,467,771</u> | <u>1,502,467</u> | <u>(34,696)</u> |



FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 1827.70

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (2,245,326) | (817,194) | (497,767) | 245,037 | 445,010 | 326,515 | 359,959 | 108,926 | 377,594 | 404,211 | 82,610 | (285,091) | 2,963,285 | 1,467,771 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | 860 | - | 10,317 | | |
| Public Funding Receivables | 2,186,980 | - | 249,481 | - | - | - | 570,488 | - | - | - | - | - | (3,070,009) | (63,060) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (104,035) | - | - | - | - | - | - | - | - | - | - | - | 106,724 | 2,689 | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (455,186) | - | (455,186) | | |
| 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 | (161,521) | (816,334) | (247,426) | 245,897 | 445,870 | 327,375 | 931,307 | 109,786 | 378,453 | 405,071 | 83,470 | (739,416) | | | | |
| Cash, Beginning of Month | 9,918,016 | 9,756,496 | 8,940,162 | 8,692,735 | 8,938,632 | 9,384,502 | 9,711,877 | 10,643,184 | 10,752,970 | 11,131,423 | 11,536,494 | 11,619,964 | | | | |
| Cash, End of Month | 9,756,496 | 8,940,162 | 8,692,735 | 8,938,632 | 9,384,502 | 9,711,877 | 10,643,184 | 10,752,970 | 11,131,423 | 11,536,494 | 11,619,964 | 10,880,547 | | | | |



FY25-26 CalOps North Bay

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 173.46

| | | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|----------------------------------|-------------------------------------|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|-----------------------|----------------------|
| ADA = 173.46 | | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | | |
| 8011 | LCFF State Aid | - | 57,715 | 57,715 | 103,887 | 103,887 | 103,887 | 103,887 | 103,887 | 103,887 | 103,887 | 103,887 | 103,887 | 349,642 | 1,400,052 | 1,400,052 | - |
| 8012 | Education Protection Account | - | - | 7,151 | - | - | 7,151 | - | - | 7,151 | - | - | - | 13,239 | 34,692 | 34,692 | - |
| 8096 | In Lieu of Property Taxes | - | 42,598 | 85,196 | 56,797 | 56,797 | 56,797 | 56,797 | 56,797 | 99,395 | 49,698 | 49,698 | 49,698 | 200,805 | 861,073 | 861,073 | - |
| | | - | 100,313 | 150,062 | 160,684 | 160,684 | 167,835 | 160,684 | 160,684 | 210,433 | 153,584 | 153,584 | 153,584 | 563,685 | 2,295,817 | 2,295,817 | - |
| Federal Revenue | | | | | | | | | | | | | | | | | |
| 8181 | Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 19,818 | 19,818 | 19,818 | - |
| 8290 | Title I, Part A - Basic Low Income | - | - | 9,388 | - | - | 28,164 | - | - | - | - | - | - | - | 37,552 | 37,552 | - |
| 8291 | Title II, Part A - Teacher Quality | - | - | 1,324 | - | - | 3,973 | - | - | - | - | - | - | - | 5,297 | 5,297 | - |
| 8294 | Title IV | - | - | - | - | - | - | - | - | - | - | - | - | 12,128 | 12,128 | 12,128 | - |
| | | - | - | 10,712 | - | - | 32,137 | - | - | - | - | - | - | 31,947 | 74,796 | 74,796 | - |
| Other State Revenue | | | | | | | | | | | | | | | | | |
| 8311 | State Special Education | - | 7,028 | 7,028 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 12,650 | 140,554 | 140,554 | - |
| 8550 | Mandated Cost | - | - | - | - | - | 5,607 | - | - | - | - | - | - | - | 5,607 | 5,607 | - |
| 8560 | State Lottery | - | - | - | - | - | - | 9,761 | - | - | 9,761 | - | - | - | 47,355 | 47,355 | - |
| 8599 | Other State Revenue | - | 717 | 717 | 40,834 | 1,290 | 1,290 | 40,834 | 1,290 | 1,290 | 40,834 | 1,290 | 1,290 | 40,834 | 172,507 | 172,507 | - |
| | | - | 7,744 | 7,744 | 53,484 | 13,940 | 19,546 | 63,245 | 13,940 | 13,940 | 63,245 | 13,940 | 13,940 | 81,316 | 366,023 | 366,023 | - |
| Other Local Revenue | | | | | | | | | | | | | | | | | |
| 8660 | Interest Revenue | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | - | 1,238 | 1,238 | - |
| 8690 | Other Local Revenue | - | - | - | - | - | 495 | - | - | - | - | - | - | - | 495 | 495 | - |
| | | 103 | 103 | 103 | 103 | 103 | 598 | 103 | 103 | 103 | 103 | 103 | 103 | - | 1,732 | 1,732 | - |
| Total Revenue | | 103 | 108,160 | 168,621 | 214,271 | 174,727 | 220,116 | 224,032 | 174,727 | 224,476 | 216,932 | 167,627 | 167,627 | 676,948 | 2,738,368 | 2,738,368 | - |
| Expenses | | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | | |
| 1100 | Teachers' Salaries | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | 69,111 | - | 829,331 | 829,331 | - |
| 1175 | Teachers' Extra Duty/Stipends | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | 3,222 | - | 38,661 | 38,661 | - |
| 1200 | Pupil Support Salaries | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | 9,046 | - | 108,551 | 108,551 | - |
| 1300 | Administrators' Salaries | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | 6,937 | - | 83,242 | 83,242 | - |
| | | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | 88,315 | - | 1,059,784 | 1,059,784 | - |
| Classified Salaries | | | | | | | | | | | | | | | | | |
| 2200 | Support Salaries | 388 | 388 | 388 | 388 | 388 | 388 | 388 | 388 | 388 | 388 | 388 | 388 | - | 4,651 | 4,651 | - |
| 2300 | Classified Administrators' Salaries | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | 2,810 | - | 33,723 | 33,723 | - |
| 2400 | Clerical and Office Staff Salaries | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | 1,946 | - | 23,350 | 23,350 | - |
| | | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | 5,144 | - | 61,724 | 61,724 | - |
| Benefits | | | | | | | | | | | | | | | | | |
| 3101 | STRS | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | 16,868 | - | 202,419 | 202,419 | - |
| 3301 | OASDI | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | - | 3,827 | 3,827 | - |
| 3311 | Medicare | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | 1,355 | - | 16,262 | 16,262 | - |
| 3401 | Health and Welfare | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | 11,434 | - | 137,207 | 137,207 | - |
| 3501 | State Unemployment | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 8,256 | 6,605 | 3,302 | 1,651 | 1,651 | 1,651 | - | 33,024 | 33,024 | - |
| 3601 | Workers' Compensation | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | 1,308 | - | 15,701 | 15,701 | - |
| 3901 | Other Benefits | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | 231 | - | 2,778 | 2,778 | - |
| | | 33,167 | 33,167 | 33,167 | 33,167 | 33,167 | 33,167 | 39,772 | 38,121 | 34,819 | 33,167 | 33,167 | 33,167 | - | 411,217 | 411,217 | - |



FY25-26 CalOps North Bay

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 173.46

| | | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------------------|------------------|-----------------|-----------------|----------------|-----------------|----------------|----------------|-----------------|----------------|----------------|-----------------|-----------------|-------------------|------------------|-----------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | | |
| 4100 | Textbooks and Core Curricula | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | 10,591 | - | 127,095 | 127,095 | - |
| 4200 | Books and Other Materials | 43 | 43 | 43 | 43 | 43 | 43 | 43 | 43 | 43 | 43 | 43 | 43 | - | 518 | 518 | - |
| 4302 | School Supplies | 7,914 | 1,208 | 56 | 263 | 54 | (15) | 135 | 39 | 38 | 62 | 62 | 62 | 18,379 | 28,258 | 28,258 | - |
| 4305 | Software | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | 8,903 | - | 106,831 | 106,831 | - |
| 4310 | Office Expense | 586 | 586 | 586 | 586 | 586 | 586 | 586 | 586 | 586 | 586 | 586 | 586 | - | 7,038 | 7,038 | - |
| 4311 | Business Meals | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 | - | 1,792 | 1,792 | - |
| 4400 | Noncapitalized Equipment | 111 | 590 | 94 | (13) | 10,124 | 1,151 | 167 | - | - | - | - | 33,521 | - | 45,745 | 45,745 | - |
| | | 28,297 | 22,071 | 20,423 | 20,523 | 30,451 | 21,409 | 20,575 | 20,312 | 20,311 | 20,335 | 20,335 | 53,856 | 18,379 | 317,277 | 317,277 | - |
| Subagreement Services | | | | | | | | | | | | | | | | | |
| 5102 | Special Education | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | 20,342 | - | 244,099 | 244,099 | - |
| 5103 | Substitute Teacher | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | - | 266 | 266 | - |
| 5105 | Security | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | - | 84 | 84 | - |
| 5106 | Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 6,475 | 6,475 | 6,475 | - |
| | | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 20,371 | 6,475 | 250,924 | 250,924 | - |
| Operations and Housekeeping | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | 1,838 | - | 22,056 | 22,056 | - |
| 5300 | Dues & Memberships | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | - | 20,250 | 20,250 | - |
| 5400 | Insurance | 557 | 557 | 557 | 557 | 557 | 557 | 557 | 557 | 557 | 557 | 557 | 557 | - | 6,690 | 6,690 | - |
| 5501 | Utilities | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | - | 216 | 216 | - |
| 5502 | Janitorial Services | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | - | 699 | 699 | - |
| 5516 | Miscellaneous Expense | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | - | 61 | 61 | - |
| 5900 | Communications | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | 2,060 | - | 24,724 | 24,724 | - |
| 5901 | Postage and Shipping | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | - | 1,165 | 1,165 | - |
| | | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | 6,322 | - | 75,862 | 75,862 | - |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | | |
| 5601 | Rent | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | - | 11,110 | 11,110 | - |
| 5602 | Additional Rent | 745 | 745 | 745 | 745 | 745 | 745 | 745 | 745 | 745 | 745 | 745 | 745 | - | 8,934 | 8,934 | - |
| 5603 | Equipment Leases | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | - | 578 | 578 | - |
| 5604 | Other Leases | 495 | 495 | 495 | 495 | 495 | 495 | 495 | 495 | 495 | 495 | 495 | 495 | - | 5,942 | 5,942 | - |
| 5610 | Repairs and Maintenance | 938 | 938 | 938 | 938 | 938 | 938 | 938 | 938 | 938 | 938 | 938 | 938 | - | 11,261 | 11,261 | - |
| | | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | - | 37,826 | 37,826 | - |
| Professional/Consulting Services | | | | | | | | | | | | | | | | | |
| 5801 | IT | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | 8,009 | - | 96,108 | 96,108 | - |
| 5802 | Audit & Taxes | - | - | - | 464 | 464 | 464 | - | - | - | - | - | - | - | 1,393 | 1,393 | - |
| 5803 | Legal | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | 1,731 | - | 20,770 | 20,770 | - |
| 5804 | Professional Development | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | - | 5,999 | 5,999 | - |
| 5805 | General Consulting | 517 | 517 | 517 | 517 | 517 | 517 | 517 | 517 | 517 | 517 | 517 | 517 | - | 6,201 | 6,201 | - |
| 5806 | Special Activities/Field Trips | - | 46 | - | 247 | 21 | - | 1 | 25 | 24 | 39 | 39 | 39 | 11,682 | 12,165 | 12,165 | - |
| 5807 | Bank Charges | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | - | 72 | 72 | - |
| 5808 | Printing | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 16 | 16 | - |
| 5809 | Other taxes and fees | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | - | 2,367 | 2,367 | - |
| 5810 | Payroll Service Fee | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | - | 347 | 347 | - |
| 5811 | Management Fee | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | 4,564 | - | 54,767 | 54,767 | - |
| 5812 | District Oversight Fee | - | 1,003 | 1,501 | 1,607 | 1,607 | 1,678 | 1,607 | 1,607 | 2,104 | 1,536 | 1,536 | 1,536 | 5,637 | 22,958 | 22,958 | - |
| 5814 | SPED Encroachment | - | 211 | 211 | 379 | 379 | 379 | 379 | 379 | 379 | 379 | 379 | 379 | 974 | 4,811 | 4,811 | - |
| 5815 | Public Relations/Recruitment | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | 3,062 | - | 36,743 | 36,743 | - |
| | | 18,616 | 19,876 | 20,327 | 21,314 | 21,088 | 21,138 | 20,603 | 20,627 | 21,124 | 20,571 | 20,571 | 20,571 | 18,293 | 264,719 | 264,719 | - |
| Depreciation | | | | | | | | | | | | | | | | | |
| 6900 | Depreciation Expense | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | - | 926 | 926 | - |
| | | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | - | 926 | 926 | - |
| Interest | | | | | | | | | | | | | | | | | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | | 203,461 | 198,496 | 197,299 | 198,385 | 208,087 | 199,095 | 204,331 | 202,441 | 199,635 | 197,454 | 197,454 | 230,974 | 43,147 | 2,480,260 | 2,480,260 | - |
| Monthly Surplus (Deficit) | | (203,358) | (90,335) | (28,678) | 15,886 | (33,360) | 21,021 | 19,700 | (27,714) | 24,841 | 19,479 | (29,826) | (63,347) | 633,801 | 258,109 | 258,109 | - |
| | | | | | | | | | | | | | | | 9.4% | | |



FY25-26 CalOps North Bay

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 173.46

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|---------------|--------------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (203,358) | (90,335) | (28,678) | 15,886 | (33,360) | 21,021 | 19,700 | (27,714) | 24,841 | 19,479 | (29,826) | (63,347) | 633,801 | 258,109 | Cert. 61.2% | Instr. 73.6% |
| Cash flows from operating activities | | | | | | | | | | | | | | | 579,602 | (174,310) |
| Depreciation/Amortization | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | - | 926 | | |
| Public Funding Receivables | 273,816 | - | - | 101,558 | - | - | 116,204 | - | - | - | - | - | (676,948) | (185,370) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (39,403) | - | - | - | - | - | - | - | - | - | - | - | 43,147 | 3,744 | Pupil:Teacher Ratio 0.38 | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (158,176) | - | (158,176) | | |
| 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 | 31,132 | (90,258) | (28,600) | 117,521 | (33,283) | 21,098 | 135,982 | (27,637) | 24,918 | 19,556 | (29,749) | (221,445) | | | | |
| Cash, Beginning of Month | 1,477,388 | 1,508,520 | 1,418,262 | 1,389,662 | 1,507,182 | 1,473,899 | 1,494,997 | 1,630,979 | 1,603,342 | 1,628,260 | 1,647,816 | 1,618,067 | | | | |
| Cash, End of Month | 1,508,520 | 1,418,262 | 1,389,662 | 1,507,182 | 1,473,899 | 1,494,997 | 1,630,979 | 1,603,342 | 1,628,260 | 1,647,816 | 1,618,067 | 1,396,621 | | | | |



FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 173.46

| | 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.) |
|--|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|---------------------|----------------------|
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 73,292 | 73,292 | 131,925 | 131,925 | 131,925 | 131,925 | 131,925 | 131,925 | 131,925 | 131,925 | 131,925 | 131,925 | 1,465,833 | 1,400,052 | 65,781 |
| 8012 Education Protection Account | - | - | - | 8,673 | - | - | 8,673 | - | - | 8,673 | - | - | 8,673 | 34,692 | 34,692 | - |
| 8096 In Lieu of Property Taxes | - | 51,664 | 103,329 | 68,886 | 68,886 | 68,886 | 68,886 | 68,886 | 120,550 | 60,275 | 60,275 | 60,275 | 60,275 | 861,073 | 861,073 | - |
| | - | 124,956 | 176,620 | 209,484 | 200,811 | 200,811 | 209,484 | 200,811 | 252,475 | 200,873 | 192,200 | 192,200 | 200,873 | 2,361,598 | 2,295,817 | 65,781 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 24,037 | 24,037 | 19,818 | 4,218 |
| 8290 Title I, Part A - Basic Low Income | - | - | 9,388 | - | - | 9,388 | - | - | 9,388 | - | - | - | 9,388 | 37,552 | 37,552 | - |
| 8291 Title II, Part A - Teacher Quality | - | - | 1,324 | - | - | 1,324 | - | - | 1,324 | - | - | - | 1,324 | 5,297 | 5,297 | - |
| 8294 Title IV | - | - | 3,032 | - | - | 3,032 | - | - | 3,032 | - | - | 3,032 | - | 12,128 | 12,128 | - |
| | - | - | 13,744 | - | - | 13,744 | - | - | 13,744 | - | - | 3,032 | 34,749 | 79,014 | 74,796 | 4,218 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 7,719 | 7,719 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 154,378 | 140,554 | 13,823 |
| 8550 Mandated Cost | - | - | - | - | - | 7,009 | - | - | - | - | - | - | - | 7,009 | 5,607 | 1,402 |
| 8560 State Lottery | - | - | - | - | - | - | 11,839 | - | - | 11,839 | - | - | 23,677 | 47,355 | 47,355 | - |
| 8599 Other State Revenue | - | - | - | - | 62,189 | - | - | - | - | 23,919 | - | - | 9,568 | 95,676 | 172,500 | (76,823) |
| | - | 7,719 | 7,719 | 13,894 | 76,083 | 20,903 | 25,733 | 13,894 | 13,894 | 49,652 | 13,894 | 13,894 | 47,139 | 304,417 | 366,023 | (61,606) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | - | 1,238 | 1,238 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 495 | - | - | - | - | - | - | - | 495 | 495 | - |
| | 103 | 103 | 103 | 103 | 103 | 598 | 103 | 103 | 103 | 103 | 103 | 103 | - | 1,732 | 1,732 | - |
| Total Revenue | 103 | 132,778 | 198,187 | 223,481 | 276,997 | 236,056 | 235,320 | 214,808 | 280,217 | 250,628 | 206,197 | 209,229 | 282,761 | 2,746,761 | 2,738,368 | 8,393 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | 70,977 | - | 851,723 | 829,331 | (22,392) |
| 1175 Teachers' Extra Duty/Stipends | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | 3,309 | - | 39,704 | 38,661 | (1,044) |
| 1200 Pupil Support Salaries | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | 9,290 | - | 111,482 | 108,551 | (2,931) |
| 1300 Administrators' Salaries | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | 7,124 | - | 85,490 | 83,242 | (2,248) |
| | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | 90,700 | - | 1,088,398 | 1,059,784 | (28,614) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 398 | 398 | 398 | 398 | 398 | 398 | 398 | 398 | 398 | 398 | 398 | 398 | - | 4,777 | 4,651 | (126) |
| 2300 Classified Administrators' Salaries | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | 2,886 | - | 34,633 | 33,723 | (911) |
| 2400 Clerical and Office Staff Salaries | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | 1,998 | - | 23,980 | 23,350 | (630) |
| | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | 5,283 | - | 63,390 | 61,724 | (1,667) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | 17,324 | - | 207,884 | 202,419 | (5,465) |
| 3301 OASDI | 328 | 328 | 328 | 328 | 328 | 328 | 328 | 328 | 328 | 328 | 328 | 328 | - | 3,930 | 3,827 | (103) |
| 3311 Medicare | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | 1,392 | - | 16,701 | 16,262 | (439) |
| 3401 Health and Welfare | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | 11,743 | - | 140,911 | 137,207 | (3,705) |
| 3501 State Unemployment | 1,695 | 1,695 | 1,695 | 1,695 | 1,695 | 1,695 | 8,476 | 6,781 | 3,390 | 1,695 | 1,695 | 1,695 | - | 33,905 | 33,024 | (880) |
| 3601 Workers' Compensation | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | - | 16,125 | 15,701 | (424) |
| 3901 Other Benefits | 238 | 238 | 238 | 238 | 238 | 238 | 238 | 238 | 238 | 238 | 238 | 238 | - | 2,853 | 2,778 | (75) |
| | 34,062 | 34,062 | 34,062 | 34,062 | 34,062 | 34,062 | 40,843 | 39,148 | 35,757 | 34,062 | 34,062 | 34,062 | - | 422,309 | 411,217 | (11,092) |



FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 173.46

| | 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.) |
|---|------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-------------------|------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | 10,877 | - | 130,527 | 127,095 | (3,432) |
| 4200 Books and Other Materials | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | - | 532 | 518 | (14) |
| 4302 School Supplies | 8,127 | 1,241 | 58 | 270 | 55 | (15) | 139 | 40 | 39 | 64 | 64 | 64 | 18,875 | 29,021 | 28,258 | (763) |
| 4305 Software | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | 9,143 | - | 109,716 | 106,831 | (2,884) |
| 4310 Office Expense | 602 | 602 | 602 | 602 | 602 | 602 | 602 | 602 | 602 | 602 | 602 | 602 | - | 7,228 | 7,038 | (190) |
| 4311 Business Meals | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | 153 | - | 1,841 | 1,792 | (48) |
| 4400 Noncapitalized Equipment | 114 | 606 | 97 | (13) | 10,397 | 1,182 | 171 | - | - | - | - | 34,426 | - | 46,980 | 45,745 | (1,235) |
| | 29,061 | 22,667 | 20,975 | 21,077 | 31,273 | 21,987 | 21,130 | 20,861 | 20,860 | 20,884 | 20,884 | 55,310 | 18,875 | 325,844 | 317,277 | (8,566) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | 20,891 | - | 250,690 | 244,099 | (6,591) |
| 5103 Substitute Teacher | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | - | 273 | 266 | (7) |
| 5105 Security | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | - | 86 | 84 | (2) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 6,650 | 6,650 | 6,475 | (175) |
| | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 20,921 | 6,650 | 257,699 | 250,924 | (6,775) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | 1,888 | - | 22,652 | 22,056 | (596) |
| 5300 Dues & Memberships | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | 1,733 | - | 20,797 | 20,250 | (547) |
| 5400 Insurance | 573 | 573 | 573 | 573 | 573 | 573 | 573 | 573 | 573 | 573 | 573 | 573 | - | 6,870 | 6,690 | (181) |
| 5501 Utilities | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | - | 221 | 216 | (6) |
| 5502 Janitorial Services | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | - | 718 | 699 | (19) |
| 5516 Miscellaneous Expense | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | - | 63 | 61 | (2) |
| 5900 Communications | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | 2,116 | - | 25,392 | 24,724 | (668) |
| 5901 Postage and Shipping | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | - | 1,196 | 1,165 | (31) |
| | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | 6,493 | - | 77,910 | 75,862 | (2,048) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | - | 11,110 | 11,110 | - |
| 5602 Additional Rent | 765 | 765 | 765 | 765 | 765 | 765 | 765 | 765 | 765 | 765 | 765 | 765 | - | 9,175 | 8,934 | (241) |
| 5603 Equipment Leases | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | 49 | - | 594 | 578 | (16) |
| 5604 Other Leases | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | 509 | - | 6,103 | 5,942 | (160) |
| 5610 Repairs and Maintenance | 964 | 964 | 964 | 964 | 964 | 964 | 964 | 964 | 964 | 964 | 964 | 964 | - | 11,565 | 11,261 | (304) |
| | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | 3,212 | - | 38,547 | 37,826 | (721) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | 8,225 | - | 98,703 | 96,108 | (2,595) |
| 5802 Audit & Taxes | - | - | - | 477 | 477 | 477 | - | - | - | - | - | - | - | 1,431 | 1,393 | (38) |
| 5803 Legal | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | 1,778 | - | 21,331 | 20,770 | (561) |
| 5804 Professional Development | 513 | 513 | 513 | 513 | 513 | 513 | 513 | 513 | 513 | 513 | 513 | 513 | - | 6,161 | 5,999 | (162) |
| 5805 General Consulting | 531 | 531 | 531 | 531 | 531 | 531 | 531 | 531 | 531 | 531 | 531 | 531 | - | 6,368 | 6,201 | (167) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 4,165 | 4,165 | 4,165 | 4,165 | - | - | 12,494 | 12,165 | (328) |
| 5807 Bank Charges | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | - | 74 | 72 | (2) |
| 5808 Printing | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 16 | 16 | (0) |
| 5809 Other taxes and fees | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | 203 | - | 2,431 | 2,367 | (64) |
| 5810 Payroll Service Fee | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | - | 356 | 347 | (9) |
| 5811 Management Fee | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | 4,687 | - | 56,246 | 54,767 | (1,479) |
| 5812 District Oversight Fee | - | 1,250 | 1,766 | 2,095 | 2,008 | 2,008 | 2,095 | 2,008 | 2,525 | 2,009 | 1,922 | 1,922 | 2,009 | 23,616 | 22,958 | (658) |
| 5814 SPED Encroachment | - | 232 | 232 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 1,138 | 5,352 | 4,811 | (541) |
| 5815 Public Relations/Recruitment | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | 3,145 | - | 37,735 | 36,743 | (992) |
| | 19,118 | 20,600 | 21,116 | 22,107 | 22,020 | 22,020 | 21,630 | 25,708 | 26,225 | 25,709 | 21,457 | 21,457 | 3,147 | 272,315 | 264,719 | (7,597) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | - | 951 | 926 | (25) |
| | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | - | 951 | 926 | (25) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 208,929 | 204,016 | 202,841 | 203,934 | 214,043 | 204,757 | 210,291 | 212,404 | 209,529 | 207,342 | 203,091 | 237,516 | 28,672 | 2,547,365 | 2,480,260 | (67,105) |
| Monthly Surplus (Deficit) | (208,826) | (71,238) | (4,654) | 19,547 | 62,955 | 31,299 | 25,029 | 2,404 | 70,688 | 43,286 | 3,106 | (28,287) | 254,089 | 199,397 | 258,109 | (58,712) |



FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 173.46

Cash Flow Adjustments

| | Jul-26 | Aug-26 | Sep-26 | Oct-26 | Nov-26 | Dec-26 | Jan-27 | Feb-27 | Mar-27 | Apr-27 | May-27 | Jun-27 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-----------------|---------------------|----------------------|
| Monthly Surplus (Deficit) | (208,826) | (71,238) | (4,654) | 19,547 | 62,955 | 31,299 | 25,029 | 2,404 | 70,688 | 43,286 | 3,106 | (28,287) | 254,089 | 199,397 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | - | 951 | | |
| Public Funding Receivables | 563,685 | - | 40,834 | - | - | 27,832 | 44,597 | - | - | - | - | - | (282,761) | 394,187 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (43,147) | - | - | - | - | - | - | - | - | - | - | - | 28,672 | (14,475) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (81,344) | - | (81,344) | | |
| 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 | 311,791 | (71,159) | 36,259 | 19,626 | 63,034 | 59,211 | 69,705 | 2,483 | 70,767 | 43,365 | 3,186 | (109,552) | | | | |
| Cash, Beginning of Month | 1,396,621 | 1,708,413 | 1,637,254 | 1,673,513 | 1,693,139 | 1,756,173 | 1,815,384 | 1,885,088 | 1,887,572 | 1,958,339 | 2,001,704 | 2,004,890 | | | | |
| Cash, End of Month | 1,708,413 | 1,637,254 | 1,673,513 | 1,693,139 | 1,756,173 | 1,815,384 | 1,885,088 | 1,887,572 | 1,958,339 | 2,001,704 | 2,004,890 | 1,895,338 | | | | |



FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 173.46

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|----------------------------------|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|---------------------|----------------------|
| ADA = 173.46 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 | - | 77,336 | 77,336 | 139,204 | 139,204 | 139,204 | 139,204 | 139,204 | 139,204 | 139,204 | 139,204 | 139,204 | 139,204 | 1,546,711 | 1,465,833 | 80,878 |
| 8012 | - | - | - | 8,673 | - | - | 8,673 | - | - | 8,673 | - | - | 8,673 | 34,692 | 34,692 | - |
| 8096 | - | 51,664 | 103,329 | 68,886 | 68,886 | 68,886 | 68,886 | 68,886 | 120,550 | 60,275 | 60,275 | 60,275 | 60,275 | 861,073 | 861,073 | - |
| | - | 129,000 | 180,664 | 216,763 | 208,090 | 208,090 | 216,763 | 208,090 | 259,754 | 208,152 | 199,479 | 199,479 | 208,152 | 2,442,476 | 2,361,598 | 80,878 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 | - | - | - | - | - | - | - | - | - | - | - | - | 24,037 | 24,037 | 24,037 | - |
| 8290 | - | - | 9,388 | - | - | 9,388 | - | - | 9,388 | - | - | - | - | 37,552 | 37,552 | - |
| 8291 | - | - | 1,324 | - | - | 1,324 | - | - | 1,324 | - | - | - | 1,324 | 5,297 | 5,297 | - |
| 8294 | - | - | 3,032 | - | - | 3,032 | - | - | 3,032 | - | - | 3,032 | - | 12,128 | 12,128 | - |
| | - | - | 13,744 | - | - | 13,744 | - | - | 13,744 | - | - | 3,032 | 34,749 | 79,014 | 79,014 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 | - | 7,719 | 7,719 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 13,894 | 154,378 | 154,378 | - |
| 8550 | - | - | - | - | - | 7,009 | - | - | - | - | - | - | 240 | 7,248 | 7,009 | 240 |
| 8560 | - | - | - | - | - | - | 11,839 | - | - | 11,839 | - | - | 23,677 | 47,355 | 47,355 | - |
| 8599 | - | - | - | - | 29,253 | - | - | - | - | 11,251 | - | - | 4,500 | 45,004 | 95,676 | (50,672) |
| | - | 7,719 | 7,719 | 13,894 | 43,146 | 20,903 | 25,733 | 13,894 | 13,894 | 36,984 | 13,894 | 13,894 | 42,311 | 253,985 | 304,417 | (50,432) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | 103 | - | 1,238 | 1,238 | - |
| 8690 | - | - | - | - | - | 495 | - | - | - | - | - | - | - | 495 | 495 | - |
| | 103 | 103 | 103 | 103 | 103 | 598 | 103 | 103 | 103 | 103 | 103 | 103 | - | 1,732 | 1,732 | - |
| Total Revenue | 103 | 136,822 | 202,231 | 230,760 | 251,339 | 243,335 | 242,599 | 222,087 | 287,496 | 245,239 | 213,476 | 216,508 | 285,212 | 2,777,207 | 2,746,761 | 30,446 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | 72,936 | - | 875,230 | 851,723 | (23,508) |
| 1175 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | 3,400 | - | 40,800 | 39,704 | (1,096) |
| 1200 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | 9,547 | - | 114,558 | 111,482 | (3,077) |
| 1300 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | 7,321 | - | 87,849 | 85,490 | (2,360) |
| | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | 93,203 | - | 1,118,438 | 1,088,398 | (30,040) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 | 409 | 409 | 409 | 409 | 409 | 409 | 409 | 409 | 409 | 409 | 409 | 409 | - | 4,909 | 4,777 | (132) |
| 2300 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | 2,966 | - | 35,589 | 34,633 | (956) |
| 2400 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | 2,054 | - | 24,642 | 23,980 | (662) |
| | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | 5,428 | - | 65,140 | 63,390 | (1,750) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | 17,802 | - | 213,622 | 207,884 | (5,738) |
| 3301 | 337 | 337 | 337 | 337 | 337 | 337 | 337 | 337 | 337 | 337 | 337 | 337 | - | 4,039 | 3,930 | (108) |
| 3311 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | 1,430 | - | 17,162 | 16,701 | (461) |
| 3401 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | 12,067 | - | 144,800 | 140,911 | (3,889) |
| 3501 | 1,741 | 1,741 | 1,741 | 1,741 | 1,741 | 1,741 | 8,707 | 6,966 | 3,483 | 1,741 | 1,741 | 1,741 | - | 34,829 | 33,905 | (924) |
| 3601 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | 1,381 | - | 16,570 | 16,125 | (445) |
| 3901 | 244 | 244 | 244 | 244 | 244 | 244 | 244 | 244 | 244 | 244 | 244 | 244 | - | 2,931 | 2,853 | (79) |
| | 35,002 | 35,002 | 35,002 | 35,002 | 35,002 | 35,002 | 41,968 | 40,226 | 36,743 | 35,002 | 35,002 | 35,002 | - | 433,953 | 422,309 | (11,644) |

FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 173.46

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-------------------|------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | 11,177 | - | 134,129 | 130,527 | (3,603) |
| 4200 Books and Other Materials | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | - | 547 | 532 | (15) |
| 4302 School Supplies | 8,352 | 1,275 | 60 | 278 | 57 | (16) | 143 | 42 | 40 | 65 | 65 | 65 | 19,396 | 29,822 | 29,021 | (801) |
| 4305 Software | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | 9,395 | - | 112,744 | 109,716 | (3,028) |
| 4310 Office Expense | 619 | 619 | 619 | 619 | 619 | 619 | 619 | 619 | 619 | 619 | 619 | 619 | - | 7,428 | 7,228 | (199) |
| 4311 Business Meals | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | - | 1,891 | 1,841 | (51) |
| 4400 Noncapitalized Equipment | 117 | 623 | 99 | (13) | 10,684 | 1,215 | 176 | - | - | - | - | 35,376 | - | 48,276 | 46,980 | (1,297) |
| | <u>29,863</u> | <u>23,293</u> | <u>21,554</u> | <u>21,659</u> | <u>32,136</u> | <u>22,594</u> | <u>21,714</u> | <u>21,436</u> | <u>21,435</u> | <u>21,460</u> | <u>21,460</u> | <u>56,836</u> | <u>19,396</u> | <u>334,837</u> | <u>325,844</u> | <u>(8,993)</u> |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | 21,467 | - | 257,609 | 250,690 | (6,919) |
| 5103 Substitute Teacher | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | - | 280 | 273 | (8) |
| 5105 Security | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | - | 89 | 86 | (2) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 6,834 | 6,834 | 6,650 | (184) |
| | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>21,498</u> | <u>6,834</u> | <u>264,812</u> | <u>257,699</u> | <u>(7,112)</u> |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | 1,940 | - | 23,277 | 22,652 | (625) |
| 5300 Dues & Memberships | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | - | 21,371 | 20,797 | (574) |
| 5400 Insurance | 588 | 588 | 588 | 588 | 588 | 588 | 588 | 588 | 588 | 588 | 588 | 588 | - | 7,060 | 6,870 | (190) |
| 5501 Utilities | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | - | 228 | 221 | (6) |
| 5502 Janitorial Services | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | - | 738 | 718 | (20) |
| 5516 Miscellaneous Expense | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | - | 65 | 63 | (2) |
| 5900 Communications | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | 2,174 | - | 26,093 | 25,392 | (701) |
| 5901 Postage and Shipping | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | - | 1,229 | 1,196 | (33) |
| | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>6,672</u> | <u>-</u> | <u>80,061</u> | <u>77,910</u> | <u>(2,150)</u> |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | 926 | - | 11,110 | 11,110 | - |
| 5602 Additional Rent | 786 | 786 | 786 | 786 | 786 | 786 | 786 | 786 | 786 | 786 | 786 | 786 | - | 9,428 | 9,175 | (253) |
| 5603 Equipment Leases | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 51 | - | 610 | 594 | (16) |
| 5604 Other Leases | 523 | 523 | 523 | 523 | 523 | 523 | 523 | 523 | 523 | 523 | 523 | 523 | - | 6,271 | 6,103 | (168) |
| 5610 Repairs and Maintenance | 990 | 990 | 990 | 990 | 990 | 990 | 990 | 990 | 990 | 990 | 990 | 990 | - | 11,884 | 11,565 | (319) |
| | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>3,275</u> | <u>-</u> | <u>39,304</u> | <u>38,547</u> | <u>(757)</u> |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | 8,452 | - | 101,427 | 98,703 | (2,724) |
| 5802 Audit & Taxes | - | - | - | 490 | 490 | 490 | - | - | - | - | - | - | - | 1,471 | 1,431 | (39) |
| 5803 Legal | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | 1,827 | - | 21,920 | 21,331 | (589) |
| 5804 Professional Development | 528 | 528 | 528 | 528 | 528 | 528 | 528 | 528 | 528 | 528 | 528 | 528 | - | 6,331 | 6,161 | (170) |
| 5805 General Consulting | 545 | 545 | 545 | 545 | 545 | 545 | 545 | 545 | 545 | 545 | 545 | 545 | - | 6,544 | 6,368 | (176) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 4,280 | 4,280 | 4,280 | - | - | - | 12,839 | 12,494 | (345) |
| 5807 Bank Charges | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | - | 76 | 74 | (2) |
| 5808 Printing | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 17 | 16 | (0) |
| 5809 Other taxes and fees | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | 208 | - | 2,498 | 2,431 | (67) |
| 5810 Payroll Service Fee | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 | - | 366 | 356 | (10) |
| 5811 Management Fee | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | 4,817 | - | 57,798 | 56,246 | (1,552) |
| 5812 District Oversight Fee | - | 1,290 | 1,807 | 2,168 | 2,081 | 2,081 | 2,168 | 2,081 | 2,598 | 2,082 | 1,995 | 1,995 | 2,082 | 24,425 | 23,616 | (809) |
| 5814 SPED Encroachment | - | 232 | 232 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 1,138 | 5,352 | 5,352 | - |
| 5815 Public Relations/Recruitment | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | 3,231 | - | 38,777 | 37,735 | (1,041) |
| | <u>19,646</u> | <u>21,168</u> | <u>21,684</u> | <u>22,721</u> | <u>22,634</u> | <u>22,634</u> | <u>22,231</u> | <u>26,423</u> | <u>26,940</u> | <u>26,424</u> | <u>22,058</u> | <u>22,058</u> | <u>3,219</u> | <u>279,840</u> | <u>272,315</u> | <u>(7,525)</u> |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | - | 978 | 951 | (26) |
| | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>-</u> | <u>978</u> | <u>951</u> | <u>(26)</u> |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | <u>214,670</u> | <u>209,620</u> | <u>208,398</u> | <u>209,540</u> | <u>219,930</u> | <u>210,388</u> | <u>216,070</u> | <u>218,244</u> | <u>215,277</u> | <u>213,044</u> | <u>208,678</u> | <u>244,054</u> | <u>29,449</u> | <u>2,617,363</u> | <u>2,547,365</u> | <u>(69,998)</u> |
| Monthly Surplus (Deficit) | <u>(214,566)</u> | <u>(72,798)</u> | <u>(6,167)</u> | <u>21,220</u> | <u>31,409</u> | <u>32,947</u> | <u>26,529</u> | <u>3,843</u> | <u>72,219</u> | <u>32,194</u> | <u>4,798</u> | <u>(27,546)</u> | <u>255,763</u> | <u>159,844</u> | <u>199,397</u> | <u>(39,553)</u> |



FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 173.46

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (214,566) | (72,798) | (6,167) | 21,220 | 31,409 | 32,947 | 26,529 | 3,843 | 72,219 | 32,194 | 4,798 | (27,546) | 255,763 | 159,844 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | - | 978 | | |
| Public Funding Receivables | 200,873 | - | 23,677 | - | - | - | 58,210 | - | - | - | - | - | (285,212) | (2,452) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (28,672) | - | - | - | - | - | - | - | - | - | - | - | 29,449 | 777 | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (30,672) | - | (30,672) | | |
| 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 | (42,284) | (72,717) | 17,591 | 21,301 | 31,491 | 33,028 | 84,821 | 3,924 | 72,300 | 32,276 | 4,880 | (58,136) | | | | |
| Cash, Beginning of Month | 1,895,338 | 1,853,054 | 1,780,337 | 1,797,928 | 1,819,230 | 1,850,721 | 1,883,749 | 1,968,569 | 1,972,494 | 2,044,794 | 2,077,070 | 2,081,949 | | | | |
| Cash, End of Month | 1,853,054 | 1,780,337 | 1,797,928 | 1,819,230 | 1,850,721 | 1,883,749 | 1,968,569 | 1,972,494 | 2,044,794 | 2,077,070 | 2,081,949 | 2,023,813 | | | | |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 538.02

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|-----------------------|----------------------|
| ADA = 538.02 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 126,132 | 126,132 | 227,038 | 227,038 | 227,038 | 227,038 | 227,038 | 227,038 | 227,038 | 227,038 | 227,038 | 754,818 | 3,050,425 | 3,050,425 | - |
| 8012 Education Protection Account | - | - | 22,246 | - | - | 22,246 | - | - | 22,246 | - | - | - | - | 40,866 | 107,604 | 107,604 |
| 8096 In Lieu of Property Taxes | - | 189,308 | 378,616 | 252,411 | 252,411 | 252,411 | 252,411 | 252,411 | 441,719 | 220,860 | 220,860 | 220,860 | 881,076 | 3,815,353 | 3,815,353 | - |
| | - | 315,440 | 526,995 | 479,449 | 479,449 | 501,695 | 479,449 | 479,449 | 691,003 | 447,898 | 447,898 | 447,898 | 1,676,760 | 6,973,382 | 6,973,382 | - |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 61,653 | 61,653 | 61,653 | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | 61,653 | 61,653 | 61,653 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 24,920 | 24,920 | 44,857 | 44,857 | 44,857 | 44,857 | 44,857 | 44,857 | 44,857 | 44,857 | 44,857 | 44,857 | 498,407 | 498,407 | - |
| 8550 Mandated Cost | - | - | - | - | - | 17,579 | - | - | - | - | - | - | - | 17,579 | 17,579 | - |
| 8560 State Lottery | - | - | - | - | - | - | 30,366 | - | - | 30,366 | - | - | - | 86,148 | 146,879 | 146,879 |
| 8599 Other State Revenue | - | 2,223 | 2,223 | 23,564 | 4,001 | 4,001 | 23,564 | 4,001 | 4,001 | 23,564 | 4,001 | 4,001 | 23,564 | 122,704 | 122,704 | - |
| | - | 27,143 | 27,143 | 68,420 | 48,857 | 66,436 | 98,786 | 48,857 | 48,857 | 98,786 | 48,857 | 48,857 | 154,568 | 785,569 | 785,569 | - |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | - | 13,922 | 13,922 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 1,692 | - | - | - | - | - | - | - | 1,692 | 1,692 | - |
| | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 2,852 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | - | 15,614 | 15,614 | - |
| Total Revenue | 1,160 | 343,744 | 555,298 | 549,029 | 529,467 | 570,983 | 579,395 | 529,467 | 741,021 | 547,844 | 497,915 | 497,915 | 1,892,981 | 7,836,218 | 7,836,218 | - |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | 214,997 | - | 2,579,960 | 2,579,960 | - |
| 1175 Teachers' Extra Duty/Stipends | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | 10,022 | - | 120,269 | 120,269 | - |
| 1200 Pupil Support Salaries | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | 28,141 | - | 337,690 | 337,690 | - |
| 1300 Administrators' Salaries | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | 21,580 | - | 258,958 | 258,958 | - |
| | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | 274,740 | - | 3,296,876 | 3,296,876 | - |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | 1,206 | - | 14,470 | 14,470 | - |
| 2300 Classified Administrators' Salaries | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | 8,742 | - | 104,908 | 104,908 | - |
| 2400 Clerical and Office Staff Salaries | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | 6,053 | - | 72,639 | 72,639 | - |
| | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | 16,001 | - | 192,017 | 192,017 | - |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | 52,475 | - | 629,703 | 629,703 | - |
| 3301 OASDI | 992 | 992 | 992 | 992 | 992 | 992 | 992 | 992 | 992 | 992 | 992 | 992 | - | 11,905 | 11,905 | - |
| 3311 Medicare | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | 4,216 | - | 50,589 | 50,589 | - |
| 3401 Health and Welfare | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | 35,570 | - | 426,835 | 426,835 | - |
| 3501 State Unemployment | 4,791 | 4,791 | 4,791 | 4,791 | 4,791 | 4,791 | 23,955 | 19,164 | 9,582 | 4,791 | 4,791 | 4,791 | - | 95,818 | 95,818 | - |
| 3601 Workers' Compensation | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | - | 48,844 | 48,844 | - |
| 3901 Other Benefits | 720 | 720 | 720 | 720 | 720 | 720 | 720 | 720 | 720 | 720 | 720 | 720 | - | 8,641 | 8,641 | - |
| | 102,834 | 102,834 | 102,834 | 102,834 | 102,834 | 102,834 | 121,998 | 117,207 | 107,625 | 102,834 | 102,834 | 102,834 | - | 1,272,336 | 1,272,336 | - |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 538.02

| | | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------------------|-----------|-----------|----------|----------|-----------|----------|----------|----------|---------|----------|-----------|-----------|-------------------|---------------|-----------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | | |
| 4100 | Textbooks and Core Curricula | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | 32,948 | - | 395,380 | 395,380 | - |
| 4200 | Books and Other Materials | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | - | 1,612 | 1,612 | - |
| 4302 | School Supplies | 25,533 | 318 | 182 | 848 | 183 | (53) | 141 | 309 | 301 | 433 | 433 | 433 | 58,848 | 87,907 | 87,907 | - |
| 4305 | Software | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | 27,695 | - | 332,341 | 332,341 | - |
| 4310 | Office Expense | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | 1,825 | - | 21,894 | 21,894 | - |
| 4311 | Business Meals | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | - | 5,575 | 5,575 | - |
| 4400 | Noncapitalized Equipment | 351 | 1,852 | 296 | (43) | 33,680 | 3,637 | 518 | - | - | - | - | 102,017 | - | 142,307 | 142,307 | - |
| | | 88,951 | 65,237 | 63,545 | 63,872 | 96,930 | 66,650 | 63,725 | 63,376 | 63,368 | 63,500 | 63,500 | 165,516 | 58,848 | 987,016 | 987,016 | - |
| Subagreement Services | | | | | | | | | | | | | | | | | |
| 5102 | Special Education | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | 63,280 | - | 759,366 | 759,366 | - |
| 5103 | Substitute Teacher | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 69 | - | 827 | 827 | - |
| 5105 | Security | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | - | 262 | 262 | - |
| 5106 | Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 20,144 | 20,144 | 20,144 | - |
| | | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 63,371 | 20,144 | 780,599 | 780,599 | - |
| Operations and Housekeeping | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | 5,718 | - | 68,615 | 68,615 | - |
| 5300 | Dues & Memberships | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | 5,250 | - | 62,997 | 62,997 | - |
| 5400 | Insurance | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | 1,734 | - | 20,811 | 20,811 | - |
| 5501 | Utilities | 56 | 56 | 56 | 56 | 56 | 56 | 56 | 56 | 56 | 56 | 56 | 56 | - | 671 | 671 | - |
| 5502 | Janitorial Services | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | 181 | - | 2,174 | 2,174 | - |
| 5516 | Miscellaneous Expense | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | - | 191 | 191 | - |
| 5900 | Communications | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | 6,410 | - | 76,915 | 76,915 | - |
| 5901 | Postage and Shipping | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | 302 | - | 3,624 | 3,624 | - |
| | | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | 19,667 | - | 235,998 | 235,998 | - |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | | |
| 5601 | Rent | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | - | 34,562 | 34,562 | - |
| 5602 | Additional Rent | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | 2,316 | - | 27,793 | 27,793 | - |
| 5603 | Equipment Leases | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | - | 1,799 | 1,799 | - |
| 5604 | Other Leases | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | 1,540 | - | 18,486 | 18,486 | - |
| 5610 | Repairs and Maintenance | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | 2,919 | - | 35,032 | 35,032 | - |
| | | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | 9,806 | - | 117,671 | 117,671 | - |
| Professional/Consulting Services | | | | | | | | | | | | | | | | | |
| 5801 | IT | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | 24,915 | - | 298,981 | 298,981 | - |
| 5802 | Audit & Taxes | - | - | - | 1,445 | 1,445 | 1,445 | - | - | - | - | - | - | - | 4,335 | 4,335 | - |
| 5803 | Legal | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | 5,385 | - | 64,615 | 64,615 | - |
| 5804 | Professional Development | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | 1,555 | - | 18,663 | 18,663 | - |
| 5805 | General Consulting | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | 1,608 | - | 19,291 | 19,291 | - |
| 5806 | Special Activities/Field Trips | - | 162 | - | 792 | 75 | - | 5 | 187 | 182 | 262 | 262 | 262 | 35,655 | 37,845 | 37,845 | - |
| 5807 | Bank Charges | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | - | 224 | 224 | - |
| 5808 | Printing | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 49 | 49 | - |
| 5809 | Other taxes and fees | 614 | 614 | 614 | 614 | 614 | 614 | 614 | 614 | 614 | 614 | 614 | 614 | - | 7,363 | 7,363 | - |
| 5810 | Payroll Service Fee | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | - | 1,079 | 1,079 | - |
| 5811 | Management Fee | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | 13,060 | - | 156,724 | 156,724 | - |
| 5812 | District Oversight Fee | - | 3,154 | 5,270 | 4,794 | 4,794 | 5,017 | 4,794 | 4,794 | 6,910 | 4,479 | 4,479 | 4,479 | 16,768 | 69,734 | 69,734 | - |
| 5814 | SPED Encroachment | - | 748 | 748 | 1,346 | 1,346 | 1,346 | 1,346 | 1,346 | 1,346 | 1,346 | 1,346 | 1,346 | 3,195 | 16,802 | 16,802 | - |
| 5815 | Public Relations/Recruitment | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | 9,525 | - | 114,304 | 114,304 | - |
| | | 56,774 | 60,838 | 62,792 | 65,152 | 64,434 | 64,582 | 62,920 | 63,102 | 65,212 | 62,861 | 62,861 | 62,861 | 55,618 | 810,008 | 810,008 | - |
| Depreciation | | | | | | | | | | | | | | | | | |
| 6900 | Depreciation Expense | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | - | 2,882 | 2,882 | - |
| | | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | - | 2,882 | 2,882 | - |
| Interest | | | | | | | | | | | | | | | | | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | | | | | | | | | | | | | | | | | |
| | | 632,384 | 612,734 | 612,996 | 615,683 | 648,023 | 617,891 | 632,467 | 627,510 | 620,030 | 613,020 | 613,020 | 715,036 | 134,610 | 7,695,404 | 7,695,404 | - |
| Monthly Surplus (Deficit) | | | | | | | | | | | | | | | | | |
| | | (631,224) | (268,991) | (57,698) | (66,654) | (118,556) | (46,908) | (53,072) | (98,043) | 120,991 | (65,176) | (115,105) | (217,121) | 1,758,371 | 140,814 | 140,814 | - |
| | | | | | | | | | | | | | | | 1.8% | | |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 538.02

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|---------------|--------------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (631,224) | (268,991) | (57,698) | (66,654) | (118,556) | (46,908) | (53,072) | (98,043) | 120,991 | (65,176) | (115,105) | (217,121) | 1,758,371 | 140,814 | Cert. 66.4% | Instr. 80.0% |
| Cash flows from operating activities | | | | | | | | | | | | | | | 2,069,694 | (2,653) |
| Depreciation/Amortization | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | - | 2,882 | | |
| Public Funding Receivables | 809,513 | - | - | 253,794 | - | - | 338,656 | - | - | - | - | - | (1,892,981) | (491,019) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (112,651) | - | - | - | - | - | - | - | - | - | - | - | 134,610 | 21,959 | Pupil:Teacher Ratio 1.17 | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (78,251) | - | (78,251) | | |
| 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 | 65,878 | (268,750) | (57,458) | 187,381 | (118,316) | (46,668) | 285,824 | (97,803) | 121,231 | (64,936) | (114,865) | (295,132) | | | | |
| Cash, Beginning of Month | 3,686,752 | 3,752,630 | 3,483,880 | 3,426,422 | 3,613,802 | 3,495,486 | 3,448,818 | 3,734,642 | 3,636,839 | 3,758,070 | 3,693,134 | 3,578,269 | | | | |
| Cash, End of Month | 3,752,630 | 3,483,880 | 3,426,422 | 3,613,802 | 3,495,486 | 3,448,818 | 3,734,642 | 3,636,839 | 3,758,070 | 3,693,134 | 3,578,269 | 3,283,137 | | | | |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 538.02

| | Jul-26 | Aug-26 | Sep-26 | Oct-26 | Nov-26 | Dec-26 | Jan-27 | Feb-27 | Mar-27 | Apr-27 | May-27 | Jun-27 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|---------------------|----------------------|
| ADA = 538.02 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 162,822 | 162,822 | 293,079 | 293,079 | 293,079 | 293,079 | 293,079 | 293,079 | 293,079 | 293,079 | 293,079 | 293,079 | 3,256,437 | 3,050,425 | 206,012 |
| 8012 Education Protection Account | - | - | - | 26,901 | - | - | 26,901 | - | - | 26,901 | - | - | 26,901 | 107,604 | 107,604 | - |
| 8096 In Lieu of Property Taxes | - | 228,921 | 457,842 | 305,228 | 305,228 | 305,228 | 305,228 | 305,228 | 534,149 | 267,075 | 267,075 | 267,075 | 267,075 | 3,815,353 | 3,815,353 | - |
| | - | 391,743 | 620,664 | 625,209 | 598,308 | 598,308 | 625,209 | 598,308 | 827,229 | 587,055 | 560,154 | 560,154 | 587,055 | 7,179,394 | 6,973,382 | 206,012 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 74,554 | 74,554 | 61,653 | 12,901 |
| | - | - | - | - | - | - | - | - | - | - | - | - | 74,554 | 74,554 | 61,653 | 12,901 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 23,942 | 23,942 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 478,832 | 498,407 | (19,574) |
| 8550 Mandated Cost | - | - | - | - | - | 21,895 | - | - | - | - | - | - | - | 21,895 | 17,579 | 4,316 |
| 8560 State Lottery | - | - | - | - | - | - | 36,720 | - | - | 36,720 | - | - | 73,440 | 146,879 | 146,879 | - |
| 8599 Other State Revenue | - | - | - | - | 72,284 | - | - | - | - | 27,802 | - | - | 11,121 | 111,206 | 122,704 | (11,498) |
| | - | 23,942 | 23,942 | 43,095 | 115,379 | 64,990 | 79,815 | 43,095 | 43,095 | 107,616 | 43,095 | 43,095 | 127,655 | 758,814 | 785,569 | (26,755) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | - | 13,922 | 13,922 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 1,692 | - | - | - | - | - | - | - | 1,692 | 1,692 | - |
| | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 2,852 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | - | 15,614 | 15,614 | - |
| Total Revenue | 1,160 | 416,845 | 645,766 | 669,464 | 714,847 | 666,150 | 706,184 | 642,563 | 871,484 | 695,832 | 604,409 | 604,409 | 789,265 | 8,028,375 | 7,836,218 | 192,158 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | 220,802 | - | 2,649,619 | 2,579,960 | (69,659) |
| 1175 Teachers' Extra Duty/Stipends | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | 10,293 | - | 123,516 | 120,269 | (3,247) |
| 1200 Pupil Support Salaries | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | 28,901 | - | 346,807 | 337,690 | (9,118) |
| 1300 Administrators' Salaries | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | 22,162 | - | 265,950 | 258,958 | (6,992) |
| | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | 282,158 | - | 3,385,892 | 3,296,876 | (89,016) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support 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 | - | 14,860 | 14,470 | (391) |
| 2300 Classified Administrators' Salaries | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | 8,978 | - | 107,740 | 104,908 | (2,833) |
| 2400 Clerical and Office Staff Salaries | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | 6,217 | - | 74,601 | 72,639 | (1,961) |
| | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | 16,433 | - | 197,201 | 192,017 | (5,184) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | 53,892 | - | 646,705 | 629,703 | (17,002) |
| 3301 OASDI | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | 1,019 | - | 12,226 | 11,905 | (321) |
| 3311 Medicare | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | 4,330 | - | 51,955 | 50,589 | (1,366) |
| 3401 Health and Welfare | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | 36,530 | - | 438,360 | 426,835 | (11,525) |
| 3501 State Unemployment | 4,893 | 4,893 | 4,893 | 4,893 | 4,893 | 4,893 | 24,465 | 19,572 | 9,786 | 4,893 | 4,893 | 4,893 | - | 97,859 | 95,818 | (2,041) |
| 3601 Workers' Compensation | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | 4,180 | - | 50,163 | 48,844 | (1,319) |
| 3901 Other Benefits | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | 740 | - | 8,874 | 8,641 | (233) |
| | 105,583 | 105,583 | 105,583 | 105,583 | 105,583 | 105,583 | 125,155 | 120,262 | 110,476 | 105,583 | 105,583 | 105,583 | - | 1,306,143 | 1,272,336 | (33,807) |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 538.02

| | Jul-26 | Aug-26 | Sep-26 | Oct-26 | Nov-26 | Dec-26 | Jan-27 | Feb-27 | Mar-27 | Apr-27 | May-27 | Jun-27 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|------------------|------------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------|----------------|-----------------|------------------|-------------------|------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | 33,838 | - | 406,055 | 395,380 | (10,675) |
| 4200 Books and Other Materials | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | 138 | - | 1,655 | 1,612 | (44) |
| 4302 School Supplies | 26,222 | 327 | 187 | 871 | 188 | (55) | 144 | 318 | 309 | 444 | 444 | 444 | 60,437 | 90,281 | 87,907 | (2,373) |
| 4305 Software | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | 28,443 | - | 341,314 | 332,341 | (8,973) |
| 4310 Office Expense | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | 1,874 | - | 22,486 | 21,894 | (591) |
| 4311 Business Meals | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | - | 5,726 | 5,575 | (151) |
| 4400 Noncapitalized Equipment | 360 | 1,902 | 304 | (44) | 34,589 | 3,735 | 532 | - | - | - | - | 104,771 | - | 146,149 | 142,307 | (3,842) |
| | <u>91,352</u> | <u>66,998</u> | <u>65,261</u> | <u>65,597</u> | <u>99,547</u> | <u>68,450</u> | <u>65,446</u> | <u>65,087</u> | <u>65,079</u> | <u>65,214</u> | <u>65,214</u> | <u>169,985</u> | <u>60,437</u> | <u>1,013,666</u> | <u>987,016</u> | <u>(26,649)</u> |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | 64,989 | - | 779,869 | 759,366 | (20,503) |
| 5103 Substitute Teacher | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | - | 849 | 827 | (22) |
| 5105 Security | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | - | 269 | 262 | (7) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 20,688 | 20,688 | 20,144 | (544) |
| | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>65,082</u> | <u>20,688</u> | <u>801,675</u> | <u>780,599</u> | <u>(21,076)</u> |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | 5,872 | - | 70,468 | 68,615 | (1,853) |
| 5300 Dues & Memberships | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | 5,391 | - | 64,698 | 62,997 | (1,701) |
| 5400 Insurance | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | 1,781 | - | 21,373 | 20,811 | (562) |
| 5501 Utilities | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | - | 689 | 671 | (18) |
| 5502 Janitorial Services | 186 | 186 | 186 | 186 | 186 | 186 | 186 | 186 | 186 | 186 | 186 | 186 | - | 2,233 | 2,174 | (59) |
| 5516 Miscellaneous Expense | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | - | 196 | 191 | (5) |
| 5900 Communications | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | 6,583 | - | 78,992 | 76,915 | (2,077) |
| 5901 Postage and Shipping | 310 | 310 | 310 | 310 | 310 | 310 | 310 | 310 | 310 | 310 | 310 | 310 | - | 3,722 | 3,624 | (98) |
| | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | <u>20,198</u> | - | <u>242,370</u> | <u>235,998</u> | <u>(6,372)</u> |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | - | 34,562 | 34,562 | - |
| 5602 Additional Rent | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | 2,379 | - | 28,543 | 27,793 | (750) |
| 5603 Equipment Leases | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | - | 1,848 | 1,799 | (49) |
| 5604 Other Leases | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | 1,582 | - | 18,985 | 18,486 | (499) |
| 5610 Repairs and Maintenance | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | 2,998 | - | 35,977 | 35,032 | (946) |
| | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | <u>9,993</u> | - | <u>119,915</u> | <u>117,671</u> | <u>(2,244)</u> |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | 25,588 | - | 307,053 | 298,981 | (8,072) |
| 5802 Audit & Taxes | - | - | - | 1,484 | 1,484 | 1,484 | - | - | - | - | - | - | - | 4,452 | 4,335 | (117) |
| 5803 Legal | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | 5,530 | - | 66,359 | 64,615 | (1,745) |
| 5804 Professional Development | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | 1,597 | - | 19,167 | 18,663 | (504) |
| 5805 General Consulting | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | 1,651 | - | 19,811 | 19,291 | (521) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 12,956 | 12,956 | 12,956 | - | - | - | 38,867 | 37,845 | (1,022) |
| 5807 Bank Charges | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | - | 230 | 224 | (6) |
| 5808 Printing | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 51 | 49 | (1) |
| 5809 Other taxes and fees | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | - | 7,562 | 7,363 | (199) |
| 5810 Payroll Service Fee | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | - | 1,108 | 1,079 | (29) |
| 5811 Management Fee | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | 13,413 | - | 160,956 | 156,724 | (4,232) |
| 5812 District Oversight Fee | - | 3,917 | 6,207 | 6,252 | 5,983 | 5,983 | 6,252 | 5,983 | 8,272 | 5,871 | 5,602 | 5,602 | 5,871 | 71,794 | 69,734 | (2,060) |
| 5814 SPED Encroachment | - | 718 | 718 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 3,529 | 16,602 | 16,802 | 200 |
| 5815 Public Relations/Recruitment | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | 9,783 | - | 117,390 | 114,304 | (3,086) |
| | <u>58,307</u> | <u>62,943</u> | <u>65,232</u> | <u>67,336</u> | <u>67,067</u> | <u>67,067</u> | <u>65,852</u> | <u>78,539</u> | <u>80,828</u> | <u>78,426</u> | <u>65,202</u> | <u>65,202</u> | <u>9,400</u> | <u>831,402</u> | <u>810,008</u> | <u>(21,394)</u> |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | - | 2,960 | 2,882 | (78) |
| | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | <u>247</u> | - | <u>2,960</u> | <u>2,882</u> | <u>(78)</u> |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 649,353 | 629,635 | 630,187 | 632,626 | 666,308 | 635,210 | 650,563 | 657,999 | 650,493 | 643,334 | 630,109 | 734,881 | 90,525 | 7,901,224 | 7,695,404 | (205,820) |
| Monthly Surplus (Deficit) | (648,193) | (212,790) | 15,579 | 36,837 | 48,539 | 30,939 | 55,620 | (15,436) | 220,991 | 52,497 | (25,700) | (130,471) | 698,740 | 127,152 | 140,814 | (13,662) |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 538.02

| | Jul-26 | Aug-26 | Sep-26 | Oct-26 | Nov-26 | Dec-26 | Jan-27 | Feb-27 | Mar-27 | Apr-27 | May-27 | Jun-27 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (648,193) | (212,790) | 15,579 | 36,837 | 48,539 | 30,939 | 55,620 | (15,436) | 220,991 | 52,497 | (25,700) | (130,471) | 698,740 | 127,152 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | 247 | - | 2,960 | | |
| Public Funding Receivables | 1,676,760 | - | 23,564 | - | - | 86,148 | 106,510 | - | - | - | - | - | (789,265) | 1,103,716 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (134,610) | - | - | - | - | - | - | - | - | - | - | - | 90,525 | (44,085) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (66,753) | - | (66,753) | | |
| 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 | 894,203 | (212,544) | 39,390 | 37,084 | 48,786 | 117,334 | 162,377 | (15,189) | 221,237 | 52,744 | (25,454) | (196,978) | | | | |
| Cash, Beginning of Month | 3,283,137 | 4,177,340 | 3,964,797 | 4,004,186 | 4,041,270 | 4,090,056 | 4,207,390 | 4,369,766 | 4,354,577 | 4,575,814 | 4,628,558 | 4,603,105 | | | | |
| Cash, End of Month | 4,177,340 | 3,964,797 | 4,004,186 | 4,041,270 | 4,090,056 | 4,207,390 | 4,369,766 | 4,354,577 | 4,575,814 | 4,628,558 | 4,603,105 | 4,406,126 | | | | |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 538.02

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|---------------------|----------------------|
| ADA = 538.02 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 175,116 | 175,116 | 315,209 | 315,209 | 315,209 | 315,209 | 315,209 | 315,209 | 315,209 | 315,209 | 315,209 | 315,209 | 3,502,324 | 3,256,437 | 245,887 |
| 8012 Education Protection Account | - | - | - | 26,901 | - | - | 26,901 | - | - | 26,901 | - | - | 26,901 | 107,604 | 107,604 | - |
| 8096 In Lieu of Property Taxes | - | 228,921 | 457,842 | 305,228 | 305,228 | 305,228 | 305,228 | 305,228 | 534,149 | 267,075 | 267,075 | 267,075 | 267,075 | 3,815,353 | 3,815,353 | - |
| | - | 404,037 | 632,959 | 647,338 | 620,437 | 620,437 | 647,338 | 620,437 | 849,359 | 609,185 | 582,284 | 582,284 | 609,185 | 7,425,281 | 7,179,394 | 245,887 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 74,554 | 74,554 | 74,554 | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | 74,554 | 74,554 | 74,554 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 23,942 | 23,942 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 43,095 | 478,832 | 478,832 | - |
| 8550 Mandated Cost | - | - | - | - | - | 21,895 | - | - | - | - | - | - | 749 | 22,644 | 21,895 | 749 |
| 8560 State Lottery | - | - | - | - | - | - | 36,720 | - | - | 36,720 | - | - | 73,440 | 146,879 | 146,879 | - |
| 8599 Other State Revenue | - | - | - | - | 28,894 | - | - | - | - | 11,113 | - | - | 4,445 | 44,453 | 111,206 | (66,753) |
| | - | 23,942 | 23,942 | 43,095 | 71,989 | 64,990 | 79,815 | 43,095 | 43,095 | 90,928 | 43,095 | 43,095 | 121,729 | 692,809 | 758,814 | (66,004) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | - | 13,922 | 13,922 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 1,692 | - | - | - | - | - | - | - | 1,692 | 1,692 | - |
| | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 2,852 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | 1,160 | - | 15,614 | 15,614 | - |
| Total Revenue | 1,160 | 429,139 | 658,060 | 691,593 | 693,587 | 688,280 | 728,313 | 664,692 | 893,614 | 701,273 | 626,539 | 626,539 | 805,468 | 8,208,258 | 8,028,375 | 179,883 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | 226,896 | - | 2,722,748 | 2,649,619 | (73,129) |
| 1175 Teachers' Extra Duty/Stipends | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | 10,577 | - | 126,925 | 123,516 | (3,409) |
| 1200 Pupil Support Salaries | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | 29,698 | - | 356,379 | 346,807 | (9,572) |
| 1300 Administrators' Salaries | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | 22,774 | - | 273,290 | 265,950 | (7,340) |
| | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | 289,945 | - | 3,479,343 | 3,385,892 | (93,451) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | 1,273 | - | 15,270 | 14,860 | (410) |
| 2300 Classified Administrators' Salaries | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | 9,226 | - | 110,714 | 107,740 | (2,974) |
| 2400 Clerical and Office Staff Salaries | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | 6,388 | - | 76,660 | 74,601 | (2,059) |
| | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | 16,887 | - | 202,644 | 197,201 | (5,443) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | 55,380 | - | 664,554 | 646,705 | (17,849) |
| 3301 OASDI | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | 1,047 | - | 12,564 | 12,226 | (337) |
| 3311 Medicare | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | 4,449 | - | 53,389 | 51,955 | (1,434) |
| 3401 Health and Welfare | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | 37,538 | - | 450,459 | 438,360 | (12,099) |
| 3501 State Unemployment | 4,989 | 4,989 | 4,989 | 4,989 | 4,989 | 4,989 | 24,947 | 19,957 | 9,979 | 4,989 | 4,989 | 4,989 | - | 99,787 | 97,859 | (1,928) |
| 3601 Workers' Compensation | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | 4,296 | - | 51,548 | 50,163 | (1,385) |
| 3901 Other Benefits | 760 | 760 | 760 | 760 | 760 | 760 | 760 | 760 | 760 | 760 | 760 | 760 | - | 9,119 | 8,874 | (245) |
| | 108,459 | 108,459 | 108,459 | 108,459 | 108,459 | 108,459 | 128,416 | 123,427 | 113,448 | 108,459 | 108,459 | 108,459 | - | 1,341,420 | 1,306,143 | (35,277) |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 538.02

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|------------------|------------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------|----------------|-----------------|------------------|-------------------|------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | 34,772 | - | 417,262 | 406,055 | (11,207) |
| 4200 Books and Other Materials | 142 | 142 | 142 | 142 | 142 | 142 | 142 | 142 | 142 | 142 | 142 | 142 | - | 1,701 | 1,655 | (46) |
| 4302 School Supplies | 26,946 | 336 | 192 | 895 | 193 | (56) | 148 | 326 | 317 | 457 | 457 | 457 | 62,105 | 92,773 | 90,281 | (2,492) |
| 4305 Software | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | 29,228 | - | 350,735 | 341,314 | (9,420) |
| 4310 Office Expense | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | 1,926 | - | 23,106 | 22,486 | (621) |
| 4311 Business Meals | 490 | 490 | 490 | 490 | 490 | 490 | 490 | 490 | 490 | 490 | 490 | 490 | - | 5,884 | 5,726 | (158) |
| 4400 Noncapitalized Equipment | 370 | 1,954 | 313 | (46) | 35,544 | 3,838 | 546 | - | - | - | - | 107,663 | - | 150,183 | 146,149 | (4,034) |
| | 93,874 | 68,848 | 67,062 | 67,407 | 102,294 | 70,339 | 67,252 | 66,884 | 66,875 | 67,014 | 67,014 | 174,677 | 62,105 | 1,041,643 | 1,013,666 | (27,977) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | 66,783 | - | 801,393 | 779,869 | (21,524) |
| 5103 Substitute Teacher | 73 | 73 | 73 | 73 | 73 | 73 | 73 | 73 | 73 | 73 | 73 | 73 | - | 872 | 849 | (23) |
| 5105 Security | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | - | 277 | 269 | (7) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 21,259 | 21,259 | 20,688 | (571) |
| | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 66,879 | 21,259 | 823,801 | 801,675 | (22,126) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | 6,034 | - | 72,413 | 70,468 | (1,945) |
| 5300 Dues & Memberships | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | 5,540 | - | 66,483 | 64,698 | (1,786) |
| 5400 Insurance | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | 1,830 | - | 21,963 | 21,373 | (590) |
| 5501 Utilities | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | - | 708 | 689 | (19) |
| 5502 Janitorial Services | 191 | 191 | 191 | 191 | 191 | 191 | 191 | 191 | 191 | 191 | 191 | 191 | - | 2,295 | 2,233 | (62) |
| 5516 Miscellaneous Expense | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | - | 201 | 196 | (5) |
| 5900 Communications | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | 6,764 | - | 81,172 | 78,992 | (2,180) |
| 5901 Postage and Shipping | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | 319 | - | 3,824 | 3,722 | (103) |
| | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | 20,755 | - | 249,060 | 242,370 | (6,689) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | 2,880 | - | 34,562 | 34,562 | - |
| 5602 Additional Rent | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | 2,444 | - | 29,331 | 28,543 | (788) |
| 5603 Equipment Leases | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 | - | 1,899 | 1,848 | (51) |
| 5604 Other Leases | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | 1,626 | - | 19,509 | 18,985 | (524) |
| 5610 Repairs and Maintenance | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | 3,081 | - | 36,970 | 35,977 | (993) |
| | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | 10,189 | - | 122,271 | 119,915 | (2,356) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | 26,294 | - | 315,528 | 307,053 | (8,475) |
| 5802 Audit & Taxes | - | - | - | 1,525 | 1,525 | 1,525 | - | - | - | - | - | - | - | 4,575 | 4,452 | (123) |
| 5803 Legal | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | 5,683 | - | 68,191 | 66,359 | (1,832) |
| 5804 Professional Development | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | - | 19,696 | 19,167 | (529) |
| 5805 General Consulting | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | 1,697 | - | 20,358 | 19,811 | (547) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | 13,313 | 13,313 | 13,313 | 13,313 | - | - | - | 39,940 | 38,867 | (1,073) |
| 5807 Bank Charges | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | - | 236 | 230 | (6) |
| 5808 Printing | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 52 | 51 | (1) |
| 5809 Other taxes and fees | 648 | 648 | 648 | 648 | 648 | 648 | 648 | 648 | 648 | 648 | 648 | 648 | - | 7,770 | 7,562 | (209) |
| 5810 Payroll Service Fee | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | - | 1,139 | 1,108 | (31) |
| 5811 Management Fee | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | 13,783 | - | 165,398 | 160,956 | (4,442) |
| 5812 District Oversight Fee | - | 4,040 | 6,330 | 6,473 | 6,204 | 6,204 | 6,473 | 6,204 | 8,494 | 6,092 | 5,823 | 5,823 | 6,092 | 74,253 | 71,794 | (2,459) |
| 5814 SPED Encroachment | - | 718 | 718 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 1,293 | 3,529 | 16,602 | 16,602 | - |
| 5815 Public Relations/Recruitment | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | 10,053 | - | 120,630 | 117,390 | (3,240) |
| | 59,917 | 64,675 | 66,964 | 69,208 | 68,939 | 68,939 | 67,683 | 80,727 | 83,016 | 80,614 | 67,032 | 67,032 | 9,621 | 854,368 | 831,402 | (22,966) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | - | 3,041 | 2,960 | (82) |
| | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | - | 3,041 | 2,960 | (82) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 667,157 | 646,890 | 647,393 | 649,982 | 684,600 | 652,645 | 668,259 | 675,946 | 668,247 | 660,996 | 647,413 | 755,076 | 92,985 | 8,117,590 | 7,901,224 | (216,367) |
| Monthly Surplus (Deficit) | (665,997) | (217,751) | 10,667 | 41,612 | 8,987 | 35,635 | 60,054 | (11,253) | 225,366 | 40,277 | (20,874) | (128,537) | 712,483 | 90,668 | 127,152 | (36,484) |



FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 538.02

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (665,997) | (217,751) | 10,667 | 41,612 | 8,987 | 35,635 | 60,054 | (11,253) | 225,366 | 40,277 | (20,874) | (128,537) | 712,483 | 90,668 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | - | 3,041 | | |
| Public Funding Receivables | 587,055 | - | 73,440 | - | - | - | 128,770 | - | - | - | - | - | (805,468) | (16,203) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (90,525) | - | - | - | - | - | - | - | - | - | - | - | 92,985 | 2,460 | | |
| 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 | (169,213) | (217,497) | 84,360 | 41,865 | 9,240 | 35,888 | 189,077 | (11,000) | 225,620 | 40,531 | (20,621) | (128,284) | | | | |
| Cash, Beginning of Month | 4,406,126 | 4,236,913 | 4,019,416 | 4,103,776 | 4,145,641 | 4,154,881 | 4,190,769 | 4,379,847 | 4,368,847 | 4,594,466 | 4,634,997 | 4,614,376 | | | | |
| Cash, End of Month | 4,236,913 | 4,019,416 | 4,103,776 | 4,145,641 | 4,154,881 | 4,190,769 | 4,379,847 | 4,368,847 | 4,594,466 | 4,634,997 | 4,614,376 | 4,486,093 | | | | |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 133.64

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--|--------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|-----------------------|----------------------|
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | ADA = 133.64 |
| 8011 LCFF State Aid | - | 28,912 | 28,912 | 52,042 | 52,042 | 52,042 | 52,042 | 52,042 | 52,042 | 52,042 | 52,042 | 52,042 | 177,338 | 703,539 | 703,539 | - |
| 8012 Education Protection Account | - | - | 5,519 | - | - | 5,519 | - | - | 5,519 | - | - | - | - | 10,170 | 26,727 | - |
| 8096 In Lieu of Property Taxes | - | 50,759 | 101,519 | 67,679 | 67,679 | 67,679 | 67,679 | 67,679 | 118,439 | 59,219 | 59,219 | 59,219 | 237,468 | 1,024,239 | 1,024,239 | - |
| | - | 79,672 | 135,950 | 119,721 | 119,721 | 125,240 | 119,721 | 119,721 | 176,000 | 111,261 | 111,261 | 111,261 | 424,976 | 1,754,505 | 1,754,505 | - |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 15,296 | 15,296 | 15,296 | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | 15,296 | 15,296 | 15,296 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 6,004 | 6,004 | 10,807 | 10,807 | 10,807 | 10,807 | 10,807 | 10,807 | 10,807 | 10,807 | 10,807 | 10,807 | 120,077 | 120,077 | - |
| 8550 Mandated Cost | - | - | - | - | - | 4,281 | - | - | - | - | - | - | - | 4,281 | 4,281 | - |
| 8560 State Lottery | - | - | - | - | - | - | 7,533 | - | - | 7,533 | - | - | - | 21,416 | 36,483 | - |
| 8599 Other State Revenue | - | 552 | 552 | 17,669 | 994 | 994 | 17,669 | 994 | 994 | 17,669 | 994 | 994 | 17,669 | 77,745 | 77,745 | - |
| | - | 6,556 | 6,556 | 28,476 | 11,801 | 16,082 | 36,010 | 11,801 | 11,801 | 36,010 | 11,801 | 11,801 | 49,892 | 238,586 | 238,586 | - |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | - | 15,788 | 15,788 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 415 | - | - | - | - | - | - | - | 415 | 415 | - |
| | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,731 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | - | 16,203 | 16,203 | - |
| Total Revenue | 1,316 | 87,543 | 143,821 | 149,513 | 132,837 | 143,053 | 157,047 | 132,837 | 189,116 | 148,587 | 124,378 | 124,378 | 490,164 | 2,024,590 | 2,024,590 | - |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | 53,338 | - | 640,061 | 640,061 | - |
| 1175 Teachers' Extra Duty/Stipends | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | 2,486 | - | 29,837 | 29,837 | - |
| 1200 Pupil Support Salaries | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | 6,981 | - | 83,777 | 83,777 | - |
| 1300 Administrators' Salaries | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | 5,354 | - | 64,245 | 64,245 | - |
| | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | 68,160 | - | 817,921 | 817,921 | - |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 299 | 299 | 299 | 299 | 299 | 299 | 299 | 299 | 299 | 299 | 299 | 299 | - | 3,590 | 3,590 | - |
| 2300 Classified Administrators' Salaries | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | 2,169 | - | 26,026 | 26,026 | - |
| 2400 Clerical and Office Staff Salaries | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | 1,502 | - | 18,021 | 18,021 | - |
| | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | - | 47,637 | 47,637 | - |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | 13,019 | - | 156,223 | 156,223 | - |
| 3301 OASDI | 246 | 246 | 246 | 246 | 246 | 246 | 246 | 246 | 246 | 246 | 246 | 246 | - | 2,954 | 2,954 | - |
| 3311 Medicare | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | 1,046 | - | 12,551 | 12,551 | - |
| 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 | - | 105,893 | 105,893 | - |
| 3501 State Unemployment | 1,279 | 1,279 | 1,279 | 1,279 | 1,279 | 1,279 | 6,396 | 5,117 | 2,558 | 1,279 | 1,279 | 1,279 | - | 25,583 | 25,583 | - |
| 3601 Workers' Compensation | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | 1,010 | - | 12,118 | 12,118 | - |
| 3901 Other Benefits | 179 | 179 | 179 | 179 | 179 | 179 | 179 | 179 | 179 | 179 | 179 | 179 | - | 2,144 | 2,144 | - |
| | 25,603 | 25,603 | 25,603 | 25,603 | 25,603 | 25,603 | 30,719 | 29,440 | 26,882 | 25,603 | 25,603 | 25,603 | - | 317,465 | 317,465 | - |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 133.64

| | | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------------------|------------------|-----------------|----------------|----------------|-----------------|-----------------|----------------|-----------------|----------------|----------------|-----------------|-----------------|-------------------|------------------|-----------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | | |
| 4100 | Textbooks and Core Curricula | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | 8,174 | - | 98,090 | 98,090 | - |
| 4200 | Books and Other Materials | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | - | 400 | 400 | - |
| 4302 | School Supplies | 6,028 | 78 | 42 | 201 | 46 | (13) | 47 | 67 | 65 | 125 | 125 | 125 | 14,873 | 21,809 | 21,809 | - |
| 4305 | Software | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | 6,871 | - | 82,450 | 82,450 | - |
| 4310 | Office Expense | 453 | 453 | 453 | 453 | 453 | 453 | 453 | 453 | 453 | 453 | 453 | 453 | - | 5,432 | 5,432 | - |
| 4311 | Business Meals | 115 | 115 | 115 | 115 | 115 | 115 | 115 | 115 | 115 | 115 | 115 | 115 | - | 1,383 | 1,383 | - |
| 4400 | Noncapitalized Equipment | 82 | 437 | 69 | (11) | 8,447 | 857 | 134 | - | - | - | - | 25,289 | - | 35,305 | 35,305 | - |
| | | 21,757 | 16,161 | 15,758 | 15,836 | 24,139 | 16,491 | 15,827 | 15,713 | 15,711 | 15,771 | 15,771 | 41,060 | 14,873 | 244,868 | 244,868 | - |
| Subagreement Services | | | | | | | | | | | | | | | | | |
| 5102 | Special Education | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | 15,699 | - | 188,391 | 188,391 | - |
| 5103 | Substitute Teacher | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | - | 205 | 205 | - |
| 5105 | Security | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | - | 65 | 65 | - |
| 5106 | Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 4,998 | 4,998 | 4,998 | - |
| | | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 15,722 | 4,998 | 193,658 | 193,658 | - |
| Operations and Housekeeping | | | | | | | | | | | | | | | | | |
| 5201 | Auto and Travel | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | 1,419 | - | 17,023 | 17,023 | - |
| 5300 | Dues & Memberships | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | 1,302 | - | 15,629 | 15,629 | - |
| 5400 | Insurance | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | 430 | - | 5,163 | 5,163 | - |
| 5501 | Utilities | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | - | 166 | 166 | - |
| 5502 | Janitorial Services | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | - | 539 | 539 | - |
| 5516 | Miscellaneous Expense | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 47 | 47 | - |
| 5900 | Communications | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | 1,590 | - | 19,082 | 19,082 | - |
| 5901 | Postage and Shipping | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | - | 899 | 899 | - |
| | | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | 4,879 | - | 58,549 | 58,549 | - |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | | |
| 5601 | Rent | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | - | 8,575 | 8,575 | - |
| 5602 | Additional Rent | 575 | 575 | 575 | 575 | 575 | 575 | 575 | 575 | 575 | 575 | 575 | 575 | - | 6,895 | 6,895 | - |
| 5603 | Equipment Leases | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | - | 446 | 446 | - |
| 5604 | Other Leases | 382 | 382 | 382 | 382 | 382 | 382 | 382 | 382 | 382 | 382 | 382 | 382 | - | 4,586 | 4,586 | - |
| 5610 | Repairs and Maintenance | 724 | 724 | 724 | 724 | 724 | 724 | 724 | 724 | 724 | 724 | 724 | 724 | - | 8,691 | 8,691 | - |
| | | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | 2,433 | - | 29,193 | 29,193 | - |
| Professional/Consulting Services | | | | | | | | | | | | | | | | | |
| 5801 | IT | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | 6,181 | - | 74,174 | 74,174 | - |
| 5802 | Audit & Taxes | - | - | - | 358 | 358 | 358 | - | - | - | - | - | - | - | 1,075 | 1,075 | - |
| 5803 | Legal | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | 1,336 | - | 16,030 | 16,030 | - |
| 5804 | Professional Development | 386 | 386 | 386 | 386 | 386 | 386 | 386 | 386 | 386 | 386 | 386 | 386 | - | 4,630 | 4,630 | - |
| 5805 | General Consulting | 399 | 399 | 399 | 399 | 399 | 399 | 399 | 399 | 399 | 399 | 399 | 399 | - | 4,786 | 4,786 | - |
| 5806 | Special Activities/Field Trips | - | 39 | - | 187 | 19 | - | 1 | 40 | 39 | 74 | 74 | 74 | 8,841 | 9,389 | 9,389 | - |
| 5807 | Bank Charges | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | - | 56 | 56 | - |
| 5808 | Printing | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 12 | 12 | - |
| 5809 | Other taxes and fees | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | - | 1,827 | 1,827 | - |
| 5810 | Payroll Service Fee | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | - | 268 | 268 | - |
| 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 | - | 797 | 1,359 | 1,197 | 1,197 | 1,252 | 1,197 | 1,197 | 1,760 | 1,113 | 1,113 | 1,113 | 4,250 | 17,545 | 17,545 | - |
| 5814 | SPED Encroachment | - | 180 | 180 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 324 | 783 | 4,061 | 4,061 | - |
| 5815 | Public Relations/Recruitment | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | 2,363 | - | 28,358 | 28,358 | - |
| | | 14,845 | 15,861 | 16,385 | 16,912 | 16,744 | 16,780 | 16,368 | 16,406 | 16,968 | 16,356 | 16,356 | 16,356 | 13,874 | 210,211 | 210,211 | - |
| Depreciation | | | | | | | | | | | | | | | | | |
| 6900 | Depreciation Expense | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | - | 715 | 715 | - |
| | | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | - | 715 | 715 | - |
| Interest | | | | | | | | | | | | | | | | | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | | 157,427 | 152,848 | 152,968 | 153,573 | 161,709 | 154,097 | 158,137 | 156,782 | 154,784 | 152,953 | 152,953 | 178,242 | 33,744 | 1,920,217 | 1,920,217 | - |
| Monthly Surplus (Deficit) | | (156,112) | (65,305) | (9,146) | (4,060) | (28,872) | (11,043) | (1,091) | (23,945) | 34,332 | (4,366) | (28,575) | (53,865) | 456,420 | 104,373 | 104,373 | - |
| | | | | | | | | | | | | | | | 5.2% | | |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

ADA = 133.64

| | Jul-25 | Aug-25 | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26 | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|---------------|-----------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (156,112) | (65,305) | (9,146) | (4,060) | (28,872) | (11,043) | (1,091) | (23,945) | 34,332 | (4,366) | (28,575) | (53,865) | 456,420 | 104,373 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | - | 715 | | |
| Public Funding Receivables | 268,361 | - | - | 61,813 | - | - | 88,211 | - | - | - | - | - | (490,164) | (71,780) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (38,209) | - | - | - | - | - | - | - | - | - | - | - | 33,744 | (4,464) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (66,703) | - | (66,703) | | |
| 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 | 74,100 | (65,245) | (9,087) | 57,812 | (28,812) | (10,984) | 87,180 | (23,885) | 34,392 | (4,307) | (28,516) | (120,508) | | | | |
| Cash, Beginning of Month | 1,428,011 | 1,502,111 | 1,436,866 | 1,427,779 | 1,485,591 | 1,456,779 | 1,445,796 | 1,532,975 | 1,509,090 | 1,543,482 | 1,539,175 | 1,510,659 | | | | |
| Cash, End of Month | 1,502,111 | 1,436,866 | 1,427,779 | 1,485,591 | 1,456,779 | 1,445,796 | 1,532,975 | 1,509,090 | 1,543,482 | 1,539,175 | 1,510,659 | 1,390,151 | | | | |

| Cert. | Instr. |
|---------|----------|
| 63.9% | 76.9% |
| 482,945 | (63,377) |

| Pupil:Teacher Ratio |
|---------------------|
| 11.84 |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 133.64

| | Jul-26 | Aug-26 | Sep-26 | Oct-26 | Nov-26 | Dec-26 | Jan-27 | Feb-27 | Mar-27 | Apr-27 | May-27 | Jun-27 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|---------------------|----------------------|
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 37,498 | 37,498 | 67,497 | 67,497 | 67,497 | 67,497 | 67,497 | 67,497 | 67,497 | 67,497 | 67,497 | 67,497 | 749,962 | 703,539 | 46,423 |
| 8012 Education Protection Account | - | - | - | 6,682 | - | - | 6,682 | - | - | 6,682 | - | - | 6,682 | 26,727 | 26,727 | - |
| 8096 In Lieu of Property Taxes | - | 61,454 | 122,909 | 81,939 | 81,939 | 81,939 | 81,939 | 81,939 | 143,393 | 71,697 | 71,697 | 71,697 | 71,697 | 1,024,239 | 1,024,239 | - |
| | - | 98,952 | 160,407 | 156,117 | 149,436 | 149,436 | 156,117 | 149,436 | 210,890 | 145,875 | 139,193 | 139,193 | 145,875 | 1,800,928 | 1,754,505 | 46,423 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 18,518 | 18,518 | 15,296 | 3,223 |
| | - | - | - | - | - | - | - | - | - | - | - | - | 18,518 | 18,518 | 15,296 | 3,223 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 5,947 | 5,947 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 118,936 | 120,077 | (1,142) |
| 8550 Mandated Cost | - | - | - | - | - | 5,304 | - | - | - | - | - | - | - | 5,304 | 4,281 | 1,023 |
| 8560 State Lottery | - | - | - | - | - | - | 9,121 | - | - | 9,121 | - | - | 18,241 | 36,483 | 36,483 | - |
| 8599 Other State Revenue | - | - | - | - | 31,877 | - | - | - | - | 12,260 | - | - | 4,904 | 49,042 | 77,745 | (28,703) |
| | - | 5,947 | 5,947 | 10,704 | 42,581 | 16,008 | 19,825 | 10,704 | 10,704 | 32,085 | 10,704 | 10,704 | 33,850 | 209,764 | 238,586 | (28,822) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | - | 15,788 | 15,788 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 415 | - | - | - | - | - | - | - | 415 | 415 | - |
| | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,731 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | - | 16,203 | 16,203 | - |
| Total Revenue | 1,316 | 106,215 | 167,669 | 168,137 | 193,333 | 167,175 | 177,258 | 161,456 | 222,910 | 179,276 | 151,213 | 151,213 | 198,243 | 2,045,413 | 2,024,590 | 20,823 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | 54,779 | - | 657,343 | 640,061 | (17,282) |
| 1175 Teachers' Extra Duty/Stipends | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | 2,554 | - | 30,643 | 29,837 | (806) |
| 1200 Pupil Support Salaries | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | 7,170 | - | 86,039 | 83,777 | (2,262) |
| 1300 Administrators' Salaries | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | 5,498 | - | 65,979 | 64,245 | (1,735) |
| | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | - | 840,004 | 817,921 | (22,084) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | 307 | - | 3,687 | 3,590 | (97) |
| 2300 Classified Administrators' Salaries | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | 2,227 | - | 26,729 | 26,026 | (703) |
| 2400 Clerical and Office Staff Salaries | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | - | 18,508 | 18,021 | (487) |
| | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | 4,077 | - | 48,924 | 47,637 | (1,286) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | 13,370 | - | 160,441 | 156,223 | (4,218) |
| 3301 OASDI | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | 253 | - | 3,033 | 2,954 | (80) |
| 3311 Medicare | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | 1,074 | - | 12,889 | 12,551 | (339) |
| 3401 Health and Welfare | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | 9,063 | - | 108,753 | 105,893 | (2,859) |
| 3501 State Unemployment | 1,313 | 1,313 | 1,313 | 1,313 | 1,313 | 1,313 | 6,566 | 5,253 | 2,626 | 1,313 | 1,313 | 1,313 | - | 26,263 | 25,583 | (679) |
| 3601 Workers' Compensation | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | 1,037 | - | 12,445 | 12,118 | (327) |
| 3901 Other Benefits | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | - | 2,202 | 2,144 | (58) |
| | 26,293 | 26,293 | 26,293 | 26,293 | 26,293 | 26,293 | 31,546 | 30,233 | 27,606 | 26,293 | 26,293 | 26,293 | - | 326,025 | 317,465 | (8,560) |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 133.64

| | Jul-26 | Aug-26 | Sep-26 | Oct-26 | Nov-26 | Dec-26 | Jan-27 | Feb-27 | Mar-27 | Apr-27 | May-27 | Jun-27 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-------------------|------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | 8,395 | - | 100,738 | 98,090 | (2,648) |
| 4200 Books and Other Materials | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | - | 411 | 400 | (11) |
| 4302 School Supplies | 6,191 | 80 | 43 | 206 | 47 | (13) | 48 | 69 | 67 | 128 | 128 | 128 | 15,275 | 22,398 | 21,809 | (589) |
| 4305 Software | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | 7,056 | - | 84,677 | 82,450 | (2,226) |
| 4310 Office Expense | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | - | 5,578 | 5,432 | (147) |
| 4311 Business Meals | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | - | 1,421 | 1,383 | (37) |
| 4400 Noncapitalized Equipment | 84 | 449 | 71 | (12) | 8,675 | 881 | 137 | - | - | - | - | 25,972 | - | 36,258 | 35,305 | (953) |
| | 22,344 | 16,597 | 16,183 | 16,264 | 24,791 | 16,936 | 16,254 | 16,137 | 16,135 | 16,197 | 16,197 | 42,169 | 15,275 | 251,480 | 244,868 | (6,611) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | 16,123 | - | 193,477 | 188,391 | (5,087) |
| 5103 Substitute Teacher | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | - | 211 | 205 | (6) |
| 5105 Security | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | - | 67 | 65 | (2) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 5,132 | 5,132 | 4,998 | (135) |
| | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 16,146 | 5,132 | 198,887 | 193,658 | (5,229) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | 1,457 | - | 17,482 | 17,023 | (460) |
| 5300 Dues & Memberships | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | 1,338 | - | 16,051 | 15,629 | (422) |
| 5400 Insurance | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | - | 5,302 | 5,163 | (139) |
| 5501 Utilities | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | - | 171 | 166 | (4) |
| 5502 Janitorial Services | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | 46 | - | 554 | 539 | (15) |
| 5516 Miscellaneous Expense | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 49 | 47 | (1) |
| 5900 Communications | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | 1,633 | - | 19,597 | 19,082 | (515) |
| 5901 Postage and Shipping | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | 77 | - | 923 | 899 | (24) |
| | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | 5,011 | - | 60,130 | 58,549 | (1,581) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | - | 8,575 | 8,575 | - |
| 5602 Additional Rent | 590 | 590 | 590 | 590 | 590 | 590 | 590 | 590 | 590 | 590 | 590 | 590 | - | 7,081 | 6,895 | (186) |
| 5603 Equipment Leases | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | - | 458 | 446 | (12) |
| 5604 Other Leases | 392 | 392 | 392 | 392 | 392 | 392 | 392 | 392 | 392 | 392 | 392 | 392 | - | 4,710 | 4,586 | (124) |
| 5610 Repairs and Maintenance | 744 | 744 | 744 | 744 | 744 | 744 | 744 | 744 | 744 | 744 | 744 | 744 | - | 8,926 | 8,691 | (235) |
| | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | 2,479 | - | 29,750 | 29,193 | (557) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | 6,348 | - | 76,177 | 74,174 | (2,003) |
| 5802 Audit & Taxes | - | - | - | 368 | 368 | 368 | - | - | - | - | - | - | - | 1,104 | 1,075 | (29) |
| 5803 Legal | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | 1,372 | - | 16,463 | 16,030 | (433) |
| 5804 Professional Development | 396 | 396 | 396 | 396 | 396 | 396 | 396 | 396 | 396 | 396 | 396 | 396 | - | 4,755 | 4,630 | (125) |
| 5805 General Consulting | 410 | 410 | 410 | 410 | 410 | 410 | 410 | 410 | 410 | 410 | 410 | 410 | - | 4,915 | 4,786 | (129) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 3,214 | 3,214 | 3,214 | - | - | - | 9,642 | 9,389 | (254) |
| 5807 Bank Charges | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | - | 57 | 56 | (1) |
| 5808 Printing | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 13 | 12 | (0) |
| 5809 Other taxes and fees | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | 156 | - | 1,876 | 1,827 | (49) |
| 5810 Payroll Service Fee | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | - | 275 | 268 | (7) |
| 5811 Management Fee | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | 4,108 | - | 49,296 | 48,000 | (1,296) |
| 5812 District Oversight Fee | - | 990 | 1,604 | 1,561 | 1,494 | 1,494 | 1,561 | 1,494 | 2,109 | 1,459 | 1,392 | 1,392 | 1,459 | 18,009 | 17,545 | (464) |
| 5814 SPED Encroachment | - | 178 | 178 | 321 | 321 | 321 | 321 | 321 | 321 | 321 | 321 | 321 | 877 | 4,124 | 4,061 | (62) |
| 5815 Public Relations/Recruitment | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | 2,427 | - | 29,123 | 28,358 | (766) |
| | 15,246 | 16,414 | 17,028 | 17,496 | 17,429 | 17,429 | 17,128 | 20,275 | 20,890 | 20,240 | 16,959 | 16,959 | 2,335 | 215,830 | 210,211 | (5,619) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | - | 734 | 715 | (19) |
| | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | - | 734 | 715 | (19) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 161,658 | 157,079 | 157,279 | 157,828 | 166,289 | 158,434 | 162,703 | 164,420 | 162,407 | 160,505 | 157,224 | 183,196 | 22,743 | 1,971,763 | 1,920,217 | (51,546) |
| Monthly Surplus (Deficit) | (160,342) | (50,864) | 10,390 | 10,309 | 27,044 | 8,741 | 14,555 | (2,965) | 60,503 | 18,771 | (6,011) | (31,983) | 175,501 | 73,650 | 104,373 | (30,723) |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY26-27

Revised 6/2/25

ADA = 133.64

| | Jul-26 | Aug-26 | Sep-26 | Oct-26 | Nov-26 | Dec-26 | Jan-27 | Feb-27 | Mar-27 | Apr-27 | May-27 | Jun-27 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (160,342) | (50,864) | 10,390 | 10,309 | 27,044 | 8,741 | 14,555 | (2,965) | 60,503 | 18,771 | (6,011) | (31,983) | 175,501 | 73,650 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | - | 734 | | |
| Public Funding Receivables | 424,976 | - | 17,669 | - | - | 21,416 | 26,102 | - | - | - | - | - | (198,243) | 291,921 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (33,744) | - | - | - | - | - | - | - | - | - | - | - | 22,743 | (11,002) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (38,000) | - | (38,000) | | |
| 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 | 230,951 | (50,803) | 28,120 | 10,371 | 27,105 | 30,218 | 40,719 | (2,903) | 60,564 | 18,832 | (5,950) | (69,922) | | | | |
| Cash, Beginning of Month | 1,390,151 | 1,621,102 | 1,570,299 | 1,598,420 | 1,608,791 | 1,635,896 | 1,666,114 | 1,706,833 | 1,703,929 | 1,764,494 | 1,783,326 | 1,777,376 | | | | |
| Cash, End of Month | 1,621,102 | 1,570,299 | 1,598,420 | 1,608,791 | 1,635,896 | 1,666,114 | 1,706,833 | 1,703,929 | 1,764,494 | 1,783,326 | 1,777,376 | 1,707,455 | | | | |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 133.64

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|------------------|---------------------|----------------------|
| ADA = 133.64 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFE State Aid | - | 40,569 | 40,569 | 73,024 | 73,024 | 73,024 | 73,024 | 73,024 | 73,024 | 73,024 | 73,024 | 73,024 | 73,024 | 811,373 | 749,962 | 61,411 |
| 8012 Education Protection Account | - | - | - | 6,682 | - | - | 6,682 | - | - | 6,682 | - | - | 6,682 | 26,727 | 26,727 | - |
| 8096 In Lieu of Property Taxes | - | 61,454 | 122,909 | 81,939 | 81,939 | 81,939 | 81,939 | 81,939 | 143,393 | 71,697 | 71,697 | 71,697 | 71,697 | 1,024,239 | 1,024,239 | - |
| | - | 102,023 | 163,477 | 161,644 | 154,963 | 154,963 | 161,644 | 154,963 | 216,417 | 151,402 | 144,720 | 144,720 | 151,402 | 1,862,339 | 1,800,928 | 61,411 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 18,518 | 18,518 | 18,518 | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | 18,518 | 18,518 | 18,518 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 5,947 | 5,947 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 10,704 | 118,936 | 118,936 | - |
| 8550 Mandated Cost | - | - | - | - | - | 5,304 | - | - | - | - | - | - | 181 | 5,485 | 5,304 | 181 |
| 8560 State Lottery | - | - | - | - | - | - | 9,121 | - | - | - | 9,121 | - | 18,241 | 36,483 | 36,483 | - |
| 8599 Other State Revenue | - | - | - | - | 19,450 | - | - | - | - | 7,481 | - | - | 2,992 | 29,924 | 49,042 | (19,118) |
| | - | 5,947 | 5,947 | 10,704 | 30,155 | 16,008 | 19,825 | 10,704 | 10,704 | 27,306 | 10,704 | 10,704 | 32,119 | 190,828 | 209,764 | (18,936) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | - | 15,788 | 15,788 | - |
| 8690 Other Local Revenue | - | - | - | - | - | 415 | - | - | - | - | - | - | - | 415 | 415 | - |
| | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,731 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | 1,316 | - | 16,203 | 16,203 | - |
| Total Revenue | 1,316 | 109,285 | 170,740 | 173,664 | 186,433 | 172,702 | 182,785 | 166,983 | 228,437 | 180,024 | 156,740 | 156,740 | 202,040 | 2,087,888 | 2,045,413 | 42,475 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | 56,290 | - | 675,485 | 657,343 | (18,143) |
| 1175 Teachers' Extra Duty/Stipends | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | 2,624 | - | 31,489 | 30,643 | (846) |
| 1200 Pupil Support Salaries | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | 7,368 | - | 88,414 | 86,039 | (2,375) |
| 1300 Administrators' Salaries | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | 5,650 | - | 67,800 | 65,979 | (1,821) |
| | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | 71,932 | - | 863,189 | 840,004 | (23,184) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2200 Support Salaries | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | 316 | - | 3,788 | 3,687 | (102) |
| 2300 Classified Administrators' Salaries | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | 2,289 | - | 27,467 | 26,729 | (738) |
| 2400 Clerical and Office Staff Salaries | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | 1,585 | - | 19,018 | 18,508 | (511) |
| | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | 4,189 | - | 50,274 | 48,924 | (1,350) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | 13,739 | - | 164,869 | 160,441 | (4,428) |
| 3301 OASDI | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | 260 | - | 3,117 | 3,033 | (84) |
| 3311 Medicare | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | 1,104 | - | 13,245 | 12,889 | (356) |
| 3401 Health and Welfare | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | 9,313 | - | 111,754 | 108,753 | (3,002) |
| 3501 State Unemployment | 1,349 | 1,349 | 1,349 | 1,349 | 1,349 | 1,349 | 1,349 | 6,744 | 5,395 | 2,698 | 1,349 | 1,349 | - | 26,976 | 26,263 | (713) |
| 3601 Workers' Compensation | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | 1,066 | - | 12,788 | 12,445 | (343) |
| 3901 Other Benefits | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | 189 | - | 2,262 | 2,202 | (61) |
| | 27,018 | 27,018 | 27,018 | 27,018 | 27,018 | 27,018 | 32,414 | 31,065 | 28,367 | 27,018 | 27,018 | 27,018 | - | 335,012 | 326,025 | (8,987) |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 133.64

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|---|------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-------------------|------------------|---------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | 8,627 | - | 103,518 | 100,738 | (2,780) |
| 4200 Books and Other Materials | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | - | 422 | 411 | (11) |
| 4302 School Supplies | 6,362 | 82 | 44 | 212 | 48 | (13) | 50 | 70 | 69 | 132 | 132 | 132 | 15,696 | 23,016 | 22,398 | (618) |
| 4305 Software | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | 7,251 | - | 87,014 | 84,677 | (2,337) |
| 4310 Office Expense | 478 | 478 | 478 | 478 | 478 | 478 | 478 | 478 | 478 | 478 | 478 | 478 | - | 5,732 | 5,578 | (154) |
| 4311 Business Meals | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | - | 1,460 | 1,421 | (39) |
| 4400 Noncapitalized Equipment | 87 | 461 | 73 | (12) | 8,915 | 905 | 141 | - | - | - | - | 26,689 | - | 37,259 | 36,258 | (1,001) |
| | 22,961 | 17,055 | 16,630 | 16,712 | 25,475 | 17,404 | 16,703 | 16,583 | 16,581 | 16,644 | 16,644 | 43,333 | 15,696 | 258,421 | 251,480 | (6,941) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | 16,568 | - | 198,817 | 193,477 | (5,340) |
| 5103 Substitute Teacher | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | - | 216 | 211 | (6) |
| 5105 Security | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | - | 69 | 67 | (2) |
| 5106 Other Educational Consultants | - | - | - | - | - | - | - | - | - | - | - | - | 5,274 | 5,274 | 5,132 | (142) |
| | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 16,592 | 5,274 | 204,376 | 198,887 | (5,489) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | 1,497 | - | 17,965 | 17,482 | (483) |
| 5300 Dues & Memberships | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | 1,374 | - | 16,494 | 16,051 | (443) |
| 5400 Insurance | 454 | 454 | 454 | 454 | 454 | 454 | 454 | 454 | 454 | 454 | 454 | 454 | - | 5,449 | 5,302 | (146) |
| 5501 Utilities | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | - | 176 | 171 | (5) |
| 5502 Janitorial Services | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | - | 569 | 554 | (15) |
| 5516 Miscellaneous Expense | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 50 | 49 | (1) |
| 5900 Communications | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | 1,678 | - | 20,138 | 19,597 | (541) |
| 5901 Postage and Shipping | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | - | 949 | 923 | (25) |
| | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | 5,149 | - | 61,789 | 60,130 | (1,660) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | 715 | - | 8,575 | 8,575 | - |
| 5602 Additional Rent | 606 | 606 | 606 | 606 | 606 | 606 | 606 | 606 | 606 | 606 | 606 | 606 | - | 7,277 | 7,081 | (195) |
| 5603 Equipment Leases | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | 39 | - | 471 | 458 | (13) |
| 5604 Other Leases | 403 | 403 | 403 | 403 | 403 | 403 | 403 | 403 | 403 | 403 | 403 | 403 | - | 4,840 | 4,710 | (130) |
| 5610 Repairs and Maintenance | 764 | 764 | 764 | 764 | 764 | 764 | 764 | 764 | 764 | 764 | 764 | 764 | - | 9,172 | 8,926 | (246) |
| | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | 2,528 | - | 30,334 | 29,750 | (584) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | 6,523 | - | 78,279 | 76,177 | (2,102) |
| 5802 Audit & Taxes | - | - | - | 378 | 378 | 378 | - | - | - | - | - | - | - | 1,135 | 1,104 | (30) |
| 5803 Legal | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | 1,410 | - | 16,917 | 16,463 | (454) |
| 5804 Professional Development | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | 407 | - | 4,886 | 4,755 | (131) |
| 5805 General Consulting | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | - | 5,051 | 4,915 | (136) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | 3,303 | 3,303 | 3,303 | - | - | - | 9,909 | 9,642 | (266) |
| 5807 Bank Charges | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | - | 59 | 57 | (2) |
| 5808 Printing | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 13 | 13 | (0) |
| 5809 Other taxes and fees | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | - | 1,928 | 1,876 | (52) |
| 5810 Payroll Service Fee | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | - | 283 | 275 | (8) |
| 5811 Management Fee | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | 4,221 | - | 50,657 | 49,296 | (1,361) |
| 5812 District Oversight Fee | - | 1,020 | 1,635 | 1,616 | 1,550 | 1,550 | 1,616 | 1,550 | 2,164 | 1,514 | 1,447 | 1,447 | 1,514 | 18,623 | 18,009 | (614) |
| 5814 SPED Encroachment | - | 178 | 178 | 321 | 321 | 321 | 321 | 321 | 321 | 321 | 321 | 321 | 877 | 4,124 | 4,124 | - |
| 5815 Public Relations/Recruitment | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | 2,494 | - | 29,927 | 29,123 | (804) |
| | 15,667 | 16,865 | 17,480 | 17,982 | 17,916 | 17,916 | 17,604 | 20,840 | 21,455 | 20,805 | 17,435 | 17,435 | 2,391 | 221,790 | 215,830 | (5,960) |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | - | 755 | 734 | (20) |
| | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | - | 755 | 734 | (20) |
| Interest | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 166,099 | 161,392 | 161,582 | 162,167 | 170,863 | 162,791 | 167,175 | 168,941 | 166,856 | 164,921 | 161,551 | 188,240 | 23,361 | 2,025,939 | 1,971,763 | (54,176) |
| Monthly Surplus (Deficit) | (164,784) | (52,107) | 9,158 | 11,497 | 15,570 | 9,910 | 15,611 | (1,959) | 61,581 | 15,103 | (4,811) | (31,500) | 178,679 | 61,949 | 73,650 | (11,701) |



FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY27-28

Revised 6/2/25

ADA = 133.64

| | Jul-27 | Aug-27 | Sep-27 | Oct-27 | Nov-27 | Dec-27 | Jan-28 | Feb-28 | Mar-28 | Apr-28 | May-28 | Jun-28 | Year-End Accruals | Annual Forecast | Prior Year Forecast | Favorable / (Unfav.) |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-----------------|---------------------|----------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (164,784) | (52,107) | 9,158 | 11,497 | 15,570 | 9,910 | 15,611 | (1,959) | 61,581 | 15,103 | (4,811) | (31,500) | 178,679 | 61,949 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | - | 755 | | |
| Public Funding Receivables | 145,875 | - | 18,241 | - | - | - | 34,127 | - | - | - | - | - | (202,040) | (3,797) | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (22,743) | - | - | - | - | - | - | - | - | - | - | - | 23,361 | 619 | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | (18,882) | - | (18,882) | | |
| 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 | (41,588) | (52,044) | 27,463 | 11,560 | 15,633 | 9,973 | 49,800 | (1,896) | 61,643 | 15,166 | (4,748) | (50,319) | | | | |
| Cash, Beginning of Month | 1,707,455 | 1,665,866 | 1,613,822 | 1,641,285 | 1,652,845 | 1,668,478 | 1,678,451 | 1,728,251 | 1,726,355 | 1,787,999 | 1,803,165 | 1,798,417 | | | | |
| Cash, End of Month | 1,665,866 | 1,613,822 | 1,641,285 | 1,652,845 | 1,668,478 | 1,678,451 | 1,728,251 | 1,726,355 | 1,787,999 | 1,803,165 | 1,798,417 | 1,748,098 | | | | |

Coversheet

Approval of Education Protection Account Resolution and Budgets (attached)

Section: V. Action Items
Item: B. Approval of Education Protection Account Resolution and Budgets
(attached)
Purpose: Vote
Submitted by:
Related Material: FY26_CalOps_EPA Resolution & Spending Plan.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 30th 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 Public Schools
 Projected Expenditures through: June 30, 2026
 Resource 1400 Education Protection Account

| Description | Object Codes | TOTAL | California Online Public Schools - Southern California | California Online Public Schools - Central Valley | California Online Public Schools - Northern California | California Online Public Schools - North Bay | California Online Public Schools - Monterey Bay | California Online Public Schools - Central Coast |
|--|--------------|---------------------|--|---|--|--|---|--|
| AMOUNT AVAILABLE FOR THIS FISCAL YEAR | | | | | | | | |
| Revenue Limit Sources | 8010-8099 | 3,486,912.00 | 948,836.00 | 2,003,513.00 | 365,540.00 | 34,692.00 | 107,604.00 | 26,727.00 |
| Federal Revenue | 8100-8299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other State Revenue | 8300-8599 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Local Revenue | 8600-8799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Other Financing Sources and Contributions | 8900-8999 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Deferred Revenue | 9650 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL AVAILABLE | | 3,486,912.00 | 948,836.00 | 2,003,513.00 | 365,540.00 | 34,692.00 | 107,604.00 | 26,727.00 |
| EXPENDITURES AND OTHER FINANCING USES | | | | | | | | |
| (Objects 1000-7999) | | | | | | | | |
| Certificated Salaries | 1000-1999 | 2,547,820.36 | 693,296.44 | 1,463,928.89 | 267,093.13 | 25,348.79 | 78,624.20 | 19,528.91 |
| Classified Salaries | 2000-2999 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Employee Benefits | 3000-3999 | 939,091.64 | 255,539.56 | 539,584.11 | 98,446.87 | 9,343.21 | 28,979.80 | 7,198.09 |
| Books and Supplies | 4000-4999 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Services, Other Operating Expenses | 5000-5999 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Capital Outlay | 6000-6599 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7100-7299 | | | | | | | |
| Other Outgo (excluding Direct Support/Indirect Costs) | 7400-7499 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Direct Support/Indirect Costs | 7300-7399 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | | 3,486,912.00 | 948,836.00 | 2,003,513.00 | 365,540.00 | 34,692.00 | 107,604.00 | 26,727.00 |
| BALANCE (Total Available minus Total Expenditures and Other Financing Uses) | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Coversheet

Approval of Spring Consolidated Applications (attached)

Section: V. Action Items
Item: C. Approval of Spring Consolidated Applications (attached)
Purpose: Vote
Submitted by:
Related Material: 107_CC_FY26 Spring ConApp.pdf
103_CV_FY26 Spring ConApp.pdf
106_MB_FY26 Spring ConApp.pdf
105_NB_FY26_Spring ConApp.pdf
104_NC_FY26 Spring ConApp.pdf
102_SoCal_FY26_Spring ConApp.pdf

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |

*****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.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, 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.

| | |
|--|---------------------|
| County Office of Education (COE) or District 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 | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 06/28/2022 |
| Authorized Representative's Full Name | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |

*****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.

2025–26 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) 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, 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 CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2025–26 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |

*****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.

2025–26 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, 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 | 06/05/2025 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, 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.

| | |
|--|-------------------------------|
| County Office of Education (COE) or District 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 | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 06/28/2022 |
| Authorized Representative's Full Name | Frances Sassin |
| Authorized Representative's Title | Director of Business Services |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) 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, 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 CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2025–26 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 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:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

| | |
|--|------------------------------------|
| Homeless liaison first name | Shannon |
| Homeless liaison last name | Doss |
| Homeless liaison title | Social Worker |
| Homeless liaison email address (Format: abc@xyz.zyx) | sdoss@calca.connectionsacademy.org |
| Homeless liaison telephone number (Format: 999-999-9999) | 949-461-1667 |
| Homeless liaison telephone extension | |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00) | 0.04 |

Homeless Liaison Training Information

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 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:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

| | |
|--|-----|
| 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

| | |
|--|-----------|
| 2024–25 Title I, Part A LEA allocation | \$233,573 |
| 2024–25 Title I, Part A direct or indirect services to homeless children reservation | \$224 |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 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:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

| | |
|---|---|
| Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children | \$224 |
| Homeless services provided (Maximum 500 characters) | Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service. |
| No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |

*****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.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, 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.

| | |
|--|---------------------|
| County Office of Education (COE) or District 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 | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 06/28/2022 |
| Authorized Representative's Full Name | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |

*****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.

2025–26 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) 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, 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 CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2025–26 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |

*****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.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, 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.

| | |
|--|---------------------|
| County Office of Education (COE) or District 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 | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 06/28/2022 |
| Authorized Representative's Full Name | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education

Consolidated Application

California Online Public Schools North Bay (17 64055 0129601)

Status: Certified
 Saved by: charter impact
 Date: 6/5/2025 2:52 PM

2025–26 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) 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, 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 CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2025–26 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |

*****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.

2025–26 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, 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 | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, 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.

| | |
|--|---------------------|
| County Office of Education (COE) or District 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 | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 06/28/2022 |
| Authorized Representative's Full Name | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education

Consolidated Application

California Online Public Schools Northern California (39 68650 0125849)

Status: Certified
 Saved by: charter impact
 Date: 6/5/2025 3:10 PM

2025–26 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) 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, 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 CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2025–26 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 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.stoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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 | LaChelle Carter |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Director of Finance |
| Authorized Representative's Signature Date | 06/05/2025 |

*****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.

2025–26 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, 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 | 06/05/2025 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, 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.

| | |
|--|---------------------|
| County Office of Education (COE) or District 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 | |
| Direct Funded Charter Enter the adoption date of the current LCAP | 08/10/2023 |
| Authorized Representative's Full Name | LaChelle Carter |
| Authorized Representative's Title | Director of Finance |

*****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.

2025–26 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) 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, 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 CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2025–26 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

Approval of CalOPS Local Control and Accountability Plan (LCAP) Annual Updates (attached)

Section: V. Action Items

Item: D. Approval of CalOPS Local Control and Accountability Plan (LCAP)
Annual Updates (attached)

Purpose: Vote

Submitted by:

Related Material:

2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Coast_20250603.pdf

2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Valley_20250603.pdf

2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Monterey_Bay_20250603.pdf

2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_North_Bay_20250603.pdf

2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Northern_California_20250603.pdf

2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Southern_California_20250603.pdf



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Central Coast

CDS Code: 42-75010-0138891

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

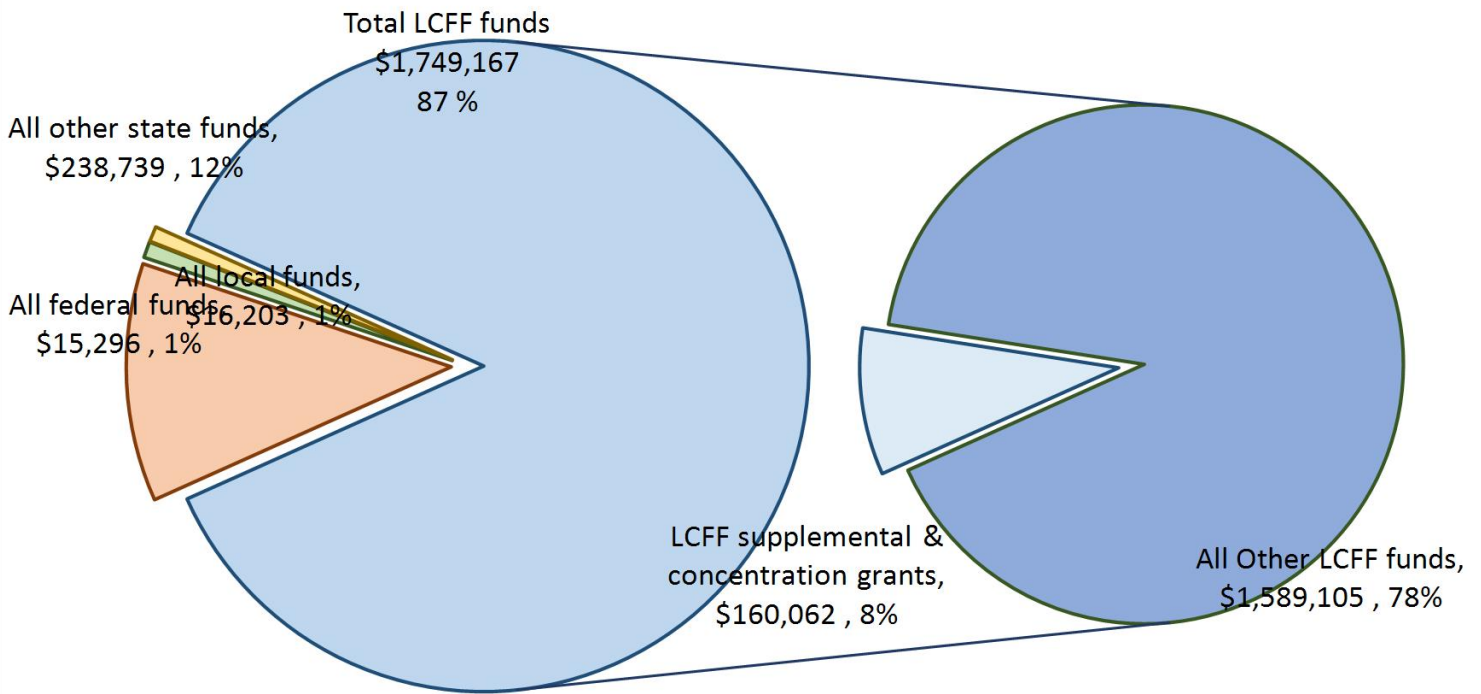
rsavage@californiaops.org

(949) 461-1667

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

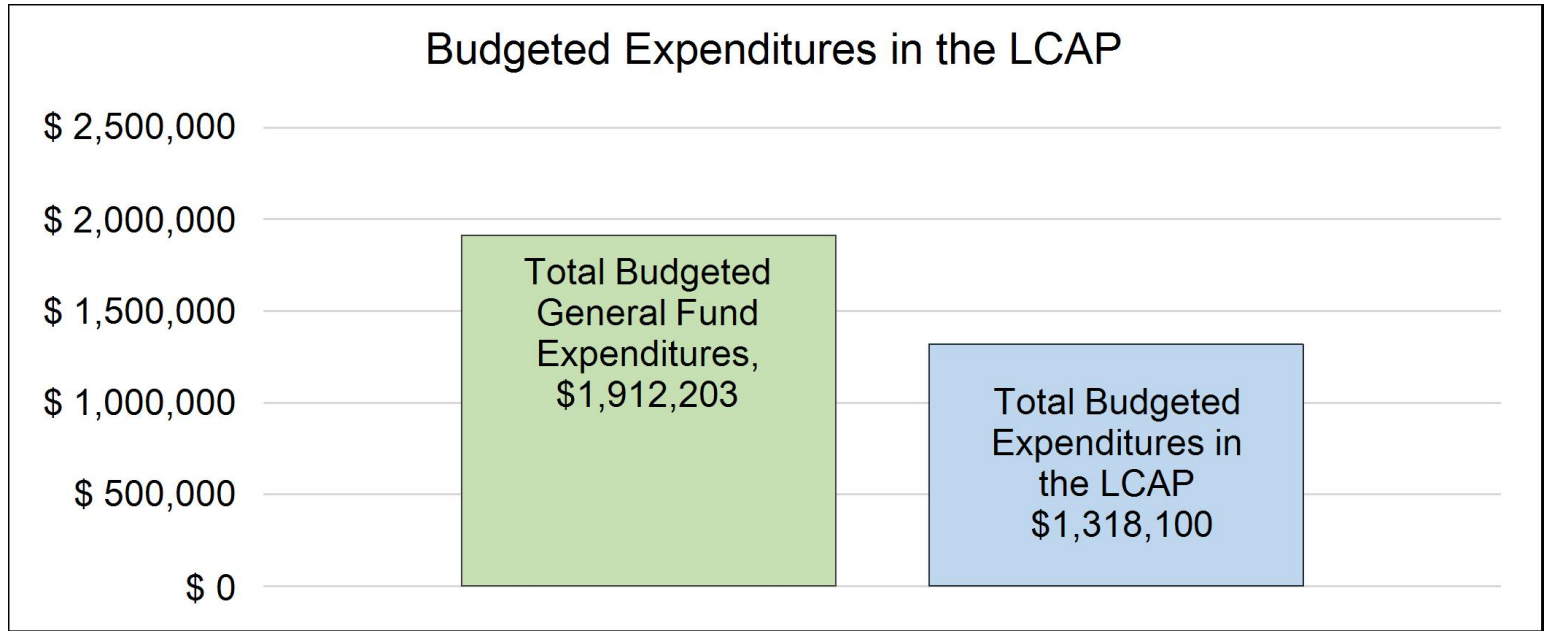


This chart shows the total general purpose revenue California Online Public Schools Central Coast expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: California Online Public Schools Central Coast plans to spend \$1,912,203 for the 2025-26 school year. Of that amount, \$1,318,100 is tied to actions/services in the LCAP and \$594,103 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

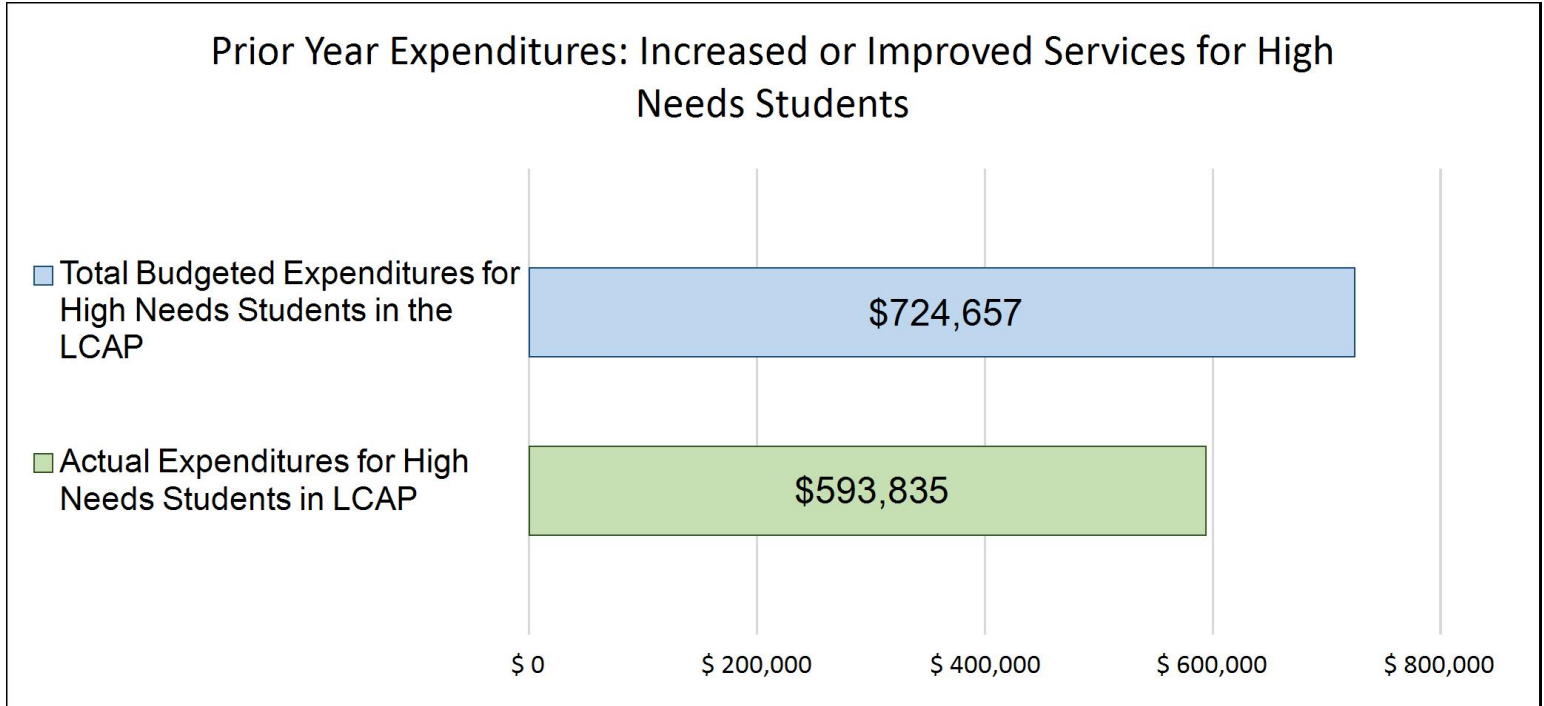
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools Central Coast is projecting it will receive \$160,062 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Central Coast must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Central Coast plans to spend \$740,561 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Central Coast's LCAP budgeted \$724,657 for planned actions to increase or improve services for high needs students. California Online Public Schools Central Coast actually spent \$593,835 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$130,822 had the following impact on California Online Public Schools Central Coast's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

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

California Online Public Schools Central Coast serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by the Cuyama Joint Unified School District, and enrolls students in three counties: Santa Barbara, Ventura, and San Luis Obispo. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Central Coast is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and that is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools Central Coast program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Online Public Schools Central Coast's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 Dashboard are prominently reflected in our school's Suspension Rate. California Online Public Schools Central Coast proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.2%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

It is also important to note that the 2024 Dashboard does not provide performance colors for English Learner Progress, College and Career, or Graduation Rate due to the small number of students enrolled in these indicators, which prevents public reporting.

However, the 2024 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

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

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

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

In conclusion, California Online Public Schools Central Coast remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Online Public Schools Central Coast.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

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

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

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Central Coast reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| 1.1 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% | The difference from baseline is - 7.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|--------------------------------------|
| 1.2 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% | The difference from baseline is - 7% |
| 1.3 | Increase English Learner reclassification rates | In 2023-2024, the RFEP rate through month 8 was 0% | In 2024-2025 the RFEP rate through month 8 was 0% | | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of .25% | The difference from baseline is 0% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 1.1 | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | \$5,278.08 | 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. | \$287,082.67 | 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. | \$329,512.00 | 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. | \$6,705.41 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|-------------|--------------|
| 1.5 | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | \$5,574.36 | Yes |
| 1.6 | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | \$1,944.00 | Yes |
| 1.7 | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation | \$2,108.50 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|---|---|
| 2.1 | Maintain a high rate of biweekly contacts | In 2023 - 2024, the average biweekly contact rate was 97.3% | In 2024-2025, the average biweekly contact rate was 87% | | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. | The difference from baseline is - 10.3% |
| 2.2 | Decrease chronic absenteeism | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94% | The 2024-2025 chronic absenteeism rate | | The desired outcome for 2026-2027 month 7 chronic | The difference from baseline is 9.06% |

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized. | \$48,694.42 | 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. | \$264,205.34 | 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. | \$172,575.00 | 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 | \$17,011.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| | | activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields. | \$31,200.51 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | \$3,593.13 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$1,845.24 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | \$1,561.46 | No |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|--|--------------------------------------|
| 3.1 | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% | In 2024-2025, the average Project Success course pass rate after quarter 3 was 96% | | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% | The difference from baseline is 0% |
| 3.2 | Increase summer school course pass rates | The 2023 Summer School pass rate was 83% | The 2024 Summer School pass rate was 73% | | The desired outcome for the summer school course pass rate | The difference from baseline is -10% |

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | \$34,480.35 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | \$624.00 | Yes |
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations. | \$349.29 | 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. | \$31,828.79 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | \$11,550.00 | No |
| 3.6 | Graduation Rate Progress Monitoring | Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted. | \$56,225.00 | No |
| 3.7 | Dual Enrollment Options | Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options. | \$1,345.63 | No |
| 3.8 | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$2,805.00 | No |

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 9.151% | 0.000% | \$0.00 | 9.151% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.1 | <p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | <p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p> | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p> | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| <p>1.2</p> | <p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</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>Scope: LEA-wide</p> | <p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| <p>1.3</p> | <p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</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>Scope: 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>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | | essential for their success in and beyond high school. |
| 2.1 | <p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p> | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p> |

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p> | | <p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p> |

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

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p> |
| <p>3.2</p> | <p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope:</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>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally</p> | The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first</p> |

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

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

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p> |

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| <p>1.5</p> | <p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p> | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| <p>1.6</p> | <p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| <p>1.7</p> | <p>Action: Foster and Homeless Academic Achievement</p> <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | | | transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes. |
| 2.7 | <p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p>Scope: 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

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

2025-26 Total Expenditures Table

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

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,100,124.57 | \$128,577.77 | \$0.00 | \$89,397.58 | \$1,318,099.92 | \$1,255,549.86 | \$62,550.06 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | Professional Development for Academic Achievement | | Yes | LEA-wide | | All Schools | 2025-2026 | \$0.00 | \$5,278.08 | \$3,938.17 | \$1,236.14 | | \$103.77 | \$5,278.08 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | | Yes | LEA-wide | | All Schools | 2025-2026 | \$276,285.14 | \$10,797.53 | \$223,533.40 | \$31,750.00 | | \$31,799.27 | \$287,082.67 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | | Yes | LEA-wide | | All Schools | 2025-2026 | \$329,512.00 | \$0.00 | \$261,852.00 | \$38,100.00 | | \$29,560.00 | \$329,512.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | | Yes | LEA-wide | | All Schools | 2025-2026 | \$382.93 | \$6,322.48 | \$5,080.58 | | | \$1,624.83 | \$6,705.41 | |
| 1 | 1.5 | English Learner Student Achievement | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$5,574.36 | \$0.00 | \$2,998.36 | | | \$2,576.00 | \$5,574.36 | |
| 1 | 1.6 | LTEL Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$1,944.00 | \$0.00 | \$1,300.00 | | | \$644.00 | \$1,944.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$1,300.00 | \$808.50 | \$2,108.50 | | | | \$2,108.50 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | \$15,160.00 | \$33,534.42 | \$39,024.68 | \$26.63 | | \$9,643.11 | \$48,694.42 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2 | 2.2 | Track and Record Daily Student Participation | All | No | | | All Schools | 2025-2026 | \$262,941.31 | \$1,264.03 | \$231,295.34 | \$25,400.00 | | \$7,510.00 | \$264,205.34 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$172,575.00 | \$0.00 | \$149,091.00 | \$19,050.00 | | \$4,434.00 | \$172,575.00 | |
| 2 | 2.4 | Caretaker Engagement Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$17,011.74 | \$0.00 | \$17,011.74 | | | | \$17,011.74 | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | No | | | All Schools | 2025-2026 | \$30,129.51 | \$1,071.00 | \$30,885.51 | \$315.00 | | | \$31,200.51 | |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | No | | | All Schools | 2025-2026 | \$3,440.00 | \$153.13 | \$3,593.13 | | | | \$3,593.13 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$1,377.00 | \$468.24 | \$1,820.64 | | | \$24.60 | \$1,845.24 | |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | No | | | All Schools | 2025-2026 | \$0.00 | \$1,561.46 | \$1,561.46 | | | | \$1,561.46 | |
| 3 | 3.1 | College Preparation | All | No | | | All Schools | 2025-2026 | \$34,024.10 | \$456.25 | \$34,480.35 | | | | \$34,480.35 | |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$0.00 | \$624.00 | \$624.00 | | | | \$624.00 | |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$183.98 | \$165.31 | \$349.29 | | | | \$349.29 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$31,828.79 | \$0.00 | \$31,828.79 | | | | \$31,828.79 | |
| 3 | 3.5 | Transition Plans | Students with Disabilities | No | | | All Schools | 2025-2026 | \$11,550.00 | \$0.00 | \$5,200.00 | \$6,350.00 | | | \$11,550.00 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | No | | | All Schools | 2025-2026 | \$56,225.00 | \$0.00 | \$48,397.00 | \$6,350.00 | | \$1,478.00 | \$56,225.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| 3 | 3.7 | Dual Enrollment Options | All | No | | | All Schools | 2025-2026 | \$1,300.00 | \$45.63 | \$1,345.63 | | | | \$1,345.63 | |
| 3 | 3.8 | Early Intervention Program Development | All | No | | | All Schools | 2025-2026 | \$2,805.00 | \$0.00 | \$2,805.00 | | | | \$2,805.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 1,749,167.00 | 160,062.21 | 9.151% | 0.000% | 9.151% | \$740,561.15 | 0.000% | 42.338 % | Total: | \$740,561.15 |
| | | | | | | | | LEA-wide Total: | \$732,333.65 |
| | | | | | | | | Limited Total: | \$8,227.50 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | LEA-wide | | All Schools | \$3,938.17 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | LEA-wide | | All Schools | \$223,533.40 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | LEA-wide | | All Schools | \$261,852.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | LEA-wide | | All Schools | \$5,080.58 | |
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$2,998.36 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$1,300.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$2,108.50 | |

| 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 | \$39,024.68 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$149,091.00 | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$17,011.74 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$1,820.64 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$624.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$349.29 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$31,828.79 | |

2024-25 Annual Update Table

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

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

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | \$16,240.46 | 71,653.99 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | \$2,623.23 | 3,358.62 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$1,769.18 | 8,192.24 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | \$6,268.59 | 1,561.46 |
| 3 | 3.1 | College Preparation | No | \$35,041.30 | 27,163.14 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$721.46 | 624.00 |
| 3 | 3.3 | AVID Program Implementation | Yes | \$349.04 | 349.29 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$35,455.92 | 24,914.43 |
| 3 | 3.5 | Transition Plans | No | \$12,234.19 | 9,532.98 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | \$39,332.51 | 93,907.10 |
| 3 | 3.7 | Dual Enrollment Options | No | \$1,799.36 | 992.10 |
| 3 | 3.8 | Early Intervention Program Development | No | \$1,817.73 | 2,402.15 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 120,997 | \$724,657.46 | \$593,835.35 | \$130,822.11 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$13,203.00 | 3,938.17 | | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$143,923.29 | 172,677.57 | | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$176,873.92 | 208,087.93 | | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$11,943.11 | 5,080.58 | | |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$8,132.76 | 2,291.30 | | |
| 1 | 1.6 | LTEL Support | Yes | \$35,266.51 | 985.91 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$1,934.36 | 1,754.97 | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$180,103.53 | 38,469.77 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$106,485.33 | 114,187.18 | | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$8,496.05 | 14,623.51 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$1,769.18 | 5,850.74 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$721.46 | 624.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.3 | AVID Program Implementation | Yes | \$349.04 | 349.29 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$35,455.92 | 24,914.43 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 1,203,478 | 120,997 | | 10.054% | \$593,835.35 | 0.000% | 49.343% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Central Valley

CDS Code: 54 718030112458

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

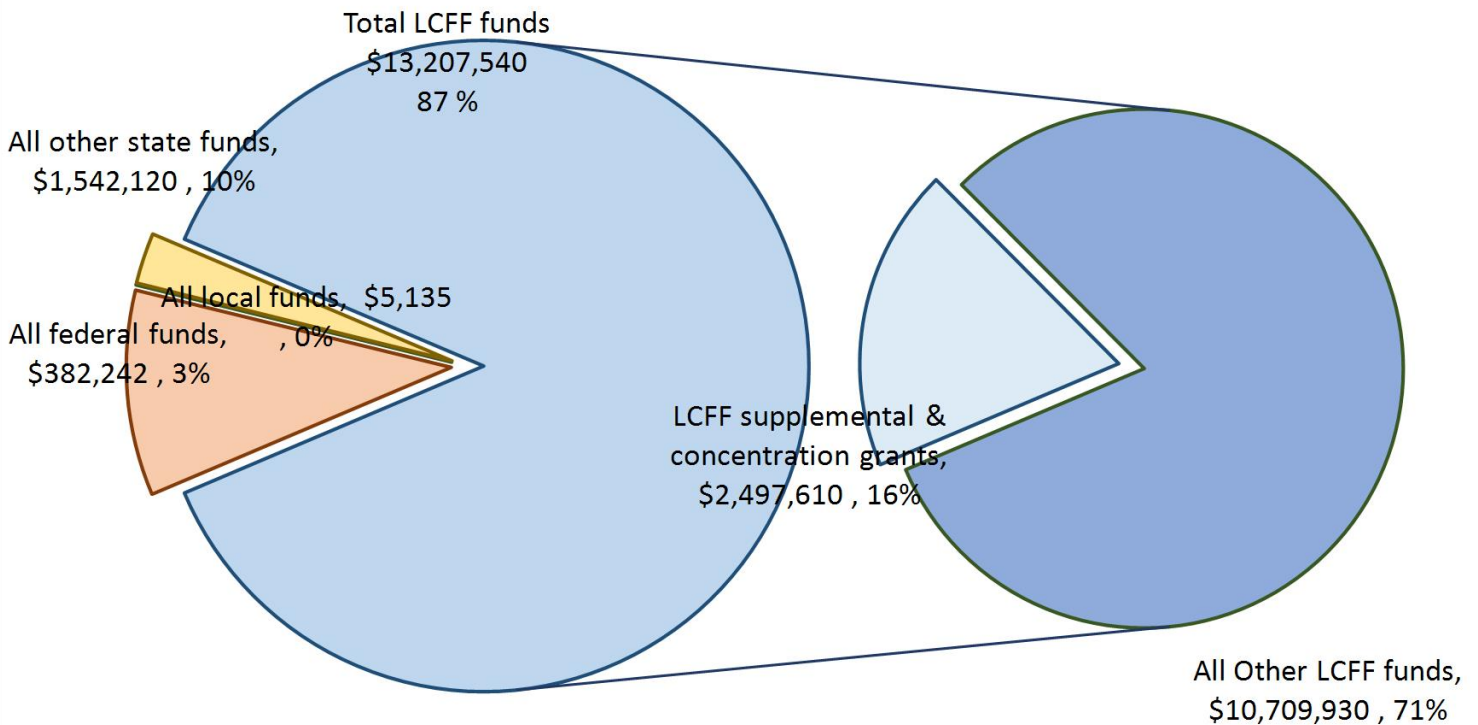
rsavage@californiaops.org

(949) 461-1667

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

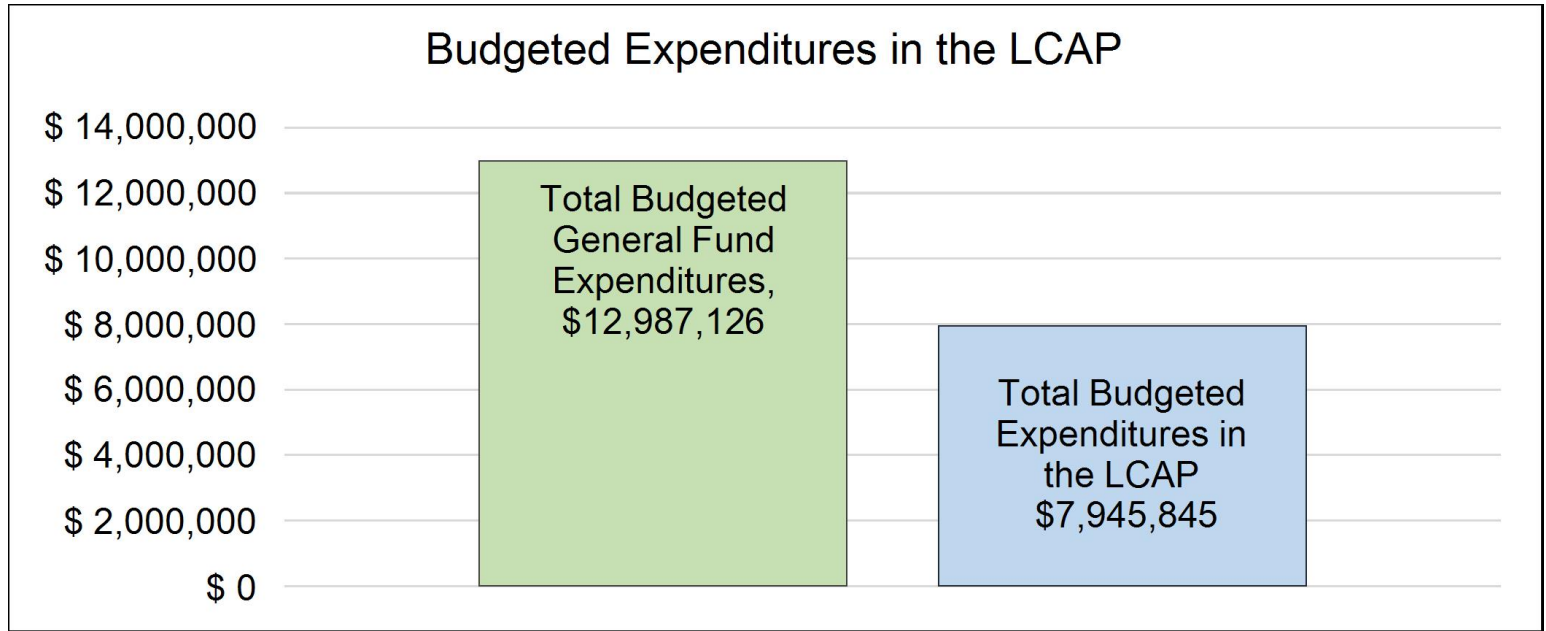


This chart shows the total general purpose revenue California Online Public Schools Central Valley expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: California Online Public Schools Central Valley plans to spend \$12,987,126 for the 2025-26 school year. Of that amount, \$7,945,845 is tied to actions/services in the LCAP and \$5,041,281 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

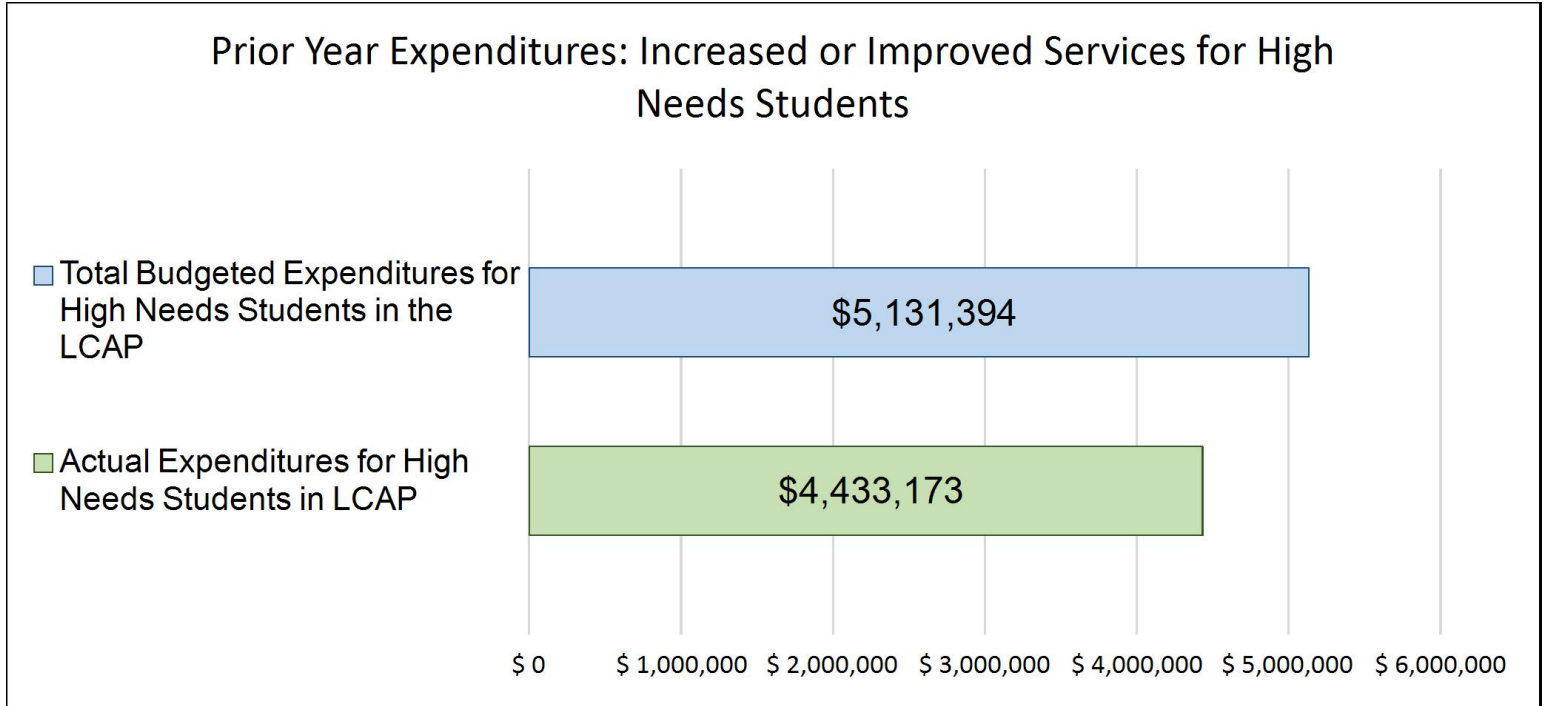
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools Central Valley is projecting it will receive \$2,497,610 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Central Valley plans to spend \$4,881,516 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

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

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

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

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

California Online Public Schools Central Valley serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Alpaugh Unified School District, and enrolls students in five counties: Tulare, Kings, Kern, Fresno, and Inyo. In 2006, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Central Valley is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and that is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools Central Valley program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Online Public Schools Central Valley's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the Dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement when compared to the statewide average of 3.2%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. Additionally, we saw a notable improvement in our College and Career Indicator, where the percentage of prepared students increased by 14.7 percentage points to 19.3%, moving this indicator to the “Yellow” performance level.

However, the Dashboard also highlights critical areas for growth. Chronic Absenteeism rose to 23.2%, an increase of 9.4 percentage points from the previous year, placing this indicator in the “Red” performance level. This issue was especially pronounced among Socioeconomically Disadvantaged students (26.6%), Students with Disabilities (23%), and English Learners (39.4%). These trends underscore the urgent need to deepen student engagement and expand targeted attendance interventions, particularly for our most at-risk student groups.

In Academic Performance, California Online Public Schools Central Valley remains in the lowest performance level for both English Language Arts and Mathematics. In ELA, students scored an average of 93.3 points below standard, declining by 21 points from the prior year. In Mathematics, students scored 148.8 points below standard, with a 13.5-point decline. Notably, Students with Disabilities performed 163.3 points below standard in ELA and 209.6 points below standard in Math. Socioeconomically Disadvantaged and Hispanic students also exhibited significant performance gaps in both subjects. These data points call for sustained investment in evidence-based instructional supports and differentiated academic interventions.

We recognize that low participation rates in state assessments continue to affect performance data. As a fully online school, we face unique logistical barriers to CAASPP testing, such as transportation limitations, conflicting family obligations, and health concerns. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. Additionally, we are building assessment familiarity through practice tests and integrating test-aligned materials into our curriculum.

We are also working to increase early-grade participation in state assessments to normalize the testing experience and build foundational test-taking confidence. These steps, combined with ongoing initiatives like CHAMPS, Project Success, and credit recovery programs, form the cornerstone of our continuous improvement strategy.

In conclusion, California Online Public Schools Central Valley remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Central Valley qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Academic Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which scored in the lowest performance level (Red) in multiple indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data

In collaboration with the Tulare County Office of Education (TCOE), CalOPS Central Valley has engaged in a thorough review of state and local data to assess systemwide strengths, identify student group disparities, and develop a targeted response strategy.

Strengths Identified:

-Suspension Rate maintained at 0% (Blue) across all student groups, reflecting a consistently safe and supportive learning environment.

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

Areas for Growth:

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

Focus Areas: Math Achievement & Chronic Absenteeism

Through targeted technical assistance, CalOPS Central Valley has committed to two key focus areas:

- Improve math outcomes for Socioeconomically Disadvantaged students through strengthened math instruction, intervention, and participation in assessment.
- Reduce chronic absenteeism through early identification of at-risk students, increased outreach, more focused staff training, and supportive re-engagement systems.
- These goals align with the CalOPS Theory for Improvement, which aims to increase math achievement for SED students by 5% by 2025 through focused support systems and instructional improvements.

Professional Development and Implementation Plan

To support these priorities, CalOPS Central Valley will implement a focused improvement plan supported by TCOE. Key LCAP-aligned strategies include:

- Action 2.1: High-dosage math interventions, targeted tutoring, and scaffolded supports for SED and SWD students.
- Action 2.2: Increased use of diagnostic tools such as iReady, IXL, Tutor.com, and Interim Assessments to guide instruction.
- Action 2.4: Implementation of a new math curriculum with professional learning, including test-taking strategies and pacing supports.
- Action 1.4: Expanded 1:1 family data chats and student-teacher communication to support academic goal-setting and accountability.
- Action 3.3: Increased access to college and career readiness tools, CCAP partnerships, and postsecondary planning through counselor advisement.

Ongoing Commitment to Equity and Improvement

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

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

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

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Central Valley reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|--|
| 1.1 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | In 20224-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% | The difference from baseline is - 7.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|---------------------------------------|
| 1.2 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% | The difference from baseline is - 7% |
| 1.3 | Increase English Learner reclassification rates | In 2023-2024, the RFEP rate through month 8 was 10.64% | In 2024-2025, the RFEP rate through month 8 was 16.33% | | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 11.1% | The difference from baseline is 5.69% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1.1 | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | \$33,359.34 | 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. | \$1,725,476.56 | 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. | \$1,977,072.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 1.4 | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | \$43,903.42 | Yes |
| 1.5 | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | \$33,446.19 | Yes |
| 1.6 | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | \$11,664.00 | Yes |
| 1.7 | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation | \$13,141.00 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized. | \$302,188.12 | Yes |
| 2.2 | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$1,597,559.43 | 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. | \$1,035,450.00 | 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 | \$102,070.47 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|--------------|--------------|
| | | activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields. | \$187,605.05 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | \$21,558.75 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$11,257.48 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | \$14,474.59 | No |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|--|------------------------------------|
| 3.1 | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% | In 2024-2025, the average Project Success course pass rate after quarter 3 was 96% | | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% | The difference from baseline is 0% |
| 3.2 | Increase summer school course pass rates | In the summer of 2023, the summer school course pass rate was 83% | In the summer of 2024, the summer school course pass rate was 73% | | The desired outcome for the summer school course pass rate | The distance from baseline is -10% |

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | \$207,135.55 | Yes |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | \$3,744.00 | 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. | \$2,187.57 | 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. | \$190,972.73 | 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. | \$69,300.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| | | | | |
| 3.6 | Graduation Rate Progress Monitoring | Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted. | \$337,350.00 | Yes |
| 3.7 | Dual Enrollment Options | Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options. | \$8,099.13 | No |
| 3.8 | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$16,830.00 | No |

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 18.910% | 0.000% | \$0.00 | 18.910% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.1 | <p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | <p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p> | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p> | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| <p>1.2</p> | <p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</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>Scope: LEA-wide</p> | <p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| <p>1.3</p> | <p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</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>Scope: 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>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | | essential for their success in and beyond high school. |
| 2.1 | <p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p> | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p> |

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p> | | <p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p> |

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

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

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

| Goal and Action # | Identified Need(s) | 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>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>Scope: 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> |

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | <p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| <p>3.4</p> | <p>Action: Credit Recovery and Summer Intervention</p> <p>Need: 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>Scope: 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>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p> |

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

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.</p> |

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| <p>1.5</p> | <p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p> | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | | | <p>the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |
| <p>1.6</p> | <p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | | <p>assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| 1.7 | Action: Foster and Homeless Academic Achievement | Our school can effectively address the academic achievement needs of foster and homeless | Monitoring the effectiveness of actions |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: 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 |
|-------------------|--------------------|---|--|
| | | | <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: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | | | <p>supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p> |
| <p>2.7</p> | <p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require</p> | <p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome</p> | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p>Scope: 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>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</p> |

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

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

NA

Additional Concentration Grant Funding

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

NA

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

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

2025-26 Total Expenditures Table

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

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$6,557,175.43 | \$773,053.28 | \$0.00 | \$615,616.67 | \$7,945,845.38 | \$7,533,299.15 | \$412,546.23 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1 | 1.1 | Professional Development for Academic Achievement | | Yes | LEA-wide | | All Schools | 2025-2026 | \$0.00 | \$33,359.34 | \$12,888.94 | \$7,575.78 | | \$12,894.62 | \$33,359.34 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | | Yes | LEA-wide | | All Schools | 2025-2026 | \$1,657,710.83 | \$67,765.73 | \$1,340,200.73 | \$190,500.00 | | \$194,775.83 | \$1,725,476.56 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | | Yes | LEA-wide | | All Schools | 2025-2026 | \$1,977,072.00 | \$0.00 | \$1,571,112.00 | \$228,600.00 | | \$177,360.00 | \$1,977,072.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | | Yes | LEA-wide | | All Schools | 2025-2026 | \$2,297.56 | \$41,605.86 | \$29,386.86 | | | \$14,516.56 | \$43,903.42 | |
| 1 | 1.5 | English Learner Student Achievement | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$33,446.19 | \$0.00 | \$17,990.19 | | | \$15,456.00 | \$33,446.19 | |
| 1 | 1.6 | LTEL Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$11,664.00 | \$0.00 | \$7,800.00 | | | \$3,864.00 | \$11,664.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$7,800.00 | \$5,341.00 | \$10,691.00 | | | \$2,450.00 | \$13,141.00 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | \$90,960.00 | \$211,228.12 | \$189,298.06 | \$177.50 | | \$112,712.56 | \$302,188.12 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 2 | 2.2 | Track and Record Daily Student Participation | All | No | | | All Schools | 2025-2026 | \$1,577,647.86 | \$19,911.57 | \$1,399,191.93 | \$152,400.00 | | \$45,967.50 | \$1,597,559.43 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$1,035,450.00 | \$0.00 | \$894,546.00 | \$114,300.00 | | \$26,604.00 | \$1,035,450.00 | |
| 2 | 2.4 | Caretaker Engagement Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$102,070.47 | \$0.00 | \$102,070.47 | | | | \$102,070.47 | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | No | | | All Schools | 2025-2026 | \$180,777.05 | \$6,828.00 | \$184,305.05 | \$3,300.00 | | | \$187,605.05 | |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | No | | | All Schools | 2025-2026 | \$20,640.00 | \$918.75 | \$21,558.75 | | | | \$21,558.75 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$8,262.00 | \$2,995.48 | \$11,109.88 | | | \$147.60 | \$11,257.48 | |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | No | | | All Schools | 2025-2026 | \$0.00 | \$14,474.59 | \$14,474.59 | | | | \$14,474.59 | |
| 3 | 3.1 | College Preparation | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2025-2026 | \$204,144.60 | \$2,990.95 | \$207,135.55 | | | | \$207,135.55 | |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$0.00 | \$3,744.00 | \$3,744.00 | | | | \$3,744.00 | |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$1,103.86 | \$1,083.71 | \$2,187.57 | | | | \$2,187.57 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$190,972.73 | \$0.00 | \$190,972.73 | | | | \$190,972.73 | |
| 3 | 3.5 | Transition Plans | Students with Disabilities | No | | | All Schools | 2025-2026 | \$69,300.00 | \$0.00 | \$31,200.00 | \$38,100.00 | | | \$69,300.00 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2025-2026 | \$337,350.00 | \$0.00 | \$290,382.00 | \$38,100.00 | | \$8,868.00 | \$337,350.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| 3 | 3.7 | Dual Enrollment Options | All | No | | | All Schools | 2025-2026 | \$7,800.00 | \$299.13 | \$8,099.13 | | | | \$8,099.13 | |
| 3 | 3.8 | Early Intervention Program Development | All | No | | | All Schools | 2025-2026 | \$16,830.00 | \$0.00 | \$16,830.00 | | | | \$16,830.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 13,207,540.00 | 2,497,609.91 | 18.910% | 0.000% | 18.910% | \$4,881,515.98 | 0.000% | 36.960 % | Total: | \$4,881,515.98 |
| | | | | | | | | LEA-wide Total: | \$4,833,924.91 |
| | | | | | | | | Limited Total: | \$47,591.07 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | LEA-wide | | All Schools | \$12,888.94 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | LEA-wide | | All Schools | \$1,340,200.73 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | LEA-wide | | All Schools | \$1,571,112.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | LEA-wide | | All Schools | \$29,386.86 | |
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$17,990.19 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$7,800.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$10,691.00 | |

| 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 (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide | Low Income | All Schools | \$189,298.06 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$894,546.00 | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$102,070.47 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$11,109.88 | |
| 3 | 3.1 | College Preparation | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$207,135.55 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,744.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,187.57 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$190,972.73 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$290,382.00 | |

2024-25 Annual Update Table

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

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

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

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 1,805,474 | \$5,131,393.71 | \$4,433,172.94 | \$698,220.77 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$85,379.40 | 12,888.94 | | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$930,703.96 | 1,093,637.60 | | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$1,143,784.71 | 1,322,704.55 | | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$77,232.08 | 29,386.86 | | |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$52,591.86 | 14,363.60 | | |
| 1 | 1.6 | LTEL Support | Yes | \$228,056.75 | 6,236.15 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$12,508.85 | 8,877.71 | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$1,164,669.48 | 180,712.45 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$688,605.11 | 725,501.43 | | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$54,941.12 | 92,930.42 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$11,440.68 | 37,044.29 | | |
| 3 | 3.1 | College Preparation | Yes | \$226,600.41 | 171,957.72 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$4,665.41 | 3,744.00 | | |
| 3 | 3.3 | AVID Program Implementation | Yes | \$2,257.09 | 2,187.57 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$229,281.61 | 157,390.59 | | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | \$218,675.19 | 573,609.06 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 8,088,317 | 1,805,474 | | 22.322% | \$4,433,172.94 | 0.000% | 54.810% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Monterey Bay

CDS Code: 44-75432-0139410

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

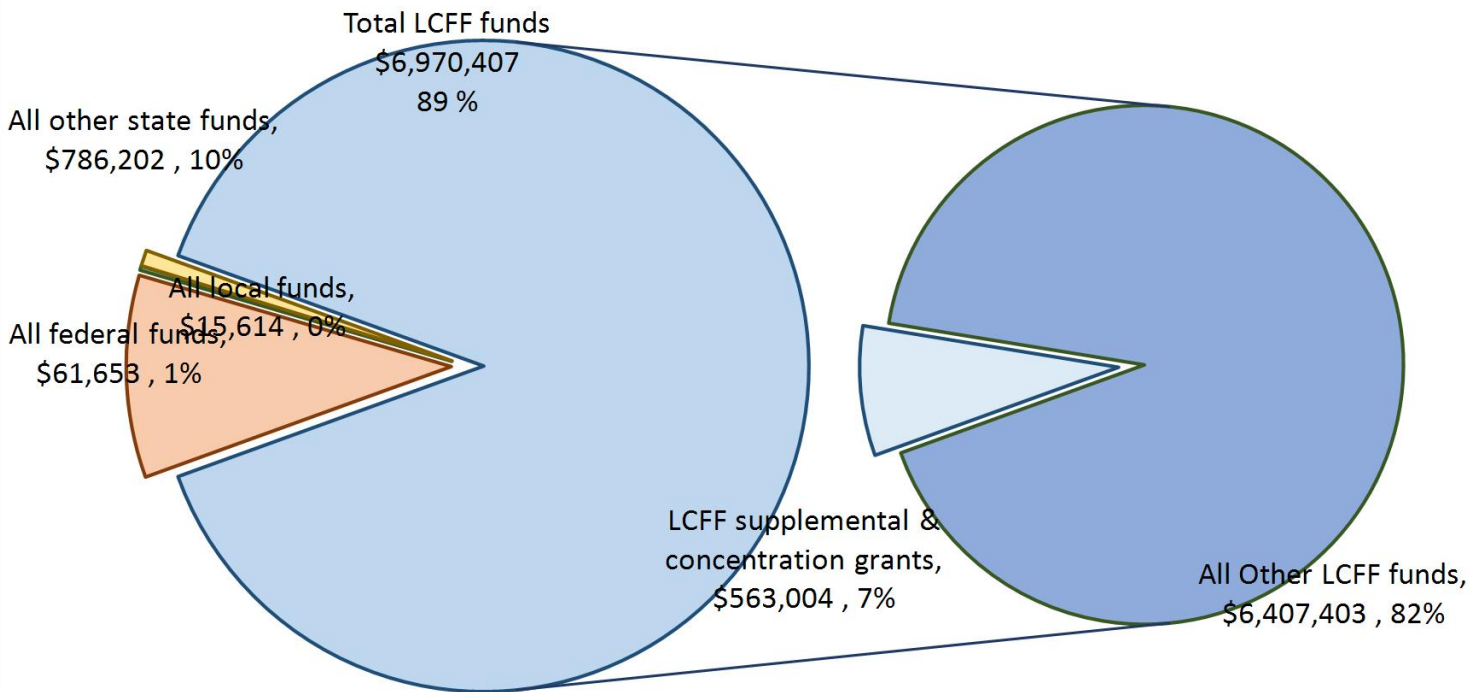
rsavage@californiaops.org

(949) 461-1667

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

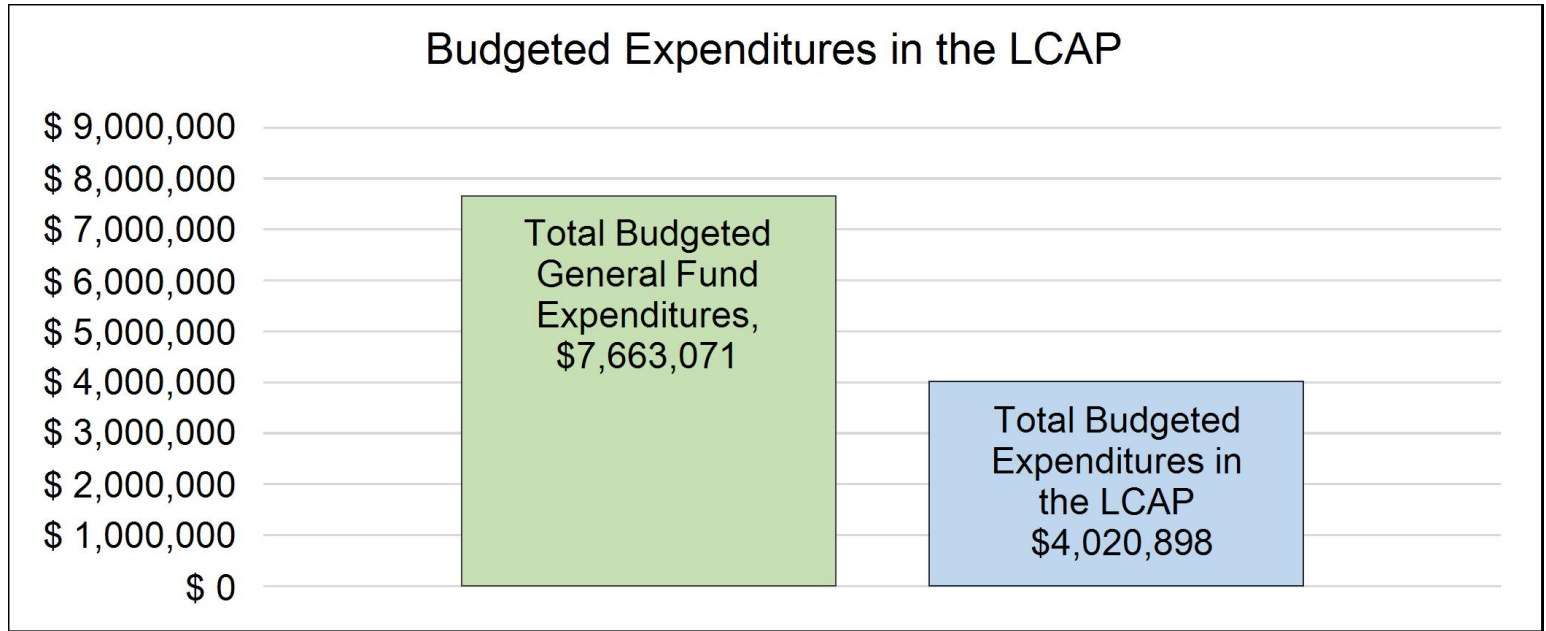


This chart shows the total general purpose revenue California Online Public Schools Monterey Bay expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: California Online Public Schools Monterey Bay plans to spend \$7,663,071 for the 2025-26 school year. Of that amount, \$4,020,898 is tied to actions/services in the LCAP and \$3,642,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

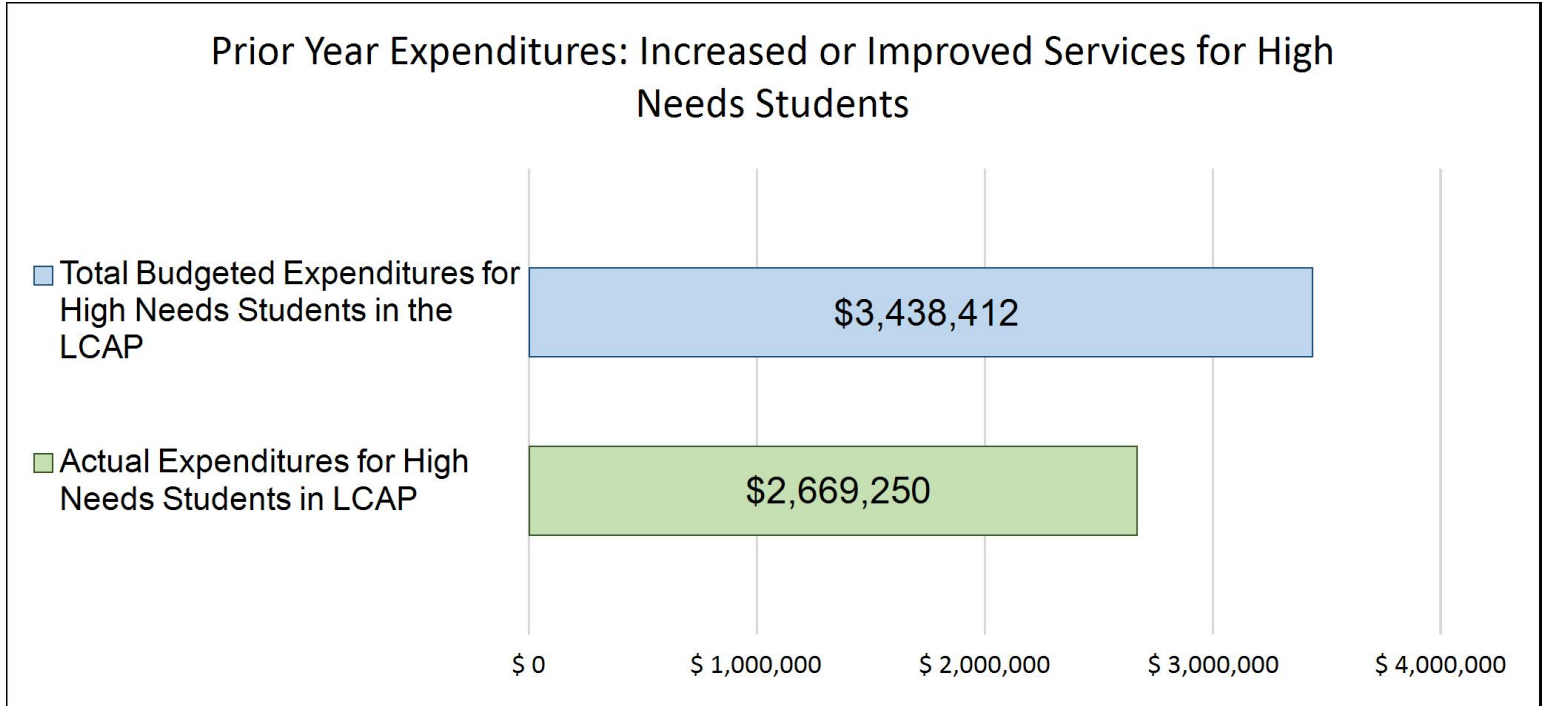
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools Monterey Bay is projecting it will receive \$563,004 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Monterey Bay must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Monterey Bay plans to spend \$2,410,113 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

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

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

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

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

California Online Public Schools Monterey Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Scotts Valley Unified School District, and enrolls students in five counties: Monterey, San Benito, San Mateo, Santa Cruz, and Santa Clara. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Monterey Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools Monterey Bay program and that have an effect on the performance metrics described in this LCAP include:

- A public charter school of choice, which parents choose for a wide variety of reasons

- The school serves all grade levels, TK-12, which is different from most traditional public schools

- A high mobility rate, which results in a large population of new students each year

- A diverse and spread-out population that has difficulty participating in State Testing.

- A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

- A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

- A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Online Public Schools Monterey Bay's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement compared to the statewide average of 3.2%. This underscores our commitment to cultivating a supportive and inclusive virtual learning environment. Additionally, the graduation rate improved to 77%, a 4.6 percentage point increase from the prior year, and is now in the “Yellow” performance level. This positive momentum is especially encouraging as we continue to enhance graduation pathways and credit recovery supports for our students.

However, the Dashboard also highlights important areas for growth. Chronic Absenteeism increased to 14.4%, a rise of 6.9 percentage points, which places this indicator in the “Red” performance level. This concern was more pronounced for Socioeconomically Disadvantaged

students (21%), Hispanic students (19.1%), and students identified as Two or More Races (21.7%). These figures signal an urgent need to expand our outreach efforts, enhance student engagement strategies, and ensure equitable access to attendance supports, especially for our most vulnerable student groups.

In the area of Academic Performance, California Online Public Schools Monterey Bay remains below standard, with an “Orange” performance level in English Language Arts (ELA) and a “Yellow” in Mathematics. In ELA, students scored an average of 44.1 points below standard, declining by 3.7 points from the previous year. Hispanic students and Socioeconomically Disadvantaged students were particularly impacted, scoring 104.5 and 99.6 points below standard, respectively. In Mathematics, performance showed improvement, increasing by 8.3 points overall; however, students still averaged 89.4 points below standard. Hispanic students (163.7 points below standard) and SED students (149.6 points below standard) remain a primary focus for intervention.

We also recognize that assessment participation challenges persist in a virtual setting. Barriers such as transportation, work schedules, and health-related concerns limit access to in-person testing. To mitigate these challenges, we have expanded testing options to include remote administration and communicated more proactively with students and families. Additionally, we are working to increase early-grade testing participation and normalize the experience through practice tests and integrated test-preparation resources.

These actions are supported by interventions such as CHAMPS, Project Success, and targeted academic support systems designed to re-engage students, improve achievement, and close performance gaps. The integration of new schoolwide systems and expanded virtual support services also reflects our transition toward a more responsive and student-centered online learning model.

In conclusion, California Online Public Schools Monterey Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all students. Through collaborative efforts, targeted interventions, and strategic planning, we are dedicated to fostering a culture of continuous improvement and academic achievement for every learner in our school community.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Monterey Bay qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Pupil Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of both the Hispanic and Socioeconomically Disadvantaged (SED) student groups, which each scored in the lowest performance level (Red) in two or more indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data

In partnership with the Santa Cruz County Office of Education, CalOPS MB has engaged in a collaborative review of both state and internal data to identify trends, strengths, and challenges.

Strengths Identified:

-Suspension Rate: 0% across all student groups (Blue)

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

Areas for Growth:

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

Focus Areas: Math Achievement & Chronic Absenteeism

Through targeted technical assistance and in alignment with the CalOPS Theory for Improvement, CalOPS MB has identified two primary focus areas:

- Improve math achievement for Hispanic and SED student groups through expanded access to daily synchronous instruction, updated curriculum, and consistent student support systems.
- Reduce chronic absenteeism by increasing school engagement, building stronger connections with families, and removing barriers to attendance, especially for SED and Hispanic students.

These focus areas support the CalOPS MB Theory for Improvement, aim to increase Hispanic student achievement in math by 5% by 2025 (from -163.7 to -155.5 points below standard), and reduce chronic absenteeism for SED and Hispanic students to below 15%.

Professional Development and Implementation Plan

To support this work, CalOPS MB will implement a multi-tiered action plan that includes the following LCAP-aligned and improvement-driven strategies:

- Action 2.1: Provide high-dosage math intervention, especially in middle and high school, using dedicated intervention teachers and updated curriculum tools.
- Action 2.2: Leverage formative diagnostic platforms such as IXL, iReady, Tutor.com, and Interim Assessments to guide responsive instruction.
- Action 2.3: Focus on increasing test participation rates through early-year planning, removing logistical barriers, and offering remote options.
- Action 1.4: Expand 1:1 outreach, including proactive attendance tracking, frequent student check-ins, and early intervention for attendance concerns.
- Action 1.6: Implement targeted supports for families of chronically absent students, including translated communication, flexible scheduling, and referral to counseling or other resources.

Ongoing Commitment to Equity and Improvement

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

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

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

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

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Monterey Bay reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| 1.1 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% | The difference from baseline is - 7.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|---|
| 1.2 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% | The difference from baseline is - 7% |
| 1.3 | Increase English Learner reclassification rates | In 2023-2024, the RFEP rate through month 8 was 11.90% | In 2024-2025, the RFEP rate through month 8 was 6.25% | | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 12.4% | The difference from baseline is - 5.65% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 1.1 | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE | \$21,357.04 | 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. | \$872,198.48 | 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. | \$988,536.00 | 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. | \$26,950.87 | 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. | \$16,723.09 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|-------------|--------------|
| | | | | |
| 1.6 | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | \$5,832.00 | Yes |
| 1.7 | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation | \$7,036.00 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized. | \$177,230.71 | 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. | \$801,854.11 | 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. | \$517,725.00 | 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 | \$51,035.23 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| | | activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields. | \$94,945.52 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | \$10,866.88 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$6,015.92 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | \$4,633.83 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|--|--------------------------------------|
| 3.1 | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% | In 2024-2025, the average Project Success course pass rate after quarter 3 was 96% | | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% | The difference from baseline is 0% |
| 3.2 | Increase summer school course pass rates | In the summer of 2023, the summer school | In the summer of 2024, the summer | | The desired outcome for the | The difference from baseline is -10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|--------------------------------------|
| | | course pass rate was 83% | school course pass rate was 73% | | summer school course pass rate for the summer of 2026 is 87% | |
| 3.3 | Increase graduation rates | The 2022-2023 grad rate was 72.4% | The 2023-2024 grad rate was 77% | | The desired outcome for the 2025-2026 grad rate is 76% | The difference from baseline is 4.6% |
| 3.4 | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 41% | In 2023-2024, the percentage of students completing a-g requirements was 36% | | The desired outcome of students completing a-g requirements for the 2024-25 school year is 43% | The difference from baseline is -5% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Key strategies such as Project Success, summer school programming, early identification of credit deficiency, and programs like CHAMPS and AVID were implemented. Dual enrollment pathways were initiated in partnership with a local community college.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As with other goals, differences between planned and actual expenditures were mostly in contributing actions impacted by the enrollment drop. Although funding allocations were reduced, core programs remained intact and effective

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The graduation rate rose from 72.4% to 77%, and Project Success maintained a 96% pass rate. However, summer school pass rates dropped to 73%, and a-g completion rates declined to 36%. These mixed results suggest a need for strengthened summer interventions and academic planning for college readiness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Moving forward, more structured academic planning and increased counselor involvement will support a-g completion. We will refine summer programming to better support students in recovering credits efficiently. All contributing expenditures will be re-examined to ensure alignment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | \$103,669.16 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | \$1,872.00 | 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. | \$1,130.53 | 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. | \$95,486.36 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | \$34,650.00 | No |
| 3.6 | Graduation Rate Progress Monitoring | Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.. | \$168,675.00 | Yes |
| 3.7 | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | \$4,059.71 | No |
| 3.8 | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$8,415.00 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$563,004 | \$ |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 8.077% | 0.000% | \$0.00 | 8.077% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.1 | <p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | <p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p> | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p> | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| <p>1.2</p> | <p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</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>Scope: LEA-wide</p> | <p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p> | <p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| <p>1.3</p> | <p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</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>Scope: 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>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | | essential for their success in and beyond high school. |
| 2.1 | <p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p> | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | | | <p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| <p>2.3</p> | <p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p> | | <p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | | | <p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p> |
| <p>2.4</p> | <p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope:</p> | <p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p> | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | LEA-wide | promoting academic success and overall well-being. | <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p> |
| <p>3.2</p> | <p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope:</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>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally</p> | The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p> | <p>integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| <p>3.4</p> | <p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|--|---|
| | | <p>learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p> | <p>success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | | | <p>standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p> |
| 3.6 | Action: Graduation Rate Progress Monitoring | Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and | Effectiveness in monitoring graduation rates can be |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>Need: Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school.</p> <p>Scope: LEA-wide</p> | <p>administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.</p> | <p>measured through several key indicators:</p> <p>Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention.</p> <p>Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes.</p> <p>Closing Achievement Gaps: Evaluating whether graduation rates are</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups.</p> <p>Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.</p> <p>Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.</p> |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| <p>1.5</p> | <p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p> | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| <p>1.6</p> | <p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTEs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| <p>1.7</p> | <p>Action: Foster and Homeless Academic Achievement</p> <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p> |
| <p>2.7</p> | <p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p> | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | promoting educational success and attainment. |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | 6,970,407 | 563,004 | 8.077% | 0.000% | 8.077% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$3,353,919.84 | \$387,309.63 | \$0.00 | \$279,668.97 | \$4,020,898.44 | \$3,766,649.55 | \$254,248.89 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | Professional Development for Academic Achievement | | Yes | LEA-wide | | All Schools | 2025-2026 | \$0.00 | \$21,357.04 | \$16,172.04 | \$4,829.25 | | \$355.75 | \$21,357.04 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | | Yes | LEA-wide | | All Schools | 2025-2026 | \$828,855.41 | \$43,343.07 | \$678,585.19 | \$95,250.00 | | \$98,363.29 | \$872,198.48 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | | Yes | LEA-wide | | All Schools | 2025-2026 | \$988,536.00 | \$0.00 | \$785,556.00 | \$114,300.00 | | \$88,680.00 | \$988,536.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | | Yes | LEA-wide | | All Schools | 2025-2026 | \$1,148.78 | \$25,802.09 | \$19,909.96 | | | \$7,040.91 | \$26,950.87 | |
| 1 | 1.5 | English Learner Student Achievement | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$16,723.09 | \$0.00 | \$8,995.09 | | | \$7,728.00 | \$16,723.09 | |
| 1 | 1.6 | LTEL Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$5,832.00 | \$0.00 | \$3,900.00 | | | \$1,932.00 | \$5,832.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$3,900.00 | \$3,136.00 | \$7,036.00 | | | | \$7,036.00 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | \$45,480.00 | \$131,750.71 | \$142,028.61 | \$115.38 | | \$35,086.72 | \$177,230.71 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2 | 2.2 | Track and Record Daily Student Participation | All | No | | | All Schools | 2025-2026 | \$788,823.93 | \$13,030.18 | \$702,981.61 | \$76,200.00 | | \$22,672.50 | \$801,854.11 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 2025-2026 | \$517,725.00 | \$0.00 | \$447,273.00 | \$57,150.00 | | \$13,302.00 | \$517,725.00 | |
| 2 | 2.4 | Caretaker Engagement Support | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2025-2026 | \$51,035.23 | \$0.00 | \$51,035.23 | | | | \$51,035.23 | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | No | | | All Schools | 2025-2026 | \$90,388.52 | \$4,557.00 | \$93,580.52 | \$1,365.00 | | | \$94,945.52 | |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | No | | | All Schools | 2025-2026 | \$10,320.00 | \$546.88 | \$10,866.88 | | | | \$10,866.88 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$4,131.00 | \$1,884.92 | \$5,942.12 | | | \$73.80 | \$6,015.92 | |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | No | | | All Schools | 2025-2026 | \$0.00 | \$4,633.83 | \$4,633.83 | | | | \$4,633.83 | |
| 3 | 3.1 | College Preparation | All | No | | | All Schools | 2025-2026 | \$102,072.30 | \$1,596.86 | \$103,669.16 | | | | \$103,669.16 | |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$0.00 | \$1,872.00 | \$1,872.00 | | | | \$1,872.00 | |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$551.93 | \$578.60 | \$1,130.53 | | | | \$1,130.53 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$95,486.36 | \$0.00 | \$95,486.36 | | | | \$95,486.36 | |
| 3 | 3.5 | Transition Plans | Students with Disabilities | No | | | All Schools | 2025-2026 | \$34,650.00 | \$0.00 | \$15,600.00 | \$19,050.00 | | | \$34,650.00 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2025-2026 | \$168,675.00 | \$0.00 | \$145,191.00 | \$19,050.00 | | \$4,434.00 | \$168,675.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| 3 | 3.7 | Dual Enrollment Options | All | No | | | All Schools | 2025-2026 | \$3,900.00 | \$159.71 | \$4,059.71 | | | | \$4,059.71 | |
| 3 | 3.8 | Early Intervention Program Development | All | No | | | All Schools | 2025-2026 | \$8,415.00 | \$0.00 | \$8,415.00 | | | | \$8,415.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 6,970,407 | 563,004 | 8.077% | 0.000% | 8.077% | \$2,410,113.13 | 0.000% | 34.576 % | Total: | \$2,410,113.13 |
| | | | | | | | | LEA-wide Total: | \$2,384,239.92 |
| | | | | | | | | Limited Total: | \$25,873.21 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | LEA-wide | | All Schools | \$16,172.04 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | LEA-wide | | All Schools | \$678,585.19 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | LEA-wide | | All Schools | \$785,556.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | LEA-wide | | All Schools | \$19,909.96 | |
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$8,995.09 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$3,900.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$7,036.00 | |

| 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 (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide | Low Income | All Schools | \$142,028.61 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$447,273.00 | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$51,035.23 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$5,942.12 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,872.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,130.53 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$95,486.36 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$145,191.00 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$5,124,327.34 | \$4,521,508.77 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$67,836.80 | 21,357.04 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$785,628.25 | 847,997.04 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$951,884.36 | 1,017,213.23 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$56,596.20 | 26,950.87 |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$46,872.81 | 12,706.94 |
| 1 | 1.6 | LTEL Support | Yes | \$159,874.83 | 4,382.11 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$8,769.09 | 6,800.81 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$918,676.62 | 187,163.64 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | \$840,931.14 | 844,897.83 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$557,761.44 | 543,896.39 |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$38,515.42 | 57,072.06 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | \$73,623.43 | 279,619.63 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | \$11,891.99 | 13,203.51 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$8,020.27 | 31,968.71 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | \$22,837.89 | 4,633.83 |
| 3 | 3.1 | College Preparation | No | \$158,853.90 | 104,979.61 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$3,270.60 | 1,872.00 |
| 3 | 3.3 | AVID Program Implementation | Yes | \$1,582.29 | 1,130.53 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$160,733.49 | 95,829.15 |
| 3 | 3.5 | Transition Plans | No | \$55,461.67 | 37,812.39 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | \$178,307.39 | 366,814.27 |
| 3 | 3.7 | Dual Enrollment Options | No | \$8,157.09 | 3,824.52 |
| 3 | 3.8 | Early Intervention Program Development | No | \$8,240.37 | 9,382.66 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 428,854 | \$3,438,411.78 | \$2,669,250.25 | \$769,161.53 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$59,853.60 | 16,172.04 | | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$652,452.26 | 674,099.74 | | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$801,828.45 | 811,945.72 | | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$54,142.08 | 19,909.96 | | |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$36,868.52 | 8,524.71 | | |
| 1 | 1.6 | LTEL Support | Yes | \$159,874.83 | 3,817.51 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$8,769.09 | 6,800.81 | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$816,469.33 | 151,961.54 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$482,733.48 | 445,367.99 | | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$38,515.42 | 57,072.06 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$8,020.27 | 22,561.06 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$3,270.60 | 1,872.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.3 | AVID Program Implementation | Yes | \$1,582.29 | 1,130.53 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$160,733.49 | 95,829.15 | | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | Yes | \$153,298.07 | 352,185.43 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 4,988,984 | 428,854 | | 8.596% | \$2,669,250.25 | 0.000% | 53.503% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024



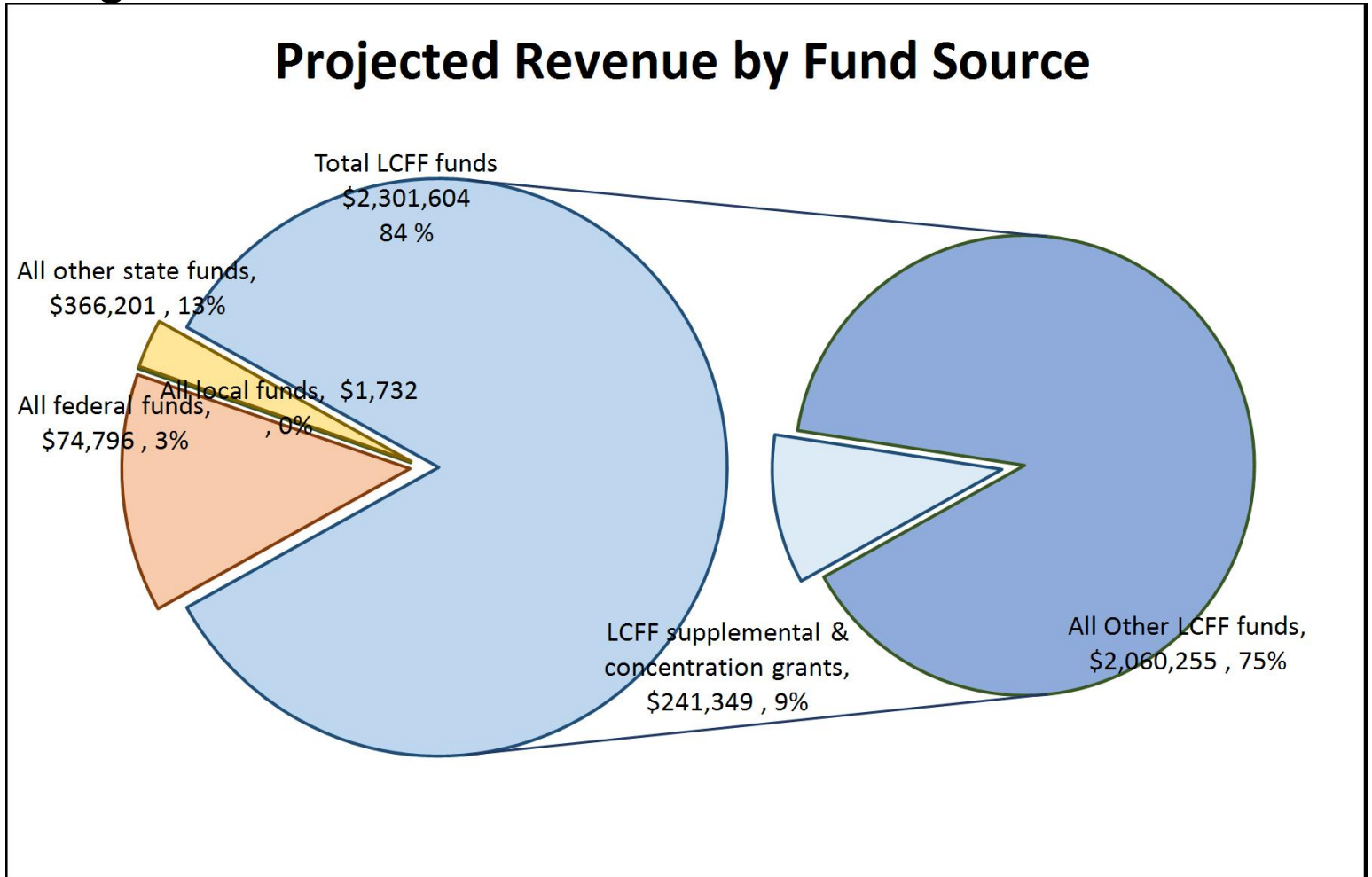
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools North Bay
 CDS Code: 17 640550129601
 School Year: 2025-26
 LEA contact information:
 Dr. Richard Savage
 Superintendent
 rsavage@californiaops.org
 (949) 467-1667

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

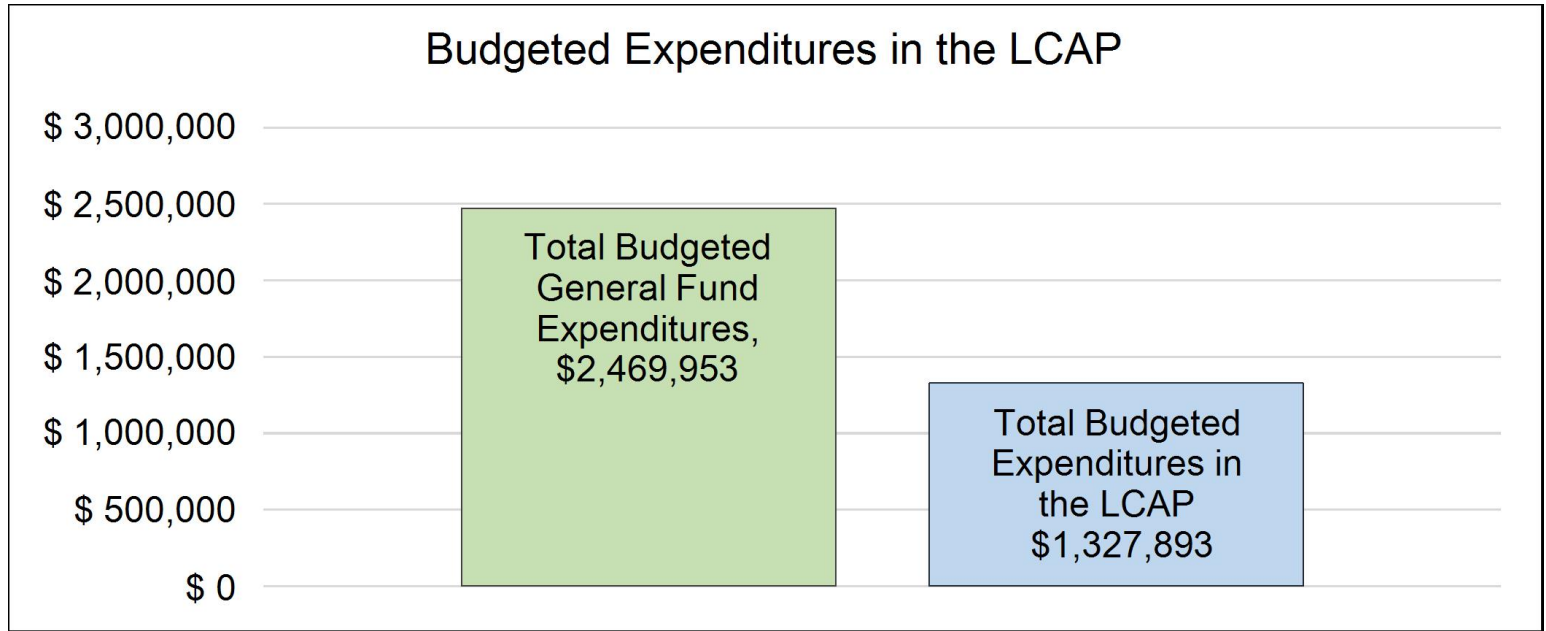


This chart shows the total general purpose revenue California Online Public Schools North Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools North Bay is \$2,744,333, of which \$2,301,604 is Local Control Funding Formula (LCFF), \$366,201 is other state funds, \$1,732 is local funds, and \$74,796 is federal funds. Of the \$2,301,604 in LCFF Funds, \$241,349 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Online Public Schools North Bay plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Online Public Schools North Bay plans to spend \$2,469,953 for the 2025-26 school year. Of that amount, \$1,327,893 is tied to actions/services in the LCAP and \$1,142,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

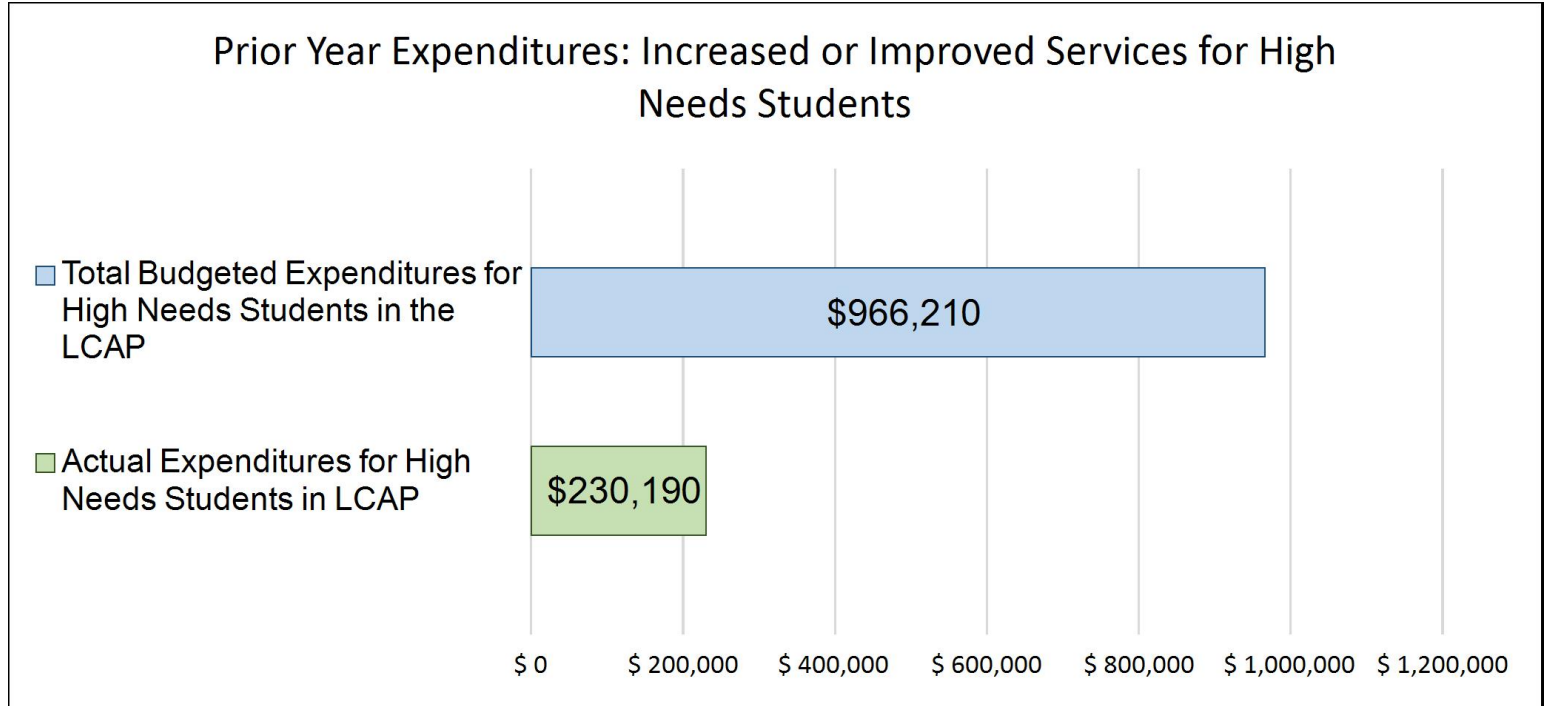
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools North Bay is projecting it will receive \$241,349 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools North Bay must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools North Bay plans to spend \$737,277 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools North Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools North Bay estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools North Bay's LCAP budgeted \$966,210 for planned actions to increase or improve services for high needs students. California Online Public Schools North Bay actually spent \$230,190 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$736,020 had the following impact on California Online Public Schools North Bay's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|--------------------------------------|---|
| California Online Public Schools North Bay | Dr. Richard Savage Superintendent | rsavage@californiaops.org (949) 467-1667 |

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools North Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Middletown Unified School District, and enrolls students in seven counties: Lake, Colusa, Glenn, Mendocino, Napa, Sonoma, and Yolo. In 2014, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools North Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools North Bay program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Online Public Schools North Bay's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement when compared to the statewide average of 3.2%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. Additionally, the graduation rate rose significantly to 82.9%, an increase of 18.3 percentage points from the previous year, placing this indicator in the “Green” performance level.

However, the Dashboard also highlights critical areas for growth. Chronic Absenteeism increased sharply to 28.1%, a 13.1 percentage point rise from the prior year, placing this indicator in the “Red” performance level. This issue was especially pronounced for Socioeconomically

Disadvantaged students (35%), Hispanic students (34.5%), and Students with Disabilities (52.4%). These trends underscore the need to enhance student engagement and implement additional supports to improve attendance, particularly for our most at-risk groups. In the area of Academic Performance, California Online Public Schools North Bay remains in the lowest performance levels for both English Language Arts and Mathematics. In ELA, students scored an average of 111.4 points below standard, with a 27.1-point decline from the previous year. Socioeconomically Disadvantaged students, in particular, scored 126.1 points below standard, declining by 36.4 points. In Mathematics, the school reported 152.4 points below standard overall, though with a slight improvement of 6.9 points. The SED group scored 164.3 points below standard and maintained performance compared to the prior year.

We recognize that these scores are affected not only by instructional challenges but also by low participation rates in state assessments. As a fully online school, we continue to face logistical barriers to CAASPP participation, including issues related to transportation, work schedules, and health concerns. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. We are also enhancing familiarity with the testing format by providing practice assessments and integrating test-aligned materials into our curriculum.

Additionally, we are placing increased emphasis on early-grade participation in state testing to normalize this experience and set a foundation for student success throughout their academic career. These steps, alongside ongoing interventions such as credit recovery, CHAMPS, and targeted academic support, are central to our continuous improvement strategy.

In conclusion, California Online Public Schools North Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Online Public Schools North Bay.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2024 California School Dashboard, California Online Public Schools North Bay qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Academic Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which scored in the lowest performance level (Red) in two or more indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data

In partnership with the Lake County Office of Education, CalOPS North Bay has engaged in a thorough review of both state and local data to assess strengths, challenges, and opportunities for improvement.

Strengths Identified:

-Graduation rate improvement to 82.9% (Green), up 18.3 percentage points from the prior year

-High success rate (96.5%) in the internal credit recovery program (Project Success)

- Strong contact rate and student connection through the homeroom model
- Full implementation of 1:1 student device access and remote testing options, increasing equity and access
- Suspension rate held at 0% across all student groups (Blue)

Areas for Growth:

- English Language Arts: SED students scored 126.1 points below standard, with a decline of 36.4 points
- Mathematics: SED students scored 164.3 points below standard, maintaining performance from the prior year
- Chronic Absenteeism: SED students had a 35% chronic absence rate, an increase of 13.8 percentage points
- College and Career Indicator: Only 11.4% of all students met the “Prepared” threshold; performance for SED students was not reported due to low sample size but remains an area of focus
- Growth scores in both ELA (-1) and Math (-13) for all students reflect below typical progress

Focus Areas: Math Achievement & College and Career Readiness

Through targeted technical assistance, CalOPS North Bay has committed to two key focus areas:

- Improve math outcomes for Socioeconomically Disadvantaged students by strengthening instruction, intervention, and student engagement practices
 - Increase college and career readiness through expanded dual enrollment, career pathways, and individualized academic planning
- These focus areas align with the CalOPS Theory for Improvement, which sets a measurable goal of increasing math achievement for SED students by 5% by 2025, while also addressing equity gaps in postsecondary preparedness.

Professional Development and Implementation Plan

To support these priorities, CalOPS North Bay will implement an action-based improvement plan supported by Lake COE. Key LCAP-aligned strategies include:

- Action 2.1 – Targeted tutoring, high-dosage math interventions, and scaffolded support for SED students
- Action 2.2 – Use of diagnostic and formative tools such as iReady, IXL, Tutor.com, and Interim Assessments to guide responsive instruction
- Action 2.4 – Continued implementation of updated math curriculum, supported by professional learning and coaching
- Action 1.4 – Strengthen 1:1 family communication, including data chats, goal setting, and outreach
- Action 3.3 – Expand access to college and career planning, including dual enrollment (CCAP), a-g guidance, and career pathway advising

Ongoing Commitment to Equity and Improvement

The transition to 1:1 technology and remote state testing has already helped remove barriers for students facing logistical and access-related challenges. While internal tools such as iReady and MAP show stronger student proficiency than CAASPP scores, the school recognizes the need to increase participation, test preparedness, and math-specific instructional quality.

Through its collaborative work with the Lake County Office of Education and continued alignment with the CalOPS Theory for Improvement, CalOPS North Bay is building the internal capacity and systems necessary to create lasting, equity-focused change. These improvement efforts reflect a sustained commitment to ensuring all students, especially those most underserved, have the support, resources, and opportunities to thrive.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Online Public Schools North Bay

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Needs Assessment

Based on the 2024 California School Dashboard, California Online Public Schools North Bay remains eligible for Comprehensive Support and Improvement (CSI) as it continues to fall within the lowest-performing 5% of schools statewide. While the school's graduation rate showed a significant improvement, from 64.5% in 2023 to 82.9% in 2024, persistent challenges remain across several state priority areas. These designations stem largely from the performance of the Socioeconomically Disadvantaged (SED) student group. In 2024, the SED group had the lowest academic achievement in:

- English Language Arts: 164.3 points below standard
- Mathematics: 126.1 points below standard
- Chronic Absenteeism: 35%, an increase of 13.8 percentage points from the previous year

In comparison, the all-student average for chronic absenteeism was 18.8%, with additional disparities among English Learners (23.9%), Hispanic students (25.1%), and White students (14.6%). These figures highlight urgent needs around student engagement and attendance, particularly among key student subgroups.

To develop this CSI plan, California Online Public Schools North Bay engaged schoolwide leadership at all grade bands, high school leaders, counseling and student services, and community members through the School Advisory Committee and English Learner Advisory Committee. These stakeholder groups were actively involved in reviewing data and providing feedback on key improvement strategies, including in-house summer school, credit recovery, and enhanced student outreach.

Root Cause Analysis

- High chronic absenteeism among SED, Hispanic, and EL students contributes to reduced instructional access.
- Low academic performance in both ELA and math, especially for SED students.
- Students are falling off cohort in 9th grade, significantly affecting graduation rates.
- High student mobility introduces mid-year enrollments of credit-deficient students.
- Low participation in CAASPP testing limits the reliability of state indicator data.

Evidence-Based Interventions

Using The Practical Decision Maker (Harvey, Bearley, Corkrum, 1997) as a framework, the school selected evidence-based strategies to address multiple layers of student need. These include:

- Homeroom Model: Teachers are assigned small groups of students to monitor engagement, promote connection, and intervene early. Contact rates reached an average of 87% through the first three quarters of the 2024-2025 school year.
- Project Success (Credit Recovery Program): Strategically grouped homerooms with core-subject teachers to support students behind in credits. The program reported a 96% pass rate after the first three quarters of the 2024-2025 school year.
- CHAMPS Program: Identifies students at risk before they begin high school. Current CHAMPS students achieved an 85% pass rate in 2023–2024.
- In-House Summer School: In summer 2024, our program was scaled back due to system transitions, but still supported high school credit recovery with a 73% pass rate. While slightly below past years, the results remain positive given the reduced scope. As systems stabilize, we will enhance outreach to identify students needing summer support and tailor course options to serve both credit-deficient upper-grade students and those in lower grades needing foundational skill reinforcement.
- College and Career Access Pathway (CCAP): CCAP, a partnership with Saddleback College, enables high school students to dual enroll in college courses. Since its launch in 2021–2022, enrollment and performance have steadily improved, from 38 students with a 78% pass rate to 57 students in 2024–2025 achieving an 86% pass rate across two courses. The program now offers four course options, expanding access to college-level learning. CCAP continues to be a valuable bridge to postsecondary success, especially for students seeking career pathways or general education transfer opportunities.

Identification of Resource Inequities

While the virtual model provides equal access to courses and materials, performance data shows that SED students face compounded barriers to success. To address these inequities:

Lower student-teacher ratios will be implemented for credit-deficient students.

Additional staffing, resources, and support will be directed to Project Success, CHAMPS, summer school, early warning systems, and college/career initiatives.

Eligibility for these interventions is based on credit deficiency and engagement, not subgroup status, ensuring equitable access to additional supports.

CalOPS North Bay remains focused on addressing both academic and engagement gaps, using real-time data and targeted interventions to promote success for all students, especially those historically underserved.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (<https://nirn.fpg.unc.edu/>).

Progress will be reviewed formally on a quarterly basis, focusing on:

- The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.
- Increased rates of underclassmen staying on cohort.
- Expansion and impact of the CCAP dual enrollment program.
- Continued refinement of the in-house summer school and CHAMPS programs.

-Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.

Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---------------------------|---|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings |
| Students | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings |
| Teachers | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings. |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |
| Other school personnel | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC |

| | |
|------------------------|--|
| Educational Partner(s) | Process for Engagement |
| | Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools North Bay reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| 1.1 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% | The difference from baseline is - 7.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|---|
| 1.2 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% | The difference from baseline is - 7% |
| 1.3 | Increase English Learner reclassification rates | In 2023-2024, the RFEP rate through month 8 was 12.5% | In 2024-2025, the RFEP rate through month 8 was 0% | | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 13.1% | The difference from baseline is - 12.5% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the implementation of Goal 1 actions was consistent with the original plan, with professional development, diagnostic assessments, MTSS planning, and instructional tool utilization executed across all grade bands. Systems such as PLC collaboration and academic supports for EL, LTEL, foster, and homeless students remained core components. While most actions were implemented effectively, some services for unduplicated students were impacted by lower enrollment, which influenced staffing and service levels

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimated actual expenditures were below what was budgeted for several contributing actions. These differences are attributed to a drop in enrollment during the transition year, which resulted in a proportional reduction in service demand and associated costs. Despite lower expenditures, core services were preserved. Moving forward, we will more strategically tag expenditures for contributing actions to reflect accurate need and scalability.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions like Project Success and MTSS-supported diagnostics showed strong results, including a 96% pass rate in Project Success and targeted academic planning through data-informed PLCs. However, metrics such as English Learner reclassification and iReady Reading and Math growth declined, indicating the need for enhanced focus and differentiated supports for specific student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics will remain the same; however, funding strategies will be refined to align better with projected enrollment and ensure contributing actions are fully funded. Additional professional development will be provided to support EL services and diagnostics interpretation. Systems for identifying and monitoring high-needs students will also be strengthened.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 1.1 | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | \$6,681.83 | 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. | \$290,000.35 | 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. | \$329,512.00 | 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. | \$8,819.01 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|-------------|--------------|
| | | | | |
| 1.5 | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | \$5,574.36 | Yes |
| 1.6 | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | \$1,944.00 | Yes |
| 1.7 | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation | \$2,402.50 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|---|---|
| 2.1 | Maintain a high rate of biweekly contacts | In 2023 - 2024, the average biweekly contact rate was 97.3% | In 2024-2025, the average biweekly contact rate was 87% | | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. | The difference from baseline is - 10.3% |
| 2.2 | Decrease chronic absenteeism | The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94% | The 2024-2025 chronic absenteeism rate | | The desired outcome for 2026-2027 month 7 | The difference from baseline is 7.06% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|--------------------------------------|----------------|---|------------------------------------|
| | | | after month 7 was 23% | | chronic absenteeism rate will be less than 14.34%. | |
| 2.3 | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% | The 2023-2024 suspension rate was 0% | | The desired outcome for 2026-2027 suspension rate is 0% | The difference from baseline is 0% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 actions—technology access, caretaker engagement, participation monitoring, re-engagement strategies, and social-emotional supports—were carried out as planned. Expanded caretaker onboarding and biweekly contact systems were implemented with fidelity, although contact rates were lower than baseline. Mental health supports were offered through expanded training and referral systems.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Similar to Goal 1, several contributing actions were under-expended, particularly those supporting unduplicated students. These shortfalls are directly related to the decreased enrollment this year and our efforts to scale staffing proportionally. Still, we maintained access to technology and engagement systems across all grade levels.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The school sustained a 0% suspension rate and continued to invest in re-engagement and social-emotional support. Chronic absenteeism, however, rose to 23% after month 7, with pronounced impact among SED and Students with Disabilities. This indicates a continued need for intensive outreach and individualized student support strategies.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will refine attendance escalation procedures and expand early intervention models. Additionally, we plan to better align budget tagging for contributing actions tied to student engagement, with clearer metrics tied to intervention effectiveness, especially for SED and foster youth. Enhanced parent communication tools, multilingual resources, and training will be prioritized.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized. | \$50,130.52 | 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. | \$264,573.05 | 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. | \$172,575.00 | 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 | \$17,011.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| | | activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested. | | |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields. | \$31,473.51 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | \$3,615.00 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support. | \$1,965.29 | Yes |
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | \$2,147.79 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|--------------------------------------|
| 3.1 | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% | In 2024-2025, the average Project Success course pass rate after quarter 3 was 96% | | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% | The difference from baseline is 0% |
| 3.2 | Increase summer school course pass rates | In the summer of 2023, the summer school course pass rate was 83% | In the summer of 2024, the summer school course pass rate was 73% | | The desired outcome for the summer school course pass rate for the summer of 2026 is 87%. | The difference from baseline is -10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|---------------------------------------|
| 3.3 | Increase graduation rates | The 2022-2023 grad rate was 64.5% | The 2023-2024 grad rate was 82.9% | | The desired outcome for the 2025-2026 grad rate is 68% | The difference from baseline is 18.4% |
| 3.4 | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 26% | In 2023-2024, the percentage of students completing a-g requirements was 29.2% | | The desired outcome of students completing a-g requirements for the 2024-25 school year is 27.3% | The difference from baseline is 3.2% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Key systems to support this goal, such as Project Success, and a-g tracking, were successfully implemented. CCAP participation and dual enrollment continued to grow, and the AVID and CHAMPS programs supported early intervention. Despite these efforts, summer school pass rates declined slightly, due to reduced scale during the transition year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures for Goal 3 also fell short in several contributing action areas. The primary reason was lower enrollment, which impacted the number of students served through credit recovery, dual enrollment, and intervention services. Many services remained available but at reduced scale. This emphasizes the need to adjust tagged expenditures to match anticipated ADA and enrollment trends.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Notably, graduation rates rose significantly to 82.9%, a testament to targeted interventions like Project Success (96% pass rate) and consistent monitoring of at-risk students. In contrast, summer school pass rates dropped to 73%, likely due to limited offerings during the schools systems transition. The percentage of students meeting a-g requirements increased by 3.2%, indicating steady improvement in college readiness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to scale Project Success and CHAMPS and will revisit the structure of summer school to ensure broader participation. CCAP will be expanded with more course options and outreach. To ensure effectiveness and appropriate funding alignment, we will refine our system for forecasting needs and tagging expenditures for contributing actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | \$34,657.78 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | \$624.00 | 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. | \$413.59 | 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. | \$31,828.79 | 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. | \$11,550.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|-------------|--------------|
| | | | | |
| 3.6 | Graduation Rate Progress Monitoring | Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted. | \$56,225.00 | No |
| 3.7 | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | \$1,363.38 | No |
| 3.8 | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program | \$2,805.00 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$241,348.57 | \$ |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 10.486% | 0.000% | \$0.00 | 10.486% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.1 | <p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | <p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p> | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p> | <p>Maximizing Resources, and alignment with goals and Initiatives.</p> | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| <p>1.2</p> | <p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</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>Scope: 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 Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| <p>1.3</p> | <p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</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>Scope: 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>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| <p>2.1</p> | <p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p> | <p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | | | <p>indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| <p>2.3</p> | <p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p> | | <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | | | <p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p> |
| <p>2.4</p> | <p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope: 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> |
| <p>3.2</p> | <p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope: LEA-wide</p> | <p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p> | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | | | <p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |
| <p>3.3</p> | <p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</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>Scope: LEA-wide</p> | <p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| <p>3.4</p> | <p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|--|--|
| | | <p>remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p> | <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being</p> |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| <p>1.5</p> | <p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p> | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| <p>1.6</p> | <p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| <p>1.7</p> | <p>Action: Foster and Homeless Academic Achievement</p> <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | and factors contributing to instability, such as housing transitions or placement changes. |
| 2.7 | <p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p> | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p> |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | 2,301,604.00 | 241,348.57 | 10.486% | 0.000% | 10.486% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,097,738.59 | \$129,312.46 | \$0.00 | \$100,842.44 | \$1,327,893.49 | \$1,255,549.86 | \$72,343.63 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | Professional Development for Academic Achievement | | Yes | LEA-wide | | | 2025-2026 | \$0.00 | \$6,681.83 | \$2,492.99 | \$1,616.96 | | \$2,571.88 | \$6,681.83 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | | Yes | LEA-wide | | | 2025-2026 | \$276,285.14 | \$13,715.21 | \$225,052.01 | \$31,750.00 | | \$33,198.34 | \$290,000.35 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | | Yes | LEA-wide | | | 2025-2026 | \$329,512.00 | \$0.00 | \$261,852.00 | \$38,100.00 | | \$29,560.00 | \$329,512.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | | Yes | LEA-wide | | | 2025-2026 | \$382.93 | \$8,436.08 | \$5,915.69 | | | \$2,903.32 | \$8,819.01 | |
| 1 | 1.5 | English Learner Student Achievement | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$5,574.36 | \$0.00 | \$2,998.36 | | | \$2,576.00 | \$5,574.36 | |
| 1 | 1.6 | LTEL Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$1,944.00 | \$0.00 | \$1,300.00 | | | \$644.00 | \$1,944.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$1,300.00 | \$1,102.50 | \$1,912.50 | | | \$490.00 | \$2,402.50 | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Low Income | Yes | LEA-wide | Low Income | All Schools | 2025-2026 | \$15,160.00 | \$34,970.52 | \$34,843.72 | \$35.50 | | \$15,251.30 | \$50,130.52 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2 | 2.2 | Track and Record Daily Student Participation | All | No | | | All Schools | 2025-2026 | \$262,941.31 | \$1,631.74 | \$231,462.05 | \$25,400.00 | | \$7,711.00 | \$264,573.05 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$172,575.00 | \$0.00 | \$149,091.00 | \$19,050.00 | | \$4,434.00 | \$172,575.00 | |
| 2 | 2.4 | Caretaker Engagement Support | English Learners | Yes | LEA-wide | English Learners | | 2025-2026 | \$17,011.74 | \$0.00 | \$17,011.74 | | | | \$17,011.74 | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | No | | | All Schools | 2025-2026 | \$30,129.51 | \$1,344.00 | \$30,813.51 | \$660.00 | | | \$31,473.51 | |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | No | | | All Schools | 2025-2026 | \$3,440.00 | \$175.00 | \$3,615.00 | | | | \$3,615.00 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$1,377.00 | \$588.29 | \$1,940.69 | | | \$24.60 | \$1,965.29 | |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | No | | | All Schools | 2025-2026 | \$0.00 | \$2,147.79 | \$2,147.79 | | | | \$2,147.79 | |
| 3 | 3.1 | College Preparation | All | No | | | All Schools | 2025-2026 | \$34,024.10 | \$633.68 | \$34,657.78 | | | | \$34,657.78 | |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$0.00 | \$624.00 | \$624.00 | | | | \$624.00 | |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 2025-2026 | \$183.98 | \$229.61 | \$413.59 | | | | \$413.59 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$31,828.79 | \$0.00 | \$31,828.79 | | | | \$31,828.79 | |
| 3 | 3.5 | Transition Plans | Students with Disabilities | No | | | All Schools | 2025-2026 | \$11,550.00 | \$0.00 | \$5,200.00 | \$6,350.00 | | | \$11,550.00 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | No | | | All Schools | 2025-2026 | \$56,225.00 | \$0.00 | \$48,397.00 | \$6,350.00 | | \$1,478.00 | \$56,225.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| 3 | 3.7 | Dual Enrollment Options | All | No | | | All Schools | 2025-2026 | \$1,300.00 | \$63.38 | \$1,363.38 | | | | \$1,363.38 | |
| 3 | 3.8 | Early Intervention Program Development | All | No | | | All Schools | 2025-2026 | \$2,805.00 | \$0.00 | \$2,805.00 | | | | \$2,805.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 2,301,604.00 | 241,348.57 | 10.486% | 0.000% | 10.486% | \$737,277.08 | 0.000% | 32.033 % | Total: | \$737,277.08 |
| | | | | | | | | LEA-wide Total: | \$729,125.53 |
| | | | | | | | | Limited Total: | \$8,151.55 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | LEA-wide | | | \$2,492.99 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | LEA-wide | | | \$225,052.01 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | LEA-wide | | | \$261,852.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | LEA-wide | | | \$5,915.69 | |
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$2,998.36 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$1,300.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$1,912.50 | |

| 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 | \$34,843.72 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$149,091.00 | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | LEA-wide | English Learners | | \$17,011.74 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$1,940.69 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$624.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$413.59 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$31,828.79 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$1,509,091.40 | \$1,445,880.89 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$19,952.00 | 6,681.83 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$231,067.13 | 271,307.57 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$279,965.99 | 325,660.16 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$16,645.94 | 8,819.01 |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$13,786.12 | 4,118.03 |
| 1 | 1.6 | LTEL Support | Yes | \$47,022.01 | 1,413.01 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$2,579.14 | 2,282.87 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$270,199.01 | 58,115.59 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | \$247,627.89 | 268,232.35 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$164,047.49 | 174,218.74 |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$11,328.07 | 18,365.30 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | \$21,653.95 | 89,927.09 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | \$3,497.64 | 4,247.29 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$2,358.90 | 10,265.61 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | \$8,358.12 | 2,147.79 |
| 3 | 3.1 | College Preparation | No | \$46,721.74 | 33,920.14 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$961.94 | 624.00 |
| 3 | 3.3 | AVID Program Implementation | Yes | \$465.38 | 413.59 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$47,274.56 | 30,879.78 |
| 3 | 3.5 | Transition Plans | No | \$16,312.25 | 11,946.25 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | \$52,443.35 | 118,034.77 |
| 3 | 3.7 | Dual Enrollment Options | No | \$2,399.14 | 1,243.75 |
| 3 | 3.8 | Early Intervention Program Development | No | \$2,423.64 | 3,016.37 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 187,160 | \$966,209.92 | \$736,020.26 | \$230,189.66 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$17,604.00 | 2,492.99 | | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$191,897.72 | 216,385.71 | | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$235,831.90 | 261,555.77 | | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$15,924.14 | 5,915.69 | | |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$10,843.68 | 2,759.09 | | |
| 1 | 1.6 | LTEL Support | Yes | \$47,022.01 | 1,229.55 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$2,579.14 | 1,792.87 | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$240,138.04 | 42,828.79 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$141,980.44 | 143,448.63 | | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$11,328.07 | 18,365.30 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$2,358.90 | 7,328.50 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$961.94 | 624.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.3 | AVID Program Implementation | Yes | \$465.38 | 413.59 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$47,274.56 | 30,879.78 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 1,591,500 | 187,160 | | 11.760% | \$736,020.26 | 0.000% | 46.247% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Northern California

CDS Code: 39 686500125849

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

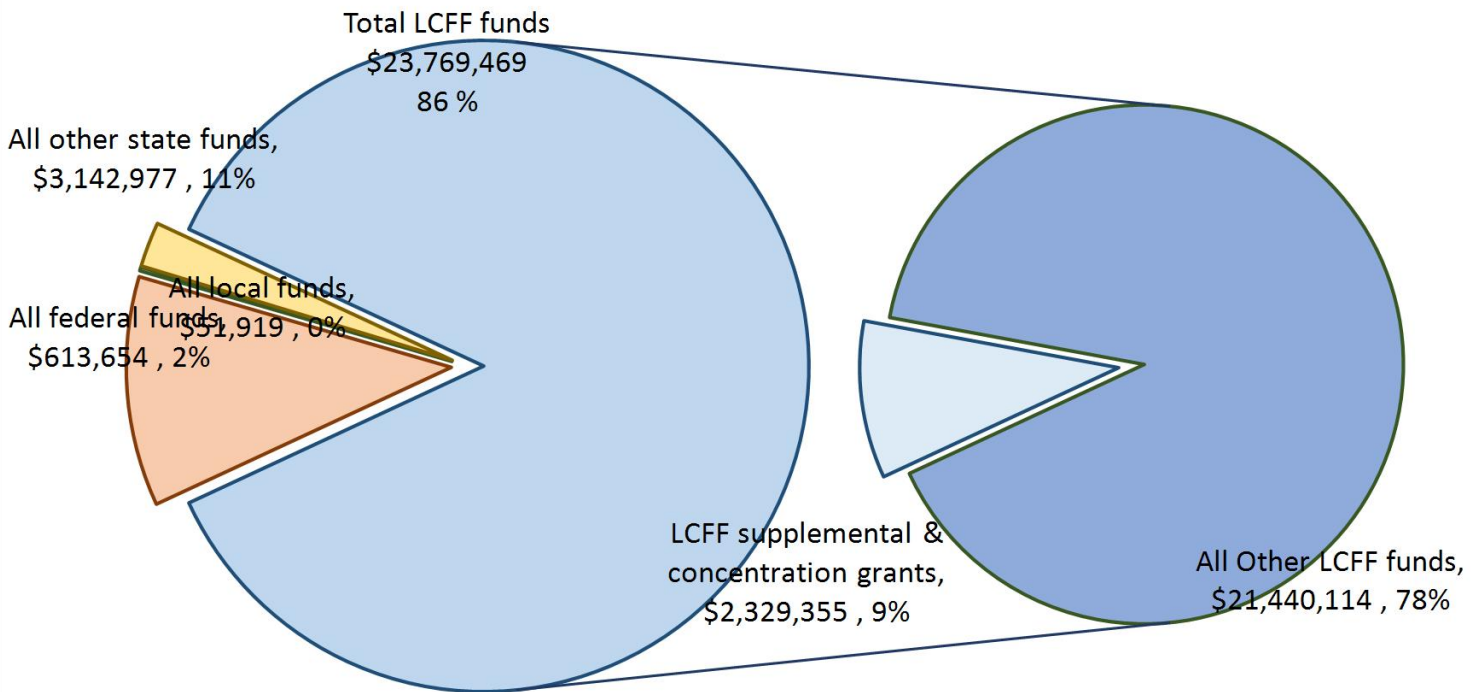
rsavage@californiaops.org

(949) 461-1667

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

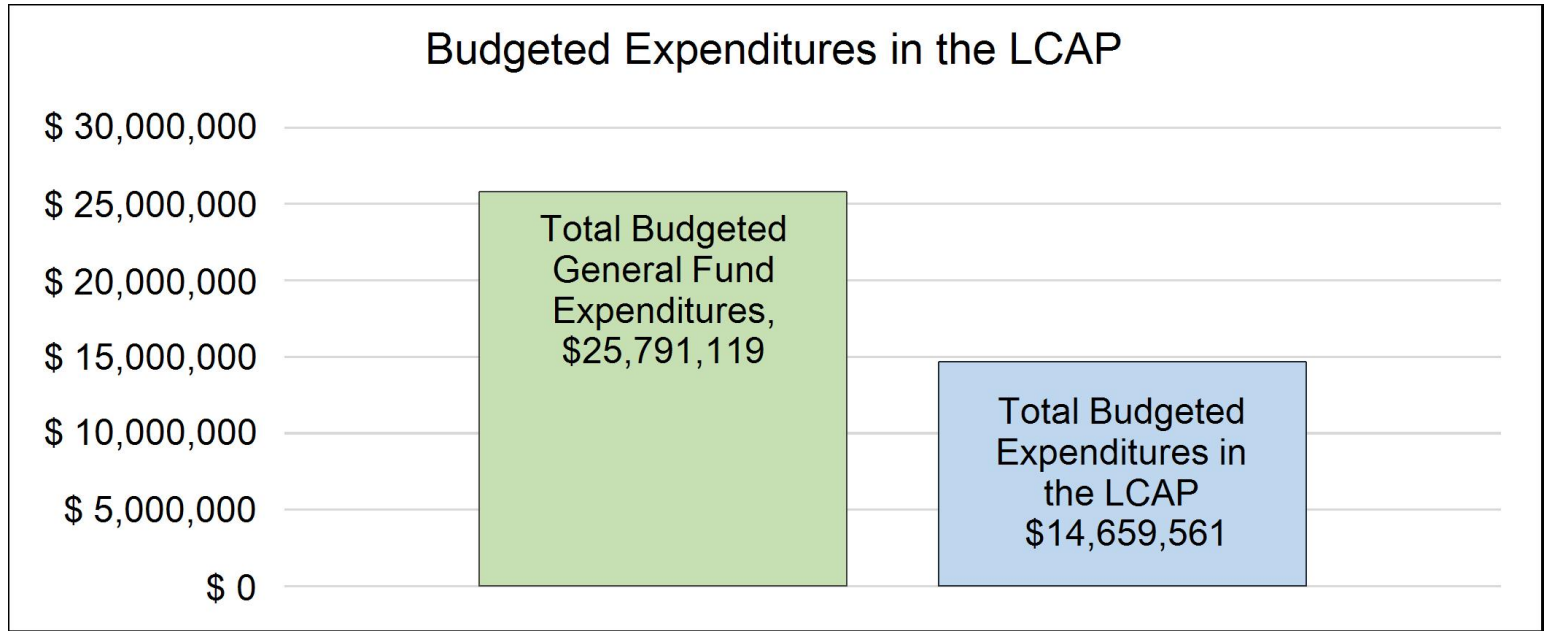


This chart shows the total general purpose revenue California Online Public Schools Northern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Northern California is \$27,578,019, of which \$23,769,469 is Local Control Funding Formula (LCFF), \$3,142,977 is other state funds, \$51,919 is local funds, and \$613,654 is federal funds. Of the \$23,769,469 in LCFF Funds, \$2,329,355 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Online Public Schools Northern California plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Online Public Schools Northern California plans to spend \$25,791,119 for the 2025-26 school year. Of that amount, \$14,659,561 is tied to actions/services in the LCAP and \$11,131,558 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

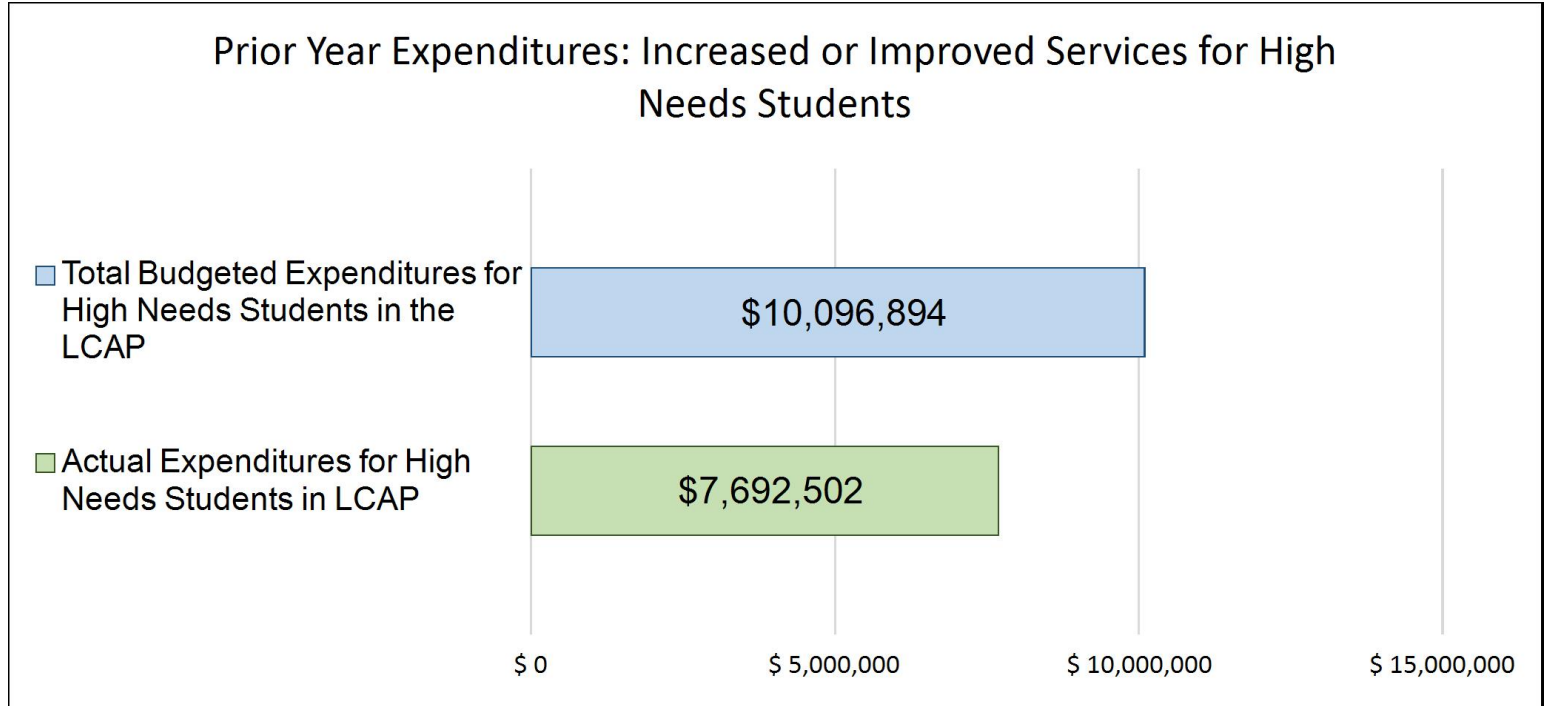
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools Northern California is projecting it will receive \$2,329,355 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Northern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Northern California plans to spend \$8,210,491 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools Northern California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Northern California estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Northern California's LCAP budgeted \$10,096,894 for planned actions to increase or improve services for high needs students. California Online Public Schools Northern California actually spent \$7,692,502 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$2,404,392 had the following impact on California Online Public Schools Northern California's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|--------------------------------------|---|
| California Online Public Schools Northern California | Dr. Richard Savage Superintendent | rsavage@californiaops.org (949) 461-1667 |

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools Northern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Ripon Unified School District and enrolls students in eight counties: San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento, and Stanislaus. In 2012, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Caretaker (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Northern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students

have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools Northern California program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Online Public Schools Northern California's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our zero percent Suspension Rate across all student groups—a strong indicator of the supportive and inclusive learning environment we continue to foster. This performance significantly outpaces the statewide average of 3.2% and demonstrates our school's proactive approach to behavior support and engagement.

However, chronic absenteeism remains a concern. The school's overall Chronic Absenteeism Rate rose to 18.8%, an increase of 6 percentage points from the prior year. The indicator is now in the Orange performance level. Particularly high rates were observed among Socioeconomically Disadvantaged students (25.6%), Hispanic students (25.1%), and English Learners (23.9%), with Students with Disabilities reaching 30.1%. This reinforces the importance of continued efforts to promote consistent attendance, especially among our most vulnerable student groups.

Academic indicators in both English Language Arts and Mathematics remain in the Red performance level. In ELA, the school scored 127.5 points below standard, reflecting a 4.6-point decline from 2023. In Mathematics, students scored 177.3 points below standard, although this marks a 9.5-point improvement over the prior year. The Socioeconomically Disadvantaged group scored 141.4 points below standard in ELA and 177.3 points below standard in Math, indicating a pressing need for targeted academic intervention.

Low participation in CAASPP testing continues to impact our academic indicators. Many students did not test, leading to LOSS scores being factored into the overall performance. As a virtual school, we face unique challenges in achieving full participation, including travel barriers, scheduling conflicts, and health-related concerns. To improve participation and outcomes, we are expanding our remote testing infrastructure, introducing more geographically distributed testing locations for students in need of 1:1 testing, and building awareness among families and students through outreach, practice testing, and curriculum alignment.

These initiatives are supported by early testing engagement strategies beginning in the elementary grades, aimed at normalizing the assessment process and embedding it as a routine part of the school experience. Alongside academic interventions such as Project Success, the CHAMPS program, in-house summer school, and the homeroom model, these efforts form the foundation of our strategy to accelerate growth and ensure equitable outcomes for all students.

In conclusion, California Online Public Schools Northern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Online Public Schools Northern California.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2024 California School Dashboard, California Online Public Schools Northern California (CalOPS) is eligible for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Academic Engagement

Priority 8: Student Outcomes (College & Career Indicator)

This designation applies to the following student groups:

-English Learners

-Hispanic

-Socioeconomically Disadvantaged (SED)

-White students

-Among these, the Socioeconomically Disadvantaged student group demonstrated the greatest need for support, with the lowest performance across multiple indicators, including math achievement, chronic absenteeism, and college and career readiness.

Collaborative Review of Data:

CalOPS worked closely with the San Joaquin County Office of Education (SJCOE) to review state and local data, reflect on systemic challenges, and identify actionable areas for growth and support.

Strengths Identified:

- Improvement in the all-student graduation rate (77.7%, up 4.5% from the prior year)
- 96% success rate in the internal credit recovery program (Project Success)
- Consistent student engagement through the homeroom teacher model
- Transition to a 1:1 student device model, expanding digital access
- Implementation of remote state testing, reducing access barriers linked to travel and scheduling

Areas for Growth:

- Mathematics achievement for SED students: 177.3 points below standard (compared to 141.4 below for all students)
- Chronic absenteeism remains elevated, with multiple student groups performing in the Red (SED, EL, Hispanic, White)
- College and Career Readiness: SED, Students with Disabilities, and Hispanic students scored at the Very Low level on the College and Career Indicator (CCI)
- Continued challenges with participation in state testing, affecting overall academic performance indicators

Focus Areas: Math Achievement & College and Career Readiness

Through targeted technical assistance with SJCOE, CalOPS identified two core instructional priorities:

- Improve math achievement for Socioeconomically Disadvantaged students through strengthened curriculum, instruction, and engagement strategies
 - Increase College and Career readiness by aligning coursework, advising, and graduation planning to support long-term student outcomes
- These focus areas align with the CalOPS Theory for Improvement, which sets a measurable goal of increasing math achievement for SED students by 5% by 2025, while also addressing equity gaps in postsecondary preparedness.

Professional Development and Implementation Plan

To support these focus areas, CalOPS will continue partnering with SJCOE to implement a professional development and instructional improvement plan. The following LCAP actions reflect key strategies identified through technical assistance:

- Action 2.1 – Provide targeted tutoring, intervention programs, and math support services for SED students
- Action 2.2 – Use diagnostic and formative assessment tools (iReady, IXL, Tutor.com, interim assessments) to tailor instruction and monitor progress
- Action 2.4 – Implement new math curriculum and offer aligned professional learning for instructional staff
- Action 1.4 – Strengthen 1:1 family communication, including data chats, goal setting, and outreach
- Action 3.3 – Expand access to college and career readiness tools and advising, including CTE, dual enrollment, and a-g support

Ongoing Commitment to Equity and Access

CalOPS has made significant strides in removing participation barriers through the transition to 1:1 student devices and remote state testing. These shifts have increased access to academic supports and decreased logistical challenges for families. Internal diagnostics such as iReady and MAP assessments demonstrate higher student proficiency than reflected in CAASPP results, reinforcing the importance of focusing on test awareness, participation, and preparation.

The support and partnership of SJCOE continue to be central to building sustainable systems of support that promote academic achievement, engagement, and postsecondary readiness for all students, especially those who have been historically underserved.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Online Public Schools Northern California

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Needs Assessment

Based on the 2024 California School Dashboard, California Online Public Schools Northern California remains eligible for Comprehensive Support and Improvement (CSI) as it continues to fall within the lowest-performing 5% of schools statewide. While the school's graduation rate improved from 64.5% in 2023 to 77.7% in 2024, the school continues to face challenges across key priority areas.

Among student subgroups, the Socioeconomically Disadvantaged (SED) group shows the greatest need, with the following 2024 Dashboard results:

- English Language Arts: 127.5 points below standard, a decline of 4.6 points from the prior year
- Mathematics: 177.3 points below standard, though showing improvement of 9.5 points from 2023
- Chronic Absenteeism: 25.6%, an increase of 6 percentage points

In comparison, chronic absenteeism for all students was 18.8%, with additional disparities for English Learners (23.9%), Hispanic students (25.1%), and White students (14.6%). These trends indicate ongoing needs in academic support, student engagement, and equitable access to learning opportunities.

To inform this CSI plan, California Online Public Schools Northern California consulted with schoolwide and high school leadership, student services, counseling, and family groups, including the School Advisory Committee and English Learner Advisory Committee. Stakeholder input emphasized early intervention, summer credit recovery, and increased teacher-student engagement.

Root Cause Analysis

- High chronic absenteeism among SED, Hispanic, and EL students reduces access to instruction.

- Low academic performance in ELA and math, especially for SED students.
- Students are falling off cohort in 9th grade, which impacts graduation outcomes.
- High student mobility brings in students who are already credit deficient.
- Limited CAASPP participation affects the accuracy of state performance indicators.

Evidence-Based Interventions

Using The Practical Decision Maker (Harvey, Bearley, Corkrum, 1997) as a framework, the school selected evidence-based strategies to meet multiple student needs:

-Homeroom Model: Teachers are assigned small groups of students to monitor engagement, promote connection, and intervene early.

Contact rates reached an average of 87% through the first three quarters of the 2024-2025 school year.

-Project Success (Credit Recovery Program): Groups students with credit deficiencies into homerooms led by core-subject teachers. The program reported a 96% pass rate after the first three quarters of the 2024-2025 school year.

-CHAMPS Program: Supports at-risk students before high school entry. In 2023–2024, students in this program had an 85% pass rate.

-In-House Summer School: In summer 2024, our program was scaled back due to system transitions but still supported high school credit recovery with a 73% pass rate. While slightly below past years, the results remain positive given the reduced scope. As systems stabilize, we will enhance outreach to identify students needing summer support and tailor course options to serve both credit-deficient upper-grade students and those in lower grades needing foundational skill reinforcement.

-College and Career Access Pathway (CCAP): CCAP, a partnership with Saddleback College, enables high school students to dual enroll in college courses. Since its launch in 2021–2022, enrollment and performance have steadily improved, from 38 students with a 78% pass rate to 57 students in 2024–2025, achieving an 86% pass rate across two courses. The program now offers four course options, expanding access to college-level learning. CCAP continues to be a valuable bridge to postsecondary success, especially for students seeking career pathways or general education transfer opportunities.

Identification of Resource Inequities

Although the virtual model ensures equal course and material access, data shows that SED students face systemic barriers to success. To address this, CalOPS will:

-Lower student-teacher ratios for students who are credit deficient.

-Provide additional staffing and resources to support Project Success, CHAMPS, summer school, early warning systems, and college/career readiness programs.

-Use academic need, not subgroup status, to determine eligibility, ensuring equitable access to these supports.

CalOPS Northern California remains committed to closing academic and engagement gaps through targeted supports, informed by real-time data, to ensure all students, especially those most underserved, have the opportunity to succeed.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (<https://nirn.fpg.unc.edu/>).

Progress will be reviewed formally on a quarterly basis, focusing on:

The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.

Increased rates of underclassmen staying on cohort.

Expansion and impact of the CCAP dual enrollment program.

Continued refinement of the in-house summer school and CHAMPS programs.

Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.

Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---------------------------|---|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings |
| Students | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback forms, and Charter School Board Meetings |
| Teachers | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings. |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |
| Other school personnel | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC |

| | |
|------------------------|--|
| Educational Partner(s) | Process for Engagement |
| | Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Northern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|---|
| 1.1 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | In 2024-2025, after the first two diagnostics, the median percent progress towards Typical Growth in reading was 60%. | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two | The current difference from baseline is -7.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|---|----------------|---|---|
| | | | | | diagnostics (through month 5) in Reading will be 69.3% | |
| 1.2 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% | In 2024-2025, after the first two diagnostics, the median percent progress towards Typical Growth in math is 50%. | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% | The current difference from baseline is -7% |
| 1.3 | Increase English Learner reclassification rates | In 2023-2024, the RFEP rate through month 8 was 10.07% | In 2024-2025, the RFEP rate after Month 8 was 16.95%. | | The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 10.57% | The current difference from baseline is 6.88% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, implementation of Goal 1 actions remained largely aligned to the original plan. Key academic supports such as diagnostic assessments (i-Ready, MAP), Professional Learning Communities (PLCs), targeted English Learner supports, and foster/homeless student interventions were maintained and executed with fidelity. Instructional tools continued to be leveraged in both synchronous and asynchronous environments. PLCs were integral to MTSS implementation and used progress monitoring data to adjust supports.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Overall, most actions under this goal were implemented as planned; however, actual expenditures were lower than budgeted for some contributing actions. This variance is attributed to a drop in enrollment due to our transition and adjustments in ADA planning. Planned

expenditures were based on higher enrollment, while actual implementation reflected the smaller student population. While this resulted in lower costs, it did not negatively impact the delivery of services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions such as Project Success, PLC collaboration, and diagnostic-based interventions were effective in supporting student academic growth. Notably, our English Learner Reclassification rate rose to 16.95%—a 6.88% increase from the prior year. While growth in i-Ready reading and math metrics dipped slightly (-7.5% and -7%, respectively), the interventions in place provided a strong foundation for targeted support and adjustment moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2025–26, no changes were made to the core goal or metrics; however, the school will more carefully align planned expenditures for contributing actions to the expected ADA. Additional attention will be paid to identifying which interventions are tagged as contributing and whether these designations are appropriate given the actual impact on unduplicated students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1.1 | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | \$69,742.36 | No Yes |
| 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | \$3,177,182.87 | No Yes |
| 1.3 | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas. | \$3,624,632.00 | No Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
| 1.4 | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | \$63,115.62 | No Yes |
| 1.5 | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | \$61,318.01 | Yes |
| 1.6 | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | \$21,384.00 | Yes |
| 1.7 | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation. | \$24,712.50 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--|----------------|---|---|
| 2.1 | Maintain a high rate of biweekly contacts | In 2023-2024 through month 8, the average biweekly contact rate was 97.3% | In 2024-2025, the average biweekly contact rate was 87%.through month 8. | | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. | The difference from baseline is - 10.3% |
| 2.2 | Decrease chronic absenteeism | The 2023-2024 chronic absenteeism rate after month 7 was 15.94% | The 2024-2025 chronic absenteeism rate | | The desired outcome for 2026-2027 month | The difference from baseline is 6.06% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|---------------------------------------|----------------|---|------------------------------------|
| | | | after month 7 was 22% | | 7 chronic absenteeism rate will be less than 14.34%. | |
| 2.3 | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% | The 2023-2024 suspension rate was 0%. | | The desired outcome for 2026-2027 suspension rate is 0% | The difference from baseline is 0% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All planned engagement actions were implemented, including biweekly contact tracking, internet reimbursements, technology access, tiered re-engagement systems, and expanded caretaker onboarding and training. The school enhanced its social-emotional supports and continued to improve identification processes and personalized supports for foster and homeless youth.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Similar to Goal 1, Goal 2 actions that were marked as contributing were underspent relative to budgeted amounts. This was directly tied to decreased enrollment and resulting ADA, which required adjustments to staffing, materials, and outreach scalability. Still, the school ensured that core engagement strategies remained available to all students, especially unduplicated groups.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The suspension rate remained at 0%, and engagement in school-issued technology and supports remained high. However, chronic absenteeism increased from 15.94% to 22%, indicating that further support and refinement are needed in re-engagement strategies. Biweekly contact rates also dropped by over 10%, which reinforces the need for proactive outreach and adjusted staff caseloads.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In light of enrollment shifts, the school will refine how and where caretaker support and re-engagement interventions are targeted. We are also reviewing which actions are tagged as contributing to ensure alignment with unduplicated student needs and the impact of these services in a virtual context. Outreach structures and staff supports will be reviewed to better support attendance and biweekly contact expectations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized. | \$595,941.01 | Yes |
| 2.2 | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$2,907,698.67 | No |
| 2.3 | Framework of Tiered Re-engagement | When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully | \$1,898,325.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| | Strategies for Students | with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism. | | |
| 2.4 | Caretaker Engagement Support | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested. | \$187,129.19 | Yes |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields. | \$345,878.59 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices. | \$39,721.25 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in 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. | \$25,828.79 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience. | \$85,032.28 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|---|----------------|--|---------------------------------------|
| 3.1 | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% | In 2024-2025, the average Project Success course pass rate after quarter 3 was 96%. | | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% | The difference from baseline is 0%. |
| 3.2 | Increase summer school course pass rates | In the summer of 2023, the summer school course pass rate was 83% | In the summer of 2024, the summer school course | | The desired outcome for the summer school course pass rate | The difference from baseline is -10%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|---|
| | | | pass rates was 73% | | for the summer of 2026 is 87%. | |
| 3.3 | Increase graduation rates | The 2022-2023 grad rate was 73.2% | The 2023-2024 grad rate was 77.7% | | The desired outcome for the 2025-2026 grad rate is 76.8% | The difference from baseline is 4.5%. |
| 3.4 | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 33% | In 2023-2024, the percentage of students completing a-g requirements was 28.6% | | The desired outcome of students completing a-g requirements for the 2024-25 school year is 34.6% | The difference from baseline is - 4.4%. |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 was implemented through targeted actions such as Project Success, CHAMPS, graduation progress monitoring, AVID, and the dual enrollment CCAP program. Transition plans for SPED students and internal summer school programming also supported academic progression. All systems transitioned well given the school’s shift away from Pearson and into new structures.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While all core actions under this goal were implemented, actual expenditures for several contributing actions were lower than anticipated. This was primarily due to the school’s broader transition to new internal systems and infrastructure, which required temporary adjustments to the scale and pace of program delivery—particularly for summer school and other intervention supports. These refinements allowed the school to evaluate new tools and processes to ensure long-term effectiveness. As we plan for the coming year, greater attention will be given to aligning budgeted resources with anticipated participation and identifying which services most directly support our unduplicated student population to ensure equity and impact.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Project Success maintained a 96% pass rate, continued support in early intervention, and graduation rates improved from 73.2% to 77.7%. However, summer school pass rates dropped to 73%, and a-g completion rates decreased by 4.4%. Dual enrollment participation and success increased, with CCAP pass rates climbing to 86%, indicating college-prep momentum remains strong.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school will more intentionally plan for how credit recovery and summer school are staffed and resourced in light of enrollment changes. CCAP will continue to expand, but other supports such as CHAMPS, AVID, and progress monitoring systems will be evaluated for effectiveness and reach. Fiscal planning will include a review of which supports are tagged for contributing actions and whether this designation aligns with impact on unduplicated students.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | \$379,714.71 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | \$6,864.00 | 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. | \$3,998.31 | 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. | \$350,116.67 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| | | Continued in house summer school program, allowing high school students to make up credits. | | |
| 3.5 | Transition Plans | Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living. | \$127,050.00 | No |
| 3.6 | Graduation Rate Progress Monitoring | Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.. | \$618,475.00 | No |
| 3.7 | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | \$14,845.03 | No |
| 3.8 | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$30,855.00 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$2,329,354.79 | \$ |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 9.800% | 0.000% | \$0.00 | 9.800% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.1 | <p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | <p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p> | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p> | <p>Maximizing Resources, and Alignment with Goals and Initiatives.</p> | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| <p>1.2</p> | <p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</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>Scope: 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 Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p> |
| <p>1.3</p> | <p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</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>Scope: 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>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p> | Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success. | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</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>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p> | <p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | | | <p>indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| <p>2.3</p> | <p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>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>Scope: LEA-wide</p> | | <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p> |
| <p>2.4</p> | <p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope: 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> |
| <p>3.2</p> | <p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope: LEA-wide</p> | <p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p> | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | | | <p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |
| <p>3.3</p> | <p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</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>Scope: LEA-wide</p> | <p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| <p>3.4</p> | <p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p> | <p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p> | <p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|--|--|
| | | <p>remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p> | <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p> |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| <p>1.5</p> | <p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p> | <p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| <p>1.6</p> | <p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| <p>1.7</p> | <p>Action: Foster and Homeless Academic Achievement</p> <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care, is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | and factors contributing to instability, such as housing transitions or placement changes. |
| 2.7 | <p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights</p> <p>Scope: 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

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | 23,769,469.00 | 2,329,354.79 | 9.800% | 0.000% | 9.800% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$12,237,136.15 | \$1,417,504.92 | \$0.00 | \$1,004,919.79 | \$14,659,560.86 | \$13,811,048.41 | \$848,512.45 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | No Yes | LEA-wide | | All Schools | 2025-2026 | \$0.00 | \$69,742.36 | \$52,778.73 | \$15,722.17 | | \$1,241.46 | \$69,742.36 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | No Yes | LEA-wide | | All Schools | 2025-2026 | \$3,039,136.51 | \$138,046.36 | \$2,471,468.61 | \$349,250.00 | | \$356,464.26 | \$3,177,182.87 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | No Yes | LEA-wide | | All Schools | 2025-2026 | \$3,624,632.00 | \$0.00 | \$2,880,372.00 | \$419,100.00 | | \$325,160.00 | \$3,624,632.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | No Yes | LEA-wide | | All Schools | 2025-2026 | \$4,212.19 | \$58,903.43 | \$40,368.05 | | | \$22,747.57 | \$63,115.62 | |
| 1 | 1.5 | English Learner Student Achievement | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$61,318.01 | \$0.00 | \$32,982.01 | | | \$28,336.00 | \$61,318.01 | |
| 1 | 1.6 | LTEL Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$21,384.00 | \$0.00 | \$14,300.00 | | | \$7,084.00 | \$21,384.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | Yes | Limited to Unduplicated Student | Foster Youth | All Schools | 2025-2026 | \$14,300.00 | \$10,412.50 | \$19,567.50 | | | \$5,145.00 | \$24,712.50 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | | 2025-2026 | \$166,760.00 | \$429,181.01 | \$484,986.86 | \$372.75 | | \$110,581.40 | \$595,941.01 | |
| 2 | 2.2 | Track and Record Daily Student Participation | All | No | | | All Schools | 2025-2026 | \$2,892,354.41 | \$15,344.26 | \$2,545,441.17 | \$279,400.00 | | \$82,857.50 | \$2,907,698.67 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$1,898,325.00 | \$0.00 | \$1,640,001.00 | \$209,550.00 | | \$48,774.00 | \$1,898,325.00 | |
| 2 | 2.4 | Caretaker Engagement Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$187,129.19 | \$0.00 | \$187,129.19 | | | | \$187,129.19 | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | No | | | All Schools | 2025-2026 | \$331,424.59 | \$14,454.00 | \$341,468.59 | \$4,410.00 | | | \$345,878.59 | |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | No | | | All Schools | 2025-2026 | \$37,840.00 | \$1,881.25 | \$39,721.25 | | | | \$39,721.25 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$15,147.00 | \$10,681.79 | \$25,558.19 | | | \$270.60 | \$25,828.79 | |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | No | | | All Schools | 2025-2026 | \$0.00 | \$85,032.28 | \$85,032.28 | | | | \$85,032.28 | |
| 3 | 3.1 | College Preparation | All | No | | | All Schools | 2025-2026 | \$374,265.10 | \$5,449.61 | \$379,714.71 | | | | \$379,714.71 | |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$0.00 | \$6,864.00 | \$6,864.00 | | | | \$6,864.00 | |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$2,023.74 | \$1,974.57 | \$3,998.31 | | | | \$3,998.31 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 2025-2026 | \$350,116.67 | \$0.00 | \$350,116.67 | | | | \$350,116.67 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|----------------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 3 | 3.5 | Transition Plans | Students with Disabilities | No | | | All Schools | 2025-2026 | \$127,050.00 | \$0.00 | \$57,200.00 | \$69,850.00 | | | \$127,050.00 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | No | | | All Schools | 2025-2026 | \$618,475.00 | \$0.00 | \$532,367.00 | \$69,850.00 | | \$16,258.00 | \$618,475.00 | |
| 3 | 3.7 | Dual Enrollment Options | All | No | | | All Schools | 2025-2026 | \$14,300.00 | \$545.03 | \$14,845.03 | | | | \$14,845.03 | |
| 3 | 3.8 | Early Intervention Program Development | All | No | | | All Schools | 2025-2026 | \$30,855.00 | \$0.00 | \$30,855.00 | | | | \$30,855.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 23,769,469.00 | 2,329,354.79 | 9.800% | 0.000% | 9.800% | \$8,210,491.12 | 0.000% | 34.542 % | Total: | \$8,210,491.12 |
| | | | | | | | | LEA-wide Total: | \$8,118,083.42 |
| | | | | | | | | Limited Total: | \$92,407.70 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | LEA-wide | | | \$52,778.73 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | LEA-wide | | | \$2,471,468.61 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | LEA-wide | | | \$2,880,372.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | LEA-wide | | | \$40,368.05 | |
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$32,982.01 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$14,300.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$19,567.50 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide | Foster Youth Low Income | | \$484,986.86 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,640,001.00 | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$187,129.19 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$25,558.19 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,864.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,998.31 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$350,116.67 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$15,766,920.28 | \$15,065,835.94 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | No | \$208,498.40 | 69,742.36 |
| | | | Yes | | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | No | \$2,414,651.55 | 2,816,443.07 |
| | | | Yes | | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | No | \$2,925,644.60 | 3,386,067.55 |
| | | | Yes | | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | No | \$173,950.08 | 63,115.62 |
| | | | Yes | | |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$144,064.97 | 43,214.02 |
| 1 | 1.6 | LTEL Support | Yes | \$491,380.01 | 14,694.88 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$26,952.05 | 22,662.03 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$2,823,579.60 | 615,700.86 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.2 | Track and Record Daily Student Participation | No | \$2,584,626.58 | 2,786,204.91 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$1,714,296.18 | 1,810,977.17 |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$118,378.28 | 190,261.03 |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | \$226,283.75 | 931,839.08 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | \$36,550.39 | 43,908.63 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$24,650.53 | 111,042.65 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | \$87,342.40 | 85,032.28 |
| 3 | 3.1 | College Preparation | No | \$488,242.13 | 351,004.79 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$10,052.28 | 6,864.00 |
| 3 | 3.3 | AVID Program Implementation | Yes | \$4,863.22 | 3,998.31 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$494,019.13 | 320,997.33 |
| 3 | 3.5 | Transition Plans | No | \$170,463.07 | 125,519.19 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | \$548,033.02 | 1,222,487.20 |
| 3 | 3.7 | Dual Enrollment Options | No | \$25,071.05 | 12,794.56 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 3 | 3.8 | Early Intervention Program Development | No | \$25,327.01 | 31,264.42 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 1,806,640 | \$10,096,893.65 | \$7,692,501.53 | \$2,404,392.12 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$183,961.80 | 52,778.73 | | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$2,005,331.21 | 2,241,707.55 | | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$2,464,443.34 | 2,706,778.47 | | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$166,407.27 | 40,368.05 | | |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$113,316.49 | 28,881.07 | | |
| 1 | 1.6 | LTEL Support | Yes | \$491,380.01 | 12,759.93 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$26,952.05 | 17,517.03 | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$2,509,442.49 | 504,746.71 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$1,483,695.55 | 1,484,918.41 | | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$118,378.28 | 190,261.03 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$24,650.53 | 79,924.91 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$10,052.28 | 6,864.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.3 | AVID Program Implementation | Yes | \$4,863.22 | 3,998.31 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$494,019.13 | 320,997.33 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 16,809,087 | 1,806,640 | | 10.748% | \$7,692,501.53 | 0.000% | 45.764% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Southern California

CDS Code: 30 66464 0106765

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

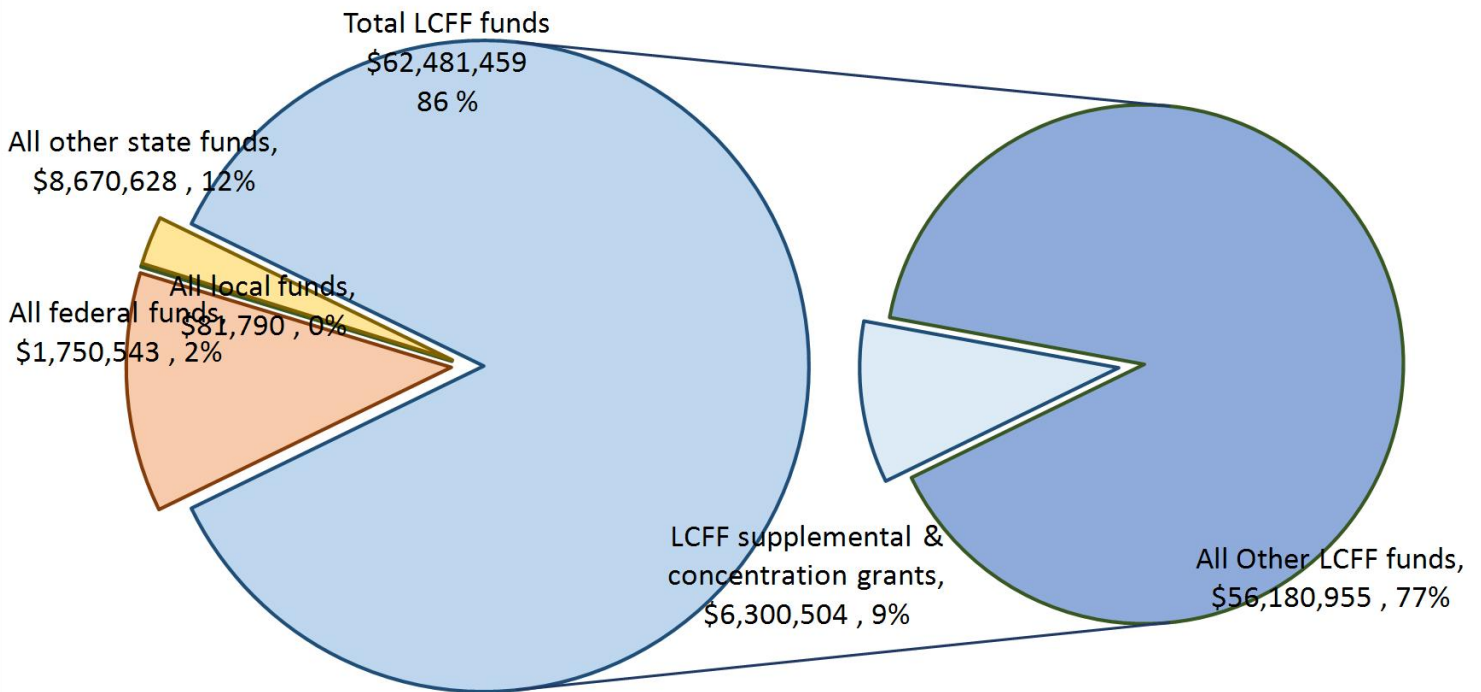
rsavage@californiaops.org

(949) 461-1667

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

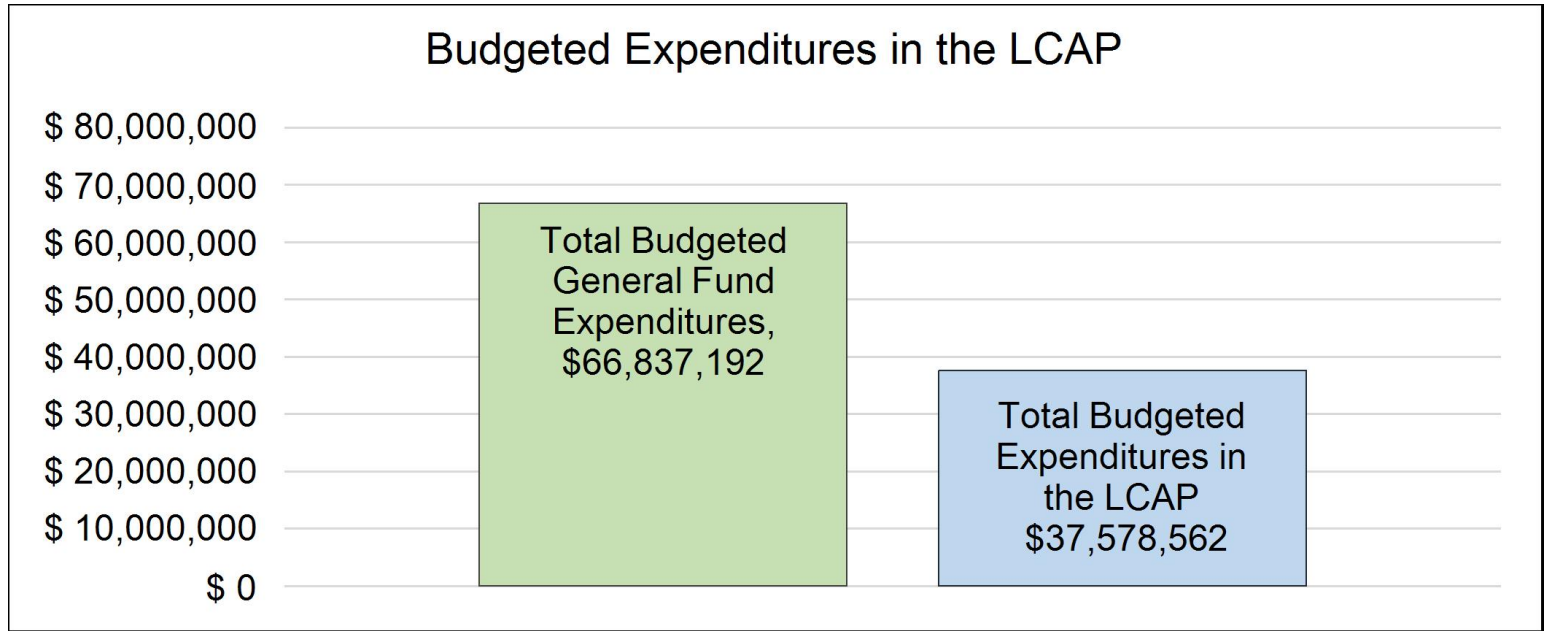


This chart shows the total general purpose revenue California Online Public Schools Southern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Southern California is \$72,984,420, of which \$62,481,459 is Local Control Funding Formula (LCFF), \$8,670,628 is other state funds, \$81,790 is local funds, and \$1,750,543 is federal funds. Of the \$62,481,459 in LCFF Funds, \$6,300,504 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Online Public Schools Southern California plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Online Public Schools Southern California plans to spend \$66,837,192 for the 2025-26 school year. Of that amount, \$37,578,562 is tied to actions/services in the LCAP and \$29,258,630 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

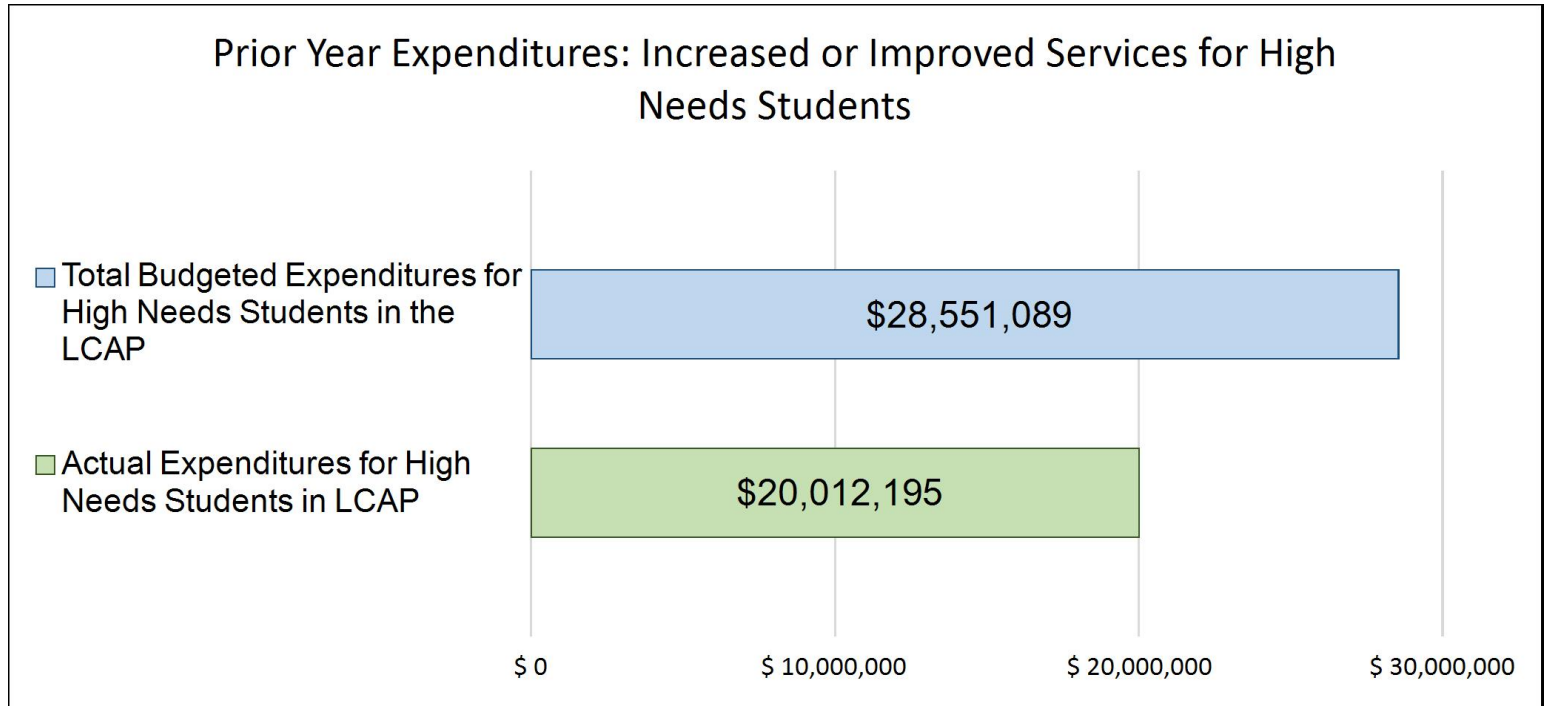
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools Southern California is projecting it will receive \$6,300,504 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Southern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Southern California plans to spend \$20,745,316.30 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools Southern California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Southern California estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Southern California's LCAP budgeted \$28,551,089 for planned actions to increase or improve services for high needs students. California Online Public Schools Southern California actually spent \$20,012,195 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$8,538,894 had the following impact on California Online Public Schools Southern California's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|--------------------------------------|---|
| California Online Public Schools Southern California | Dr. Richard Savage Superintendent | rsavage@californiaops.org (949) 461-1667 |

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools Southern California serves students in grades TK-12 through an online program under California’s independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Capistrano Unified School District, and enrolls students in five counties: Orange, Los Angeles, Riverside, San Bernardino, and San Diego. In 2004, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Southern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools’ goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and that is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Online Public Schools Southern California program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Online Public Schools Southern California's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the Dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are clearly reflected in our maintained zero percent Suspension Rate across all student groups—a significant accomplishment when compared to the statewide average of 3.2%. This underscores our strong commitment to creating a safe, supportive, and inclusive school environment. Additionally, our Graduation Rate rose to 80.5%, a 2.1 percentage point increase from the previous year, and earned a “Green” performance level, signaling positive momentum in our work to ensure all students reach this critical milestone.

However, the Dashboard also highlights areas that require urgent attention. Chronic Absenteeism increased to 19%, a 7.1 percentage point rise from the prior year, placing this indicator in the “Red” performance level. The increase was most significant among Socioeconomically Disadvantaged students (23.5%), Hispanic students (20.3%), Students with Disabilities (25.2%), and Homeless youth (35.6%). These trends highlight the need for intensified engagement efforts and wraparound supports to improve attendance and student connection to school. In terms of Academic Performance, our students continue to face challenges. In English Language Arts, students scored an average of 90.5 points below standard, with a 10-point decline from the prior year, resulting in a “Red” performance level. In Mathematics, the school was 140.6 points below standard, though it improved by 5.6 points, moving into the “Orange” performance level. The Socioeconomically Disadvantaged group scored 112.9 points below standard in ELA and 162.2 points below standard in Math, while Students with Disabilities scored 158 points below standard in ELA and 199.9 points below standard in Math. These results call for stronger instructional interventions and continued focus on differentiated supports.

We recognize that these outcomes are influenced not only by instructional rigor but also by CAASPP participation rates, which are impacted by the unique challenges of operating as a fully online school. Transportation issues, family work schedules, and health concerns continue to pose obstacles. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. We also continue to increase test readiness through practice tests and aligned materials in the curriculum.

We are also increasing focus on early-grade participation in state assessments to build student familiarity and long-term engagement. Our academic teams have also deepened efforts to support students through targeted programs such as CHAMPS, credit recovery, and course-specific tutoring aligned to standards.

In conclusion, California Online Public Schools Southern California remains committed to acting on the insights gained from the 2024 Dashboard. We will continue to build on our strengths, address areas of concern, and implement targeted, data-driven strategies to meet the needs of every student. With the dedication of our staff, families, and community, we will persist in cultivating a culture of continuous growth and high expectations across all grade levels.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2024 California School Dashboard, California Online Public Schools Southern California qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Pupil Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which received “Red” performance levels in two or more indicators, including English Language Arts, Chronic Absenteeism, and College/Career Readiness. The school also experienced below typical growth in both ELA and Math across several student groups, further identifying key areas of need.

Collaborative Review of Data

In partnership with the Orange County Department of Education, CalOPS Southern California has conducted a thorough analysis of both state and local performance indicators to better understand student needs and system-wide opportunities for improvement.

Strengths Identified:

- Graduation rate increased to 80.5% (Green), showing positive year-over-year growth
- Suspension Rate maintained at 0% (Blue) across all student groups
- Success of internal support programs, including a 96.5% pass rate in the credit recovery program (Project Success)
- Expanded access to dual enrollment through Saddleback College (CCAP)
- Full implementation of academic standards and instructional materials across content areas

Areas for Growth:

- English Language Arts: SED students scored 112.9 points below standard, with a 7.1-point decline; Students with Disabilities scored 158 points below standard
- Mathematics: SED students scored 162.2 points below standard, Students with Disabilities at 199.9 points below
- Chronic Absenteeism: SED students at 23.5%, Students with Disabilities at 25.2%, and Homeless youth at 35.6%
- College and Career Indicator: Only 13.1% of SED students met the “Prepared” level; Students with Disabilities at 4.9%
- Growth: Students in the SED group scored 21 points below typical growth in Math and 12 points below in ELA
- Focus Areas: Math Proficiency & Postsecondary Preparation

In alignment with the CalOPS Theory for Improvement, CalOPS Southern California is committed to the following improvement priorities:

- Improve math performance and growth for SED and Students with Disabilities through expanded intervention and instructional support
- Strengthen college and career readiness through individualized planning, expanded CTE and a-g pathways, and dual enrollment
- Address chronic absenteeism with targeted engagement strategies and increased tiered supports

These areas have been selected due to both dashboard performance and internal data highlighting persistent equity gaps among our most at-risk student groups.

Professional Development and Implementation Plan

The school has partnered with OCDE to implement targeted strategies aligned to the LCAP:

- Action 2.1 – Expansion of high-dosage tutoring and math intervention groups using iReady and IXL data
- Action 2.2 – Use of CAASPP Interim Assessments and diagnostic platforms for real-time instructional decisions
- Action 2.3 – Continued training for general education and SPED teachers on differentiation and standards alignment
- Action 3.1 – College and Career counseling supports, including CCAP dual enrollment and CTE expansion
- Action 1.4 – Family engagement through goal-setting, data chats, and ongoing attendance outreach

Ongoing Commitment to Equity and Improvement

CalOPS Southern California has taken strategic steps to increase state testing participation, including remote options, weekend testing, and targeted outreach. At the same time, internal assessments such as iReady provide more detailed insight into student growth and proficiency. As part of our continuous improvement cycle, we remain focused on long-term systemic improvements that align with our mission to support every learner. This includes eliminating barriers to access, building educator capacity, and refining instructional and engagement practices that meet the diverse needs of our student population.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Online Public Schools Southern California

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Needs Assessment

Based on the 2024 California School Dashboard, California Online Public Schools Southern California remains eligible for Comprehensive Support and Improvement (CSI), as it falls within the lowest-performing 5% of schools statewide. Although the school's graduation rate improved modestly from 78.4% to 80.5%, persistent performance gaps remain across multiple state priorities.

This continued CSI designation is primarily driven by the performance of the Socioeconomically Disadvantaged (SED) student group. In 2024, this group demonstrated the lowest academic achievement and engagement in the following areas:

-English Language Arts: 112.9 points below standard

-Mathematics: 162.2 points below standard

-Chronic Absenteeism: 23.5%, an increase of 7.5 percentage points from the previous year

For context, the all-student average chronic absenteeism rate was 19%, with even more concerning rates among Students with Disabilities (25.2%), Hispanic students (20.3%), and Homeless youth (35.6%). These indicators underscore an urgent need for sustained improvements in both academic achievement and student attendance, particularly among our most at-risk groups.

To develop this CSI plan, CalOPS Southern California collaborated with stakeholders across all grade spans, including leaders from the high school team, student services, counselors, and advisory groups such as the School Advisory Committee and English Learner Advisory Committee. These groups played a central role in reviewing state and local data and refining proposed interventions.

Root Cause Analysis

-Chronic absenteeism among SED, EL, and Homeless students limits instructional time and academic momentum

-Significant academic gaps in ELA and Math, driven by skill gaps, inconsistent engagement, and instructional access

-Low participation rates in CAASPP testing, especially among mobile or credit-deficient students, hinder data accuracy

-High school mobility and mid-year transfers create challenges in maintaining academic progress and credit accumulation

-Lack of early intervention in middle school leads to gaps that are not addressed until high school, impacting graduation

Evidence-Based Interventions

Using The Practical Decision Maker framework (Harvey, Bearley, Corkrum, 1997), CalOPS Southern California selected the following multi-tiered strategies to address both academic and engagement needs:

-Homeroom Connection Model: Staff are assigned small groups of students for weekly check-ins, monitoring progress, and delivering early intervention. Contact rates reached an average of 87% through Q3 of the 2024–2025 school year.

- Project Success (Credit Recovery Program): Students are grouped into academic support sections led by credentialed content teachers. The program has maintained a 96.5% pass rate in 2024–2025, supporting on-time graduation for credit-deficient students.
- CHAMPS (Creating Hope and Motivation for Postsecondary Success): Identifies at-risk students entering high school and places them in structured academic and SEL supports. The 2023–2024 cohort showed an 85% pass rate across core subjects.
- In-House Summer School: Though scaled back in summer 2024 due to transitions, the program served both credit recovery and skill-building students with a 73% pass rate. Plans for summer 2025 include expanded course offerings and early outreach to high-needs students.
- College and Career Access Pathway (CCAP): The Saddleback College partnership now supports 57 dual-enrolled students, with an 86% pass rate across four transferable or career-pathway courses. This expansion provides equitable access to college-level coursework and supports long-term postsecondary planning.

Identification of Resource Inequities

While the school's virtual model provides consistent access to curriculum and technology, performance disparities indicate systemic inequities that require targeted support. In response:

- Student-teacher ratios will be reduced for credit-deficient and high-needs students
- Additional intervention staff and resources will be dedicated to CHAMPS, Project Success, and summer school programs
- Expanded outreach and case management will be prioritized for SED, EL, and mobile students to promote attendance
- Eligibility for services is determined by real-time academic and engagement data, not solely by subgroup classification, ensuring all students with demonstrated need have equitable access to intervention

Conclusion

California Online Public Schools Southern California remains committed to addressing the conditions that led to its CSI designation. By leveraging data-driven strategies, increasing access to high-quality instruction and support, and engaging in ongoing reflection and improvement, the school is focused on ensuring meaningful and measurable progress for all students, particularly those most underserved.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (<https://nirn.fpg.unc.edu/>).

Progress will be reviewed formally on a quarterly basis, focusing on:

The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.

Increased rates of underclassmen staying on cohort.

Expansion and impact of the CCAP dual enrollment program.

Continued refinement of the in-house summer school and CHAMPS programs.

Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.

Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide

adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---------------------------|--|
| School Parents/Caretakers | School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms. |
| Students | School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms. |
| Teachers | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews |
| Administration/Principals | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Engagement Target reviews. |
| Other school personnel | School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will learn and achieve in a safe, secure, effective, and rigorous learning environment. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| 1.1 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8% | Current difference from baseline is - 7.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|--|
| 1.2 | The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready | In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57% | In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50% | | The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60% | Current difference from baseline is -7% |
| 1.3 | Increase English Learner reclassification rates | In 2023-2024, the RFEP rate through month 8 was 8.96% | In 2024-2025, the RFEP rate through month 8 was 12.76% | | The desired outcome for 2026 - 2027 is an RFEP rate through month 7 of 9.4% | Current difference from baseline is 3.8% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 1 remained largely aligned with the plan. Teachers participated in targeted professional development (Action 1.1), and i-Ready diagnostics and MTSS systems (Action 1.2) were consistently used to monitor and support academic growth. PLC collaboration (Action 1.3) continued to inform instructional practice, and instructional tools (Action 1.4) were integrated to support synchronous and asynchronous instruction. EL and LTEL supports (Actions 1.5 and 1.6) were implemented, though with slightly reduced scope due to enrollment-driven adjustments.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures were generally consistent with planned budgets, but some contributing actions, particularly those tied to EL and LTEL support, were under budget. This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 1 actions produced several positive outcomes. The school exceeded its RFEF target, increasing from 8.96% to 12.76%, demonstrating improved EL support. Diagnostic data revealed opportunities for growth: reading progress dropped from 67.5% to 60%, and math from 57% to 50%, reinforcing the need for targeted math instructional supports. These outcomes confirmed the strength of core strategies and informed the need for continued refinement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2025–26, adjustments will focus on aligning contributing expenditures to actual ADA and refining EL supports based on diagnostic data. Instructional tools and collaborative planning will remain central to improving growth in reading and math across all student groups.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1.1 | Professional Development for Academic Achievement | Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE. | \$204,296.60 | No Yes |
| 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning. | \$8,125,132.21 | No Yes |
| 1.3 | Teacher Collaboration for Academic Achievement | PLCs will discuss performance data to determine the best strategies and methods and implement best practices to re-teach and accelerate all students in all subject areas, as needed. | \$9,226,336.00 | No Yes |
| 1.4 | Synchronous and Asynchronous Instructional Tools | Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery. | \$243,308.42 | No Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|--------------|--------------|
| 1.5 | English Learner Student Achievement | Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency. | \$156,082.20 | Yes |
| 1.6 | LTEL Support | Implement processes for identifying and transitioning Long Term English Learner students towards reclassification. | \$54,432.00 | Yes |
| 1.7 | Foster and Homeless Academic Achievement | Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation | \$64,624.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | All stakeholder groups will demonstrate active engagement in the school program. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|---|---|
| 2.1 | Maintain a high rate of biweekly contacts | In 2023-2024 through month 8, the average biweekly contact rate was 97.3% | In 2024-2025 through month 8, the average biweekly contact rate was 87% | | The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8. | The difference from baseline is - 10.3% |
| 2.2 | Decrease chronic absenteeism | The 2023-2024 chronic absenteeism rate after month 7 was 15.94% | The 2024-2025 chronic absenteeism rate after month 7 was 21% | | The desired outcome for 2026-2027 month 7 chronic absenteeism rate | The difference from baseline is 5.06% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------------|--------------------------------------|--------------------------------------|----------------|---|------------------------------------|
| | | | | | will be less than 14.34%. | |
| 2.3 | Maintain a low suspension rate | The 2022-2023 suspension rate was 0% | The 2024-2025 suspension rate was 0% | | The desired outcome for 2026-2027 suspension rate is 0% | The difference from baseline is 0% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions supporting stakeholder engagement were successfully implemented, including access to technology (Action 2.1), tracking participation (Action 2.2), re-engagement (Action 2.3), and increased caretaker support (Action 2.4). Notable success was seen in maintaining a 0% suspension rate and enhancing caretaker onboarding and outreach efforts. However, chronic absenteeism rose to 21%, indicating a need for stronger engagement with at-risk groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While the overall implementation of Goal 2 actions remained strong, actual expenditures were lower than initially projected in some areas due to the school's planned enrollment transition. For instance, the budget for technology access (Action 2.1) reflected a larger student population than was ultimately served, resulting in reduced spending. These adjustments were consistent with our shift in ADA and do not reflect a lack of program delivery. As we plan for the upcoming year, we will continue to refine our budget estimates to better align with enrollment and ensure that all engagement-related resources are targeted effectively.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Engagement strategies were effective in sustaining a safe school climate, but less so in curbing absenteeism. Despite comprehensive support systems, increased student mobility and transitional challenges limited their impact on attendance. Contact rates declined to 87%, signaling a need for deeper re-engagement with families and students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the next year, we will streamline spending on re-engagement and increase the targeting of interventions to SED and mobile students. We'll also continue prioritizing high-impact engagement strategies like homeroom contact and live class instruction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school-issued Chromebook at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage well with our program. Unduplicated students will be prioritized. | \$1,697,563.01 | Yes |
| 2.2 | Track and Record Daily Student Participation | Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions at a mutually agreed-upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily. | \$7,495,108.27 | No |
| 2.3 | Framework of Tiered Re-engagement | When students find difficulty engaging fully with our program, school staff will follow a well-outlined escalation process. This process consists of tiers of interventions set up to assist students in finding ways to engage fully | \$4,832,100.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|--------------|--------------|
| | Strategies for Students | with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism. | | |
| 2.4 | Caretaker Engagement Support | The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, and additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested. | \$476,328.86 | Yes |
| 2.5 | Social Emotional / Mental Health Supports | Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields. | \$884,372.22 | No |
| 2.6 | Increasing Diversity and Inclusion | Our school is committed to increasing diversity and inclusion for our entire school community. We will participate in professional development and evaluate curriculum and instructional practices, all with the focus of ensuring we incorporate diverse and inclusive practices. | \$101,394.99 | No |
| 2.7 | Foster and Homeless Youth Engagement Support | Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in 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. | \$56,441.61 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|-------------|--------------|
| 2.8 | In-Person and Virtual Engagement and Enrichment | Staff and families will be provided the opportunity to interact in person or virtually to enrich the school experience. | \$61,066.48 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | All students will graduate with the knowledge and skills needed for college and careers. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|--|--------------------------------------|
| 3.1 | Increase the course pass rates within our in house credit recovery program known as Project Success | In 2023-2024, the average Project Success course pass rate after quarter 3 was 96% | In 2024-2025, the average Project Success course pass rate after quarter 3 was 96% | | The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9% | The difference from baseline is 0% |
| 3.2 | Increase summer school course pass rates | In the summer of 2023, the summer school | In the summer of 2024, the summer | | The desired outcome for the summer school | The difference from baseline is -10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--------------------------------------|
| | | course pass rate was 83% | school course pass rate was 73% | | course pass rate for the summer of 2026 is 87%. | |
| 3.3 | Increase graduation rates | The 2022-2023 grad rate was 78.4% | The 2023-2024 grad rate was 80.5% | | The desired outcome for the 2025-2026 grad rate is 82.3% | The difference from baseline is 2.1% |
| 3.4 | Increase the percentage of students completing a-g requirements. | In 2022-2023, the percentage of students completing a-g requirements was 37%. | In 2023-2024, the percentage of students completing a-g requirements was 37.1%. | | The desired outcome of students completing a-g requirements for the 2025-2026 school year is 38.8% | The difference from baseline is .1% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the implementation of Goal 3 actions went well and supported steady progress toward improving college and career readiness. Project Success remained a key support for credit-deficient students, particularly in the upper grades. The CHAMPS program was implemented, offering foundational support for students early in their high school experience. Additionally, our CCAP dual enrollment program continued to grow in both participation and course offerings, helping students explore college-level coursework while still in high school. While a few initiatives were scaled based on enrollment shifts, the majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw reduced participation and pass rates (73%) due to the systemwide transition, but it remains a critical pathway for credit recovery.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While several contributing actions under Goal 3 came in under budget, these differences reflect broader schoolwide transitions that occurred this year as part of our shift to the CalOPS model. As a transition year, we implemented new systems and structures across the school, which included refining staffing, support programs, and outreach strategies to align with updated enrollment and student needs. As a result,

some initiatives—such as CCAP expansion, summer school, and AVID—were delivered at a more measured scale than originally anticipated. These adjustments allowed us to stay responsive during a year of major change while still maintaining a strong focus on student readiness and access. Moving forward, we will continue to build on these foundational systems and scale programs intentionally as part of our long-term improvement efforts.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Graduation rates rose from 78.4% to 80.5%, a notable success tied to targeted interventions. While a-g completion and CCI indicators remain areas for improvement, continued expansion of academic pathways, early interventions, and progress-monitoring tools laid a strong foundation for growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on this year's outcomes and stakeholder feedback, we will continue refining and strengthening multiple actions under Goal 3 to better support student readiness. Credit recovery and summer school offerings will be expanded and better aligned to student needs earlier in the year to increase access and success rates. We will also strengthen our early identification systems to support at-risk students more proactively through programs like CHAMPS and Project Success. In addition, we plan to scale career exploration and advising supports, ensuring students are aware of and prepared for both college and career pathways. While CCAP will remain part of our overall strategy, we are also focusing on broadening postsecondary readiness through a-g support, and CTE opportunities. These adjustments reflect our commitment to providing multiple, meaningful pathways to success for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|---|--------------|--------------|
| 3.1 | College Preparation | Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP, and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses. | \$966,919.80 | No |
| 3.2 | Career Preparation (CTE) | Develop and implement formal Career Technical Education Pathways. | \$17,472.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 3.3 | AVID Program Implementation | Continue to implement and expand the AVID program to provide additional support for college readiness to at-risk student populations. | \$10,312.75 | 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. | \$891,206.06 | 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. | \$323,400.00 | No |
| 3.6 | Graduation Rate Progress Monitoring | Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted. | \$1,574,300.00 | No |
| 3.7 | Dual Enrollment Options | Develop a Career College Access Pathway with a community college partner to expand dual enrollment options. | \$37,824.67 | No |
| 3.8 | Early Intervention Program Development | Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program. | \$78,540.00 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$6,300,504.17 | \$0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 10.084% | 0.000% | \$0.00 | 10.084% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.1 | <p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p> | <p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p> | <p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p> | <p>Maximizing Resources, and Alignment with Goals and Initiatives.</p> | <p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | | | <p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p> |
| <p>1.2</p> | <p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</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>Scope: 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 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> |
| <p>1.3</p> | <p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need:</p> | <p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that</p> | <p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p>Scope: 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>1.4</p> | <p>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p> | <p>Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.</p> | <p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates,</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | | | <p>graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.</p> |
| <p>2.1</p> | <p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p> | <p>Providing actions on an LEA-wide ensures that all students have access to the resources and opportunities needed to succeed academically, regardless of their background or circumstances. By taking a systemic approach to addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum, educational leaders can create an environment where every student has the support and tools they need to thrive.</p> | <p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | | | <p>internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p> |
| <p>2.3</p> | <p>Action: Framework of Tiered Re-engagement Strategies for Students</p> | <p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help</p> | <p>Metrics to monitor the effectiveness of tiered re-</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p> | <p>us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p> | <p>engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other</p> |

| Goal and Action # | Identified Need(s) | 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> |
| <p>2.4</p> | <p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's</p> | <p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support</p> | <p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and</p> |

| Goal and Action # | Identified Need(s) | 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>Scope: LEA-wide</p> | <p>helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.</p> | <p>participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | <p>reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p> |
| <p>3.2</p> | <p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness</p> | <p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately</p> | <p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope: LEA-wide</p> | <p>contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p> | <p>Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| <p>3.3</p> | <p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p> | <p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p> | <p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | <p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p> |
| <p>3.4</p> | <p>Action: Credit Recovery and Summer Intervention</p> <p>Need: 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>Scope: 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>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being. |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| <p>1.5</p> | <p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup; it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p> | <p>Measure: By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | <p>the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p> |
| <p>1.6</p> | <p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p> | <p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | | <p>dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p> |
| <p>1.7</p> | <p>Action: Foster and Homeless Academic Achievement</p> <p>Need:</p> | <p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may</p> | <p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: 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>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 patterns and identifying factors that may impact attendance, such as</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|--|
| | | | <p>transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|---|
| | | | <p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | | | <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p> |
| <p>2.7</p> | <p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> | <p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth</p> | <p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p> | <p>reach and effectiveness of these initiatives.</p> <p>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: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment. |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | \$62,481,459.00 | 6,300,504.17 | 10.084% | 0.000% | 10.084% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$30,919,072.80 | \$3,638,904.46 | \$0.00 | \$3,020,584.89 | \$37,578,562.15 | \$35,155,395.95 | \$2,423,166.20 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|--|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1 | 1.1 | Professional Development for Academic Achievement | All | No Yes | LEA-wide | | All Schools | 2025-2026 | \$0.00 | \$204,296.60 | \$146,745.85 | \$54,232.23 | | \$3,318.52 | \$204,296.60 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | All | No Yes | LEA-wide | | All Schools | 2025-2026 | \$7,735,983.85 | \$389,148.36 | \$6,305,810.88 | \$889,000.00 | | \$930,321.33 | \$8,125,132.21 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | All | No Yes | LEA-wide | | | 2025-2026 | \$9,226,336.00 | \$0.00 | \$7,331,856.00 | \$1,066,800.00 | | \$827,680.00 | \$9,226,336.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | All | No Yes | LEA-wide | | All Schools | 2025-2026 | \$10,721.95 | \$232,586.47 | \$157,660.80 | | | \$85,647.62 | \$243,308.42 | |
| 1 | 1.5 | English Learner Student Achievement | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2026 | \$156,082.20 | \$0.00 | \$83,954.20 | | | \$72,128.00 | \$156,082.20 | |
| 1 | 1.6 | LTEL Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | 2025-2026 | \$54,432.00 | \$0.00 | \$36,400.00 | | | \$18,032.00 | \$54,432.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Foster Youth | Yes | Limited to Unduplicated Student | Foster Youth | All Schools | 2025-2026 | \$36,400.00 | \$28,224.00 | \$50,169.00 | | | \$14,455.00 | \$64,624.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | | 2025-2026 | \$424,480.00 | \$1,273,083.01 | \$1,007,099.09 | \$4,127.24 | | \$686,336.68 | \$1,697,563.01 | |
| 2 | 2.2 | Track and Record Daily Student Participation | All | No | | | All Schools | 2025-2026 | \$7,362,356.68 | \$132,751.59 | \$6,567,467.33 | \$711,200.00 | | \$216,440.94 | \$7,495,108.27 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 2025-2026 | \$4,832,100.00 | \$0.00 | \$4,174,548.00 | \$533,400.00 | | \$124,152.00 | \$4,832,100.00 | |
| 2 | 2.4 | Caretaker Engagement Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 2025-2026 | \$476,328.86 | \$0.00 | \$476,328.86 | | | | \$476,328.86 | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | All | No | | | All Schools | 2025-2026 | \$843,626.22 | \$40,746.00 | \$864,902.22 | \$19,470.00 | | | \$884,372.22 | |
| 2 | 2.6 | Increasing Diversity and Inclusion | All | No | | | All Schools | 2025-2026 | \$96,320.00 | \$5,074.99 | \$96,320.00 | \$5,074.99 | | | \$101,394.99 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 2025-2026 | \$38,556.00 | \$17,885.61 | \$55,752.81 | | | \$688.80 | \$56,441.61 | |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | All | No | | | All Schools | 2025-2026 | \$0.00 | \$61,066.48 | \$61,066.48 | | | | \$61,066.48 | |
| 3 | 3.1 | College Preparation | All | No | | | All Schools | 2025-2026 | \$952,674.79 | \$14,245.01 | \$966,919.80 | | | | \$966,919.80 | |
| 3 | 3.2 | Career Preparation (CTE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$0.00 | \$17,472.00 | \$17,472.00 | | | | \$17,472.00 | |
| 3 | 3.3 | AVID Program Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$5,151.34 | \$5,161.41 | \$10,312.75 | | | | \$10,312.75 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2026 | \$891,206.06 | \$0.00 | \$891,206.06 | | | | \$891,206.06 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|----------------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 3 | 3.5 | Transition Plans | Students with Disabilities | No | | | All Schools | 2025-2026 | \$323,400.00 | \$0.00 | \$145,600.00 | \$177,800.00 | | | \$323,400.00 | |
| 3 | 3.6 | Graduation Rate Progress Monitoring | All | No | | | All Schools | 2025-2026 | \$1,574,300.00 | \$0.00 | \$1,355,116.00 | \$177,800.00 | | \$41,384.00 | \$1,574,300.00 | |
| 3 | 3.7 | Dual Enrollment Options | All | No | | | All Schools | 2025-2026 | \$36,400.00 | \$1,424.67 | \$37,824.67 | | | | \$37,824.67 | |
| 3 | 3.8 | Early Intervention Program Development | All | No | | | All Schools | 2025-2026 | \$78,540.00 | \$0.00 | \$78,540.00 | | | | \$78,540.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$62,481,459.00 | 6,300,504.17 | 10.084% | 0.000% | 10.084% | \$20,745,316.30 | 0.000% | 33.202 % | Total: | \$20,745,316.30 |
| | | | | | | | | LEA-wide Total: | \$20,519,040.29 |
| | | | | | | | | Limited Total: | \$226,276.01 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|-------------------------------|-------------|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | LEA-wide | | | \$146,745.85 | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | LEA-wide | | | \$6,305,810.88 | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | LEA-wide | | | \$7,331,856.00 | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | LEA-wide | | | \$157,660.80 | |
| 1 | 1.5 | English Learner Student Achievement | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$83,954.20 | |
| 1 | 1.6 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | | \$36,400.00 | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$50,169.00 | |

| 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 (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | LEA-wide | Foster Youth Low Income | | \$1,007,099.09 | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$4,174,548.00 | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | LEA-wide | English Learners Foster Youth Low Income | | \$476,328.86 | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$55,752.81 | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$17,472.00 | |
| 3 | 3.3 | AVID Program Implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,312.75 | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$891,206.06 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$44,584,927.56 | \$40,624,383.25 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$589,581.60 | 204,296.60 |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$6,828,033.82 | 7,745,564.00 |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$8,272,995.02 | 8,523,705.96 |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$491,887.53 | 243,308.42 |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$407,379.89 | 116,793.10 |
| 1 | 1.6 | LTEL Support | Yes | \$1,389,500.40 | 40,139.25 |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$76,213.69 | 61,759.20 |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$7,984,380.58 | 1,745,310.10 |
| 2 | 2.2 | Track and Record Daily Student Participation | No | \$7,308,680.90 | 7,737,589.77 |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$4,847,603.07 | 4,972,058.05 |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$334,744.32 | 521,134.89 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.5 | Social Emotional / Mental Health Supports | No | \$639,874.15 | 2,555,568.72 |
| 2 | 2.6 | Increasing Diversity and Inclusion | No | \$103,355.40 | 120,479.38 |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$69,705.56 | 292,675.75 |
| 2 | 2.8 | In-Person and Virtual Engagement and Enrichment | No | \$246,982.56 | 61,066.48 |
| 3 | 3.1 | College Preparation | No | \$1,380,627.27 | 958,991.39 |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$28,425.33 | 17,472.00 |
| 3 | 3.3 | AVID Program Implementation | Yes | \$13,751.98 | 10,312.75 |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$1,396,963.19 | 876,268.92 |
| 3 | 3.5 | Transition Plans | No | \$482,027.14 | 345,694.73 |
| 3 | 3.6 | Graduation Rate Progress Monitoring | No | \$1,549,701.00 | 3,353,685.19 |
| 3 | 3.7 | Dual Enrollment Options | No | \$70,894.69 | 34,959.87 |
| 3 | 3.8 | Early Intervention Program Development | No | \$71,618.47 | 85,548.73 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 4,850,909 | \$28,551,089.35 | \$20,012,194.56 | \$8,538,894.79 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Professional Development for Academic Achievement | Yes | \$520,198.20 | 146,745.85 | | |
| 1 | 1.2 | Diagnostic Assessments and MTSS Academic Interventions | Yes | \$5,670,577.74 | 6,141,837.82 | | |
| 1 | 1.3 | Teacher Collaboration for Academic Achievement | Yes | \$6,968,832.60 | 6,647,349.90 | | |
| 1 | 1.4 | Synchronous and Asynchronous Instructional Tools | Yes | \$470,144.64 | 157,660.80 | | |
| 1 | 1.5 | English Learner Student Achievement | Yes | \$320,430.84 | 78,224.59 | | |
| 1 | 1.6 | LTEL Support | Yes | \$1,389,500.40 | 34,932.50 | | |
| 1 | 1.7 | Foster and Homeless Academic Achievement | Yes | \$76,213.69 | 47,304.20 | | |
| 2 | 2.1 | Access to Technology, Internet Connectivity, and a Rigorous Curriculum | Yes | \$7,096,079.00 | 1,054,846.18 | | |
| 2 | 2.3 | Framework of Tiered Re-engagement Strategies for Students | Yes | \$4,195,521.86 | 4,071,407.13 | | |
| 2 | 2.4 | Caretaker Engagement Support | Yes | \$334,744.32 | 521,134.89 | | |
| 2 | 2.7 | Foster and Homeless Youth Engagement Support | Yes | \$69,705.56 | 206,697.03 | | |
| 3 | 3.2 | Career Preparation (CTE) | Yes | \$28,425.33 | 17,472.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.3 | AVID Program Implementation | Yes | \$13,751.98 | 10,312.75 | | |
| 3 | 3.4 | Credit Recovery and Summer Intervention | Yes | \$1,396,963.19 | 876,268.92 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 43,923,471 | 4,850,909 | | 11.044% | \$20,012,194.56 | 0.000% | 45.562% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none"> • Enter the metric number. |
| Metric |

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Approval of CalOPS Fiscal Policy Pending Legal Review With the Authority to Make Immaterial Changes Suggested by Legal Counsel (attached)

Section: V. Action Items
Item: E. Approval of CalOPS Fiscal Policy Pending Legal Review With the Authority to Make Immaterial Changes Suggested by Legal Counsel (attached)
Purpose: Vote
Submitted by:
Related Material: Board Draft_ CalOPS 25-26 Fiscal Policy.pdf



California Online
Public Schools

Fiscal Policy

Effective Date: July 1, 2025

California Online Public Schools 2025-26 Fiscal Policy

Introduction

Background

California Online Public Schools (“CalOPS”) is a California public benefit corporation (the “Organization”) with non-profit status from the IRS that operates a network of public charter schools known as California Online Public Schools. This network of charter schools is referred to as the School or Schools in this policy. The organization’s Chief Executive Officer is known as the Superintendent and is assisted by a Deputy Superintendent and Assistant Superintendent. In areas of this policy that refers to all three roles, they will be known as the Executive Cabinet.

Purpose

The Board of CalOPS believes in implementing and following fiscal management practices to ensure that the Organization’s funds are appropriately managed, to safeguard its assets, outline and enforce internal policies, and provide guidelines that are compliant with state and federal laws and regulations. In addition, this policy is to ensure that the financial decisions made by CalOPS leadership and its Board support the Organization’s and its schools’ mission while providing confidence and integrity to the public as recipients of public funds. Lastly, the policy and procedures will provide direction to help avoid any liability that could be attributed to the Board resulting from mismanagement.

The Organization refers to the “California Charter School Accounting and Best Practices Manual” developed by Fiscal Control and Management Assistance Team (FCMAT) for guidance in the reviewing and updating of these policies.

This Fiscal Policy and Procedures document include internal controls, legal compliance, internal controls, conflicts of interest, as well as other financial and accounting procedures and protocols, such as budget development, authorized signers, use of credit cards, employee reimbursements, purchasing, payroll processing, and any other area pertinent to financial management. The Fiscal Policy and Procedures are intended to align with the School’s charter petition and any Memoranda of Understanding (MOU) with its authorizing entity.

Compliance

Legal Compliance

The Schools will follow all the relevant laws and regulations that apply to California charter schools. Additionally, any applicable Federal laws and regulations related to grant funding received by the Schools will be followed.

Use of Public Funds

All monies received by CalOPs are considered public funds. The overarching principle in the spending of school funds is that all expenditures must clearly and directly be necessary and benefit the schools and support its purpose to provide a quality free education to the students within its eligible boundaries.

Nonpublic funds are dollars that are collected and retained by outside organizations such as booster organizations, associations and foundations. This also includes employee association accounts. The schools should not act as custodian for privately funded monies of a separately maintained agency fund or account, such as a staff social fund paid for exclusively by employee contributions.

To protect from the misuse of public money the use of school funds should be to provide a benefit to the public, and not to benefit any individual, employee, corporation or other agency. The public funds of the Organization and its Schools may be expended if a direct and substantial public purpose is served by the expenditure and private individuals are only benefitted incidentally by the promotion of the public purpose. Even if an expenditure has a noble or virtuous purpose (such as supporting an employee experiencing a loss), or a moral or justifiable obligation (such as gratitude for services provided), this is not sufficient to determine that a public benefit exists. If expenditures provide a direct and tangible benefit to students' education, such as for staffing costs, materials, software, administrative expenses, etc., then these are easily justified as providing the public benefit of educating the Schools' students. For expenditures which are not as direct or tangible, the Board must make a determination of the public purpose prior to expenditure of these funds. This may be done via the budgeting process, and/or on a case by case basis as needed. This may involve a board policy which explicitly allows certain expenditures, such as incentives to students, student scholarships, staff team building activities, etc. Team building activities will be budgeted, and a list of the expected activities will be presented annually to the Board at the beginning of the school year for review and transparency.

When considering the use of public funds and whether an expenditure is appropriate, the schools and its board will consider the public scrutiny test outlines below:

1. Is the expenditure within policy and how will it benefit the mission of our program and the success of our students?
2. Will the tax-paying public view the expenditure as necessary to support public education?
3. Can the expenditure be defended to a person outside of the organization?
4. Would it pass the "smell test"?

Any expenditure that is not board approved and/or benefits the schools' mission or our students will be denied. Any expenditure found to be an unreasonable use of public funds will not be reimbursed and the employee may be subject to disciplinary action including legal liability, taxpayer lawsuits, civil and criminal penalties (California Government Code Section 8314 and Penal Code Section 424).

Please refer to the list of allowable and unallowable expenses based on standard FCMAT policies:

Generally Allowable Expenses:

- Expenditures not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with the purposes for which the public entity was established.
- Salaries and benefits for employees.
- Uniforms and regalia for college bands, choirs or athletic teams (must be equitable to all school staff, programs and clubs).
- Rental of caps and gowns for commencement ceremonies.

- Supplies and equipment, including instructional materials and textbooks.
- Maintenance of facilities and equipment.
- Research and promotional activities to advance public education.
- Board approved awards to students and employees for excellence, accomplishments, and exceptional contributions (Not for life events that occur for everyone).
- Flowers or decorations for a college's awards ceremony or commemorative event.
- Transportation services for students.
- Refreshments/meals for meetings for the purpose of conducting school business (e.g., curriculum meeting during lunch).
- Snacks, refreshments, and food for students during the instructional day that are deemed to contribute to the educational process (e.g., finals week, prepared to learn).
- Sponsorship to programs and activities provided by nonprofit/community organizations that aid in student development:
 - A service that complements or enhances one the schools provide.
 - A service that the school could provide but is unable to.
 - A secondary benefit is identified that benefits the school.

Generally Unallowable Expenses:

- Contributions or donations to religious, community, charity or other nonprofit groups except those that align student development.
- Purchase of private purpose flowers, other gifts, celebration or sympathy benefits to convey compassion or sympathy, or to meet a perceived moral obligation.
- Gift certificates for individuals.
- No exception for small gifts.
- Alcohol.
- Memberships in private clubs or organizations.
- Presents or gifts to anyone, including employees, volunteers, or students.
- Professional enhancement vs. public benefit.
- Holiday or other staff parties or picnics.
- Reimbursement for employees' mileage from their residence to their place of work.
- Personal benefit to school staff.

Political Contributions

As a 501(c)(3) organization, no funds or assets of CalOPS may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the schools for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. CalOPS also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

- Contributions and/or endorsements by an employee that are reimbursed through expense accounts or in other ways.
- Purchase by the organization of tickets for political fundraising events.
- Expenditures for political advertisements.
- Contributions in kind, such as lending employees to political parties or using the Schools' assets in political campaigns.

- Endorsement of or opposition to any ballot measure.

The Schools and Organization may expend a very limited amount of funds on grassroots lobbying efforts on legislative matters which may have an impact on the Schools or Organization, such as proposed, pending or current legislative bills, laws, regulations, etc. Typically, the resources used for this type of allowable activity would be a small amount of staff time to contact or meet with legislators. Staff time and other costs, if applicable, for such activities will be estimated annually and reported with the best estimate of cost on the Organization's tax returns.

The Schools will comply with any other federal and state laws and regulations regarding political contributions, lobbying, and expenditures. No federal funds, or assets obtained from federal funds, may be used for any political purposes.

The Organization's employees, Board members, and other representatives may engage in the above political activities on their own time, using their own personal assets and resources, however, they may not act or appear to be acting on behalf of the Schools or Organization, and may not use Organization resources to assist any non-allowable political activities.

Record Keeping

To provide an accurate and auditable record of all financial transactions, the Schools' books, records, and accounts are maintained in conformity with the Generally Accepted Accounting Principles (GAAP) as applicable to Charter Schools.

Transaction ledgers, invoices, receipts, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by the Organization in accordance with applicable state law, and as required in any contract or agreement, in a secure location for at least seven (7) years as set out in the Records Retention policy, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored electronically. Paper documents may be compiled and stored in an on-site or off-site location after completion of the annual audit. The Schools will not typically charge for the costs of copying records when records are being requested by an oversight agency, through a subpoena, or in accordance with public records regulations, however, the Schools reserve the right to do so at a rate not to exceed twenty-five cents (\$0.25) per page. The School will attempt to provide records electronically, however, the actual cost of mailing records may be charged to the requestor. Copying charges only apply to the cost of reproduction, not to time spent searching for records. However, if electronic records are requested, the time needed to create an electronic version may be charged to the requestor.

Further, the School specifically requires that:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
- Receipts and disbursements must be fully and accurately described in the books and records.
- No false entries may be made on the books or records nor any false or misleading reports issued.

- Payments may be made only to the contracting party and only for the actual Services rendered or products delivered. No false or fictitious invoices may be paid.

School Leadership and the District Office will work together to provide access to the School's financial records to School's charter authorizer upon reasonable request, including supporting records as requested.

Financial Oversight and Reporting

Key Stakeholders

Board of Directors
Superintendent
Deputy Superintendent
Assistant Superintendent
Director of Finance
Assistant Directors
Financial Service Provider
Finance Department

The CalOPs Board is committed to reviewing and adopting the Fiscal Policy and Procedures annually by June 30th for the following school year. This ensures the most effective use of the School's funds to support its mission and assures that the funds are budgeted, accounted for, expended, and maintained appropriately.

The Director of Finance, under the management of the Executive Cabinet, has responsibility for all operations and activities related to financial management. However, the Board and Superintendent can appoint or delegate someone else to perform the responsibilities as needed.

Financial duties and responsibilities must be separated between the Assistant Directors, Financial Service Provider, and other key members of the Finance Department to ensure that no single employee has sole control over authorizing transactions, recording financial transactions, and custody of assets.

Important Deadlines

- Adopted Budget (submitted by July 1st)
- Unaudited Actuals Report (submitted by September 15th)
- Audited Financial Statements (submitted by December 15th)
- First Interim Financial Report (submitted by December 15th)
- Second Interim Financial Report (submitted by March 15th)
- Form 990 tax return (submitted by May 15th with extension)

Budget

The Director of Finance, in consultation with the Executive Cabinet and with the support of the Financial Services Provider and other relevant staff members, prepares an annual budget of revenues and expenses for Board approval. Budgets can be reviewed and modified as necessary

throughout the school. These forward-looking budgets and projections are reviewed and approved by the Board at an open and public meeting prior to July 1st annually. Approved annual operating budgets will be submitted to appropriate entities required by law in the format required by statute and/or regulation and/or contractual agreements, and by any required deadlines.

- Budgets will be prepared that show the revenues and expenditures and financial position for each School, as well as the Organization as a whole.
- The fiscal year (budget year) of the school is July 1st through June 30th. The appropriate accounting period is used for all adjusting entries and accruals.
- Financial statements displaying budget vs. actuals are prepared by the Financial Service Provider with the support of the Director of Finance and are to be reviewed by school leadership and are presented to the Board at each Board meeting (with limited exceptions).
- School Leadership shall follow the Board-approved budgets, with exceptions approved by the Board.

Budget Development Process:

The budget development process starts with a review of the Governor's proposed state budget for the upcoming fiscal year. This is typically shared in January and identifies the likely range of revenues for the school's upcoming fiscal year, as well as any cost of living adjustments. Once the revenue estimates are complete, projected school growth and expenditures are discussed and are prepared for the remainder of the budget. This process includes a concise examination of staffing levels, fixed costs, discretionary spending, legal, and facilities. Additional data from the department leaders such as usage, success rates, ease of use, department goals, and needs should also be considered for key program expenditures such as curriculum, professional development, systems, and supplies. Decisions should be finalized during the Leadership Retreat in March/April annually. The Financial Service Provider will input the financial decisions made by CalOPS into the agreed upon budget template to be approved by the Board.

The Governor's annual "May Revise" budget is made public in the spring and outlines the funding projection that will likely be included in the final state budget for the next fiscal year. With this information, the Director of Finance, Executive Cabinet, and all other key parties will work together and make any adjustments to the budget draft. This process involves a thorough review of the budget in its draft form to make sure all spending requirements set by law, contractual agreement, or otherwise are met. Finally, a five-year budget projection is developed in accordance with the schools' established strategic and growth plans before providing it to the Board for approval by July 1.

CalOPS will work to maintain a minimum of 3% reserve at the end of every current school year and two subsequent fiscal years. The board is notified immediately with a plan and/or explanation when the reserve is projected to drop below this threshold. Reserves in excess of 3% will be taken into consideration to fulfill school needs outlined in the Components of the End Fund Balance section of the budget.

In addition to the budget, cash flow analysis (when needed throughout the budget cycle), budget projections, and budget revisions will be prepared periodically during the year to adjust for changes in revenue or expenses.

Budget Updates:

The Board-approved budgets will act as living documents throughout the school year. They will be used to monitor the financial health of the school and aid the leadership team as expenditures are considered throughout the year that were not previously budgeted for and have since been identified as a need. Budget updates will be prepared and presented by the Director of Finance and Executive Cabinet with the support of the Financial Service Provider. Budget updates will be considered and in some cases required throughout the year. The Board will be given a Budget Update at minimum two times during the year; first interim, and second interim.

The preferred first update is the day after census day, when attendance numbers are provided to the state as an official count of the students to determine the schools initial funding. At this time, the ADA projected and used to calculate revenues built in the initial budget should be compared to the census day number to ensure all the schools will get the revenue planned for to continue spending as planned in the approved budget.

The other two updates should occur during the First Interim and Second Interim reporting process. During these times, the Director of Finance, Executive Cabinet, and the Financial Service Provider will review actual revenue and expenditure data for monies received and spent for the current fiscal year to show the financial health of the schools, with consideration to the budget and other forecasted variables. Any findings and adjustments, under spending or over spending, would be identified during this time and transferred to the budget in the form of a Budget Update.

Financial Management

CalOPS and its schools' funds will be budgeted, accounted for, expended, and maintained in an appropriate fashion and in accordance with applicable Federal and State requirements. The Organization will maintain their accounting records and related financial reports on the modified accrual basis of accounting throughout the year and full accrual accounting at each year end. Each school within the organization will have its own financial records as necessary to allow for the review of the revenues and financial position of each School independently. Shared expenses are to be allocated and recorded on the basis of schools enrollment relative to the total enrollment for the organization.

Financial Reporting

The Director of Finance or designee working in conjunction with the Financial Service Provider, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the schools' charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data. Additional reporting required by the SELPA, Department of Education or other entity will be prepared in the same manner.

The Board will be provided with all reports required by law for Board approval. The Board may request copies of any other reports at any time through the Director of Finance or Executive Cabinet.

The following reports will be prepared on a monthly basis, except in months when the Board is not meeting by the Financial Service Provider, reviewed by the Director of Finance, and reported to the Board and/or its Treasurer.

- Revenue and Expense Statement for the current fiscal year – showing actual results for the months already past and forecasts for future months
- Balance Sheet(s)
- Payroll Registers and/or compensation summaries
- Monthly Check Registry

Corporate Tax Returns

The Board will annually engage someone to prepare and submit the annual tax returns (Form 990 and Form 999) for the corporation of the Organization. The Board (and/or the Audit Committee of the Board) will annually review its policies and practices to be sure it is complying with any regulations or requirements of the Internal Revenue Service. Prior to submission of the tax returns, the Director of Finance, other designated staff of the school, and/or Financial Service Provider will review the tax returns for accuracy. Following completion of a final draft of the tax returns, the Board will receive and review the returns prior to the submission deadline. Appropriate extensions may be filed when needed. Typically, an annual extension from the November deadline to May is expected as the annual audit has not yet been conducted prior to November 15. Other extensions may be filed if necessary to allow for thorough preparation and review of the tax returns prior to submission.

Internal Controls

CalOPS will maintain the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the Organization and Schools' funds are managed and held in a manner that provides a high degree of protection of the Organization's assets, and (3) all transactions are recorded and documented in an appropriate manner. Additionally, as a publicly supported entity, the school acknowledges the additional responsibility to ensure the public's confidence and the integrity of the schools' activities.

To help ensure adequate internal controls, the School has established, implemented, and maintained these policies and procedures based on laws, regulations, and sound business principles and communicates them to those involved (e.g., School staff). It is essential that all employees, volunteers, and students (when necessary) be aware of expectations regarding internal accounting controls. The District Office provides annual training for all individuals who are expected to follow these policies and carry out their procedures. School Leadership will ensure that, wherever possible, more than one person is trained for each function (cross-training).

The internal controls that are outlined in this policy have been put in place to help prevent fraud and malfeasance through a number of checks and balances embedded in each financial task. They include maintaining multiple layers of fiscal oversight in our policies and procedures at all times.

- An independent financial auditor conducts annual financial audits. This selection will be board approved and shared with our authorizers annually by April 1st.
- A Financial Service Provider is used to: compile financial statements for reporting purposes to stakeholders, input and review external transactions, ensure proper segregation of duties, disburse funds (e.g. check writing), and ensure fiscal compliance.
- The Board of Directors is provided all major financial statements and financial reports to approve during the subsequent board meeting.
- The Director of Finance or designee authorizes reimbursements and the use of credit cards by key executives (i.e. executive cabinet members, directors, assistant directors, principals and assistant principals)
- Major financial statements (e.g. Audited Financial Statements) are provided on the school's website.
- Financial presentations are made at monthly Board meetings, which are attended by School Leadership, board members, other stakeholders and members of the public.

If issues with the School's internal controls are identified through any means, the Executive Cabinet will inform the Board and the District Office will work with the leadership team to address such issues as soon as possible.

The basic components of internal controls, set forth in this policy, include the following:

- Segregation of duties
- System of checks and balances
- Staff cross-training
- Controlled use of pre-numbered documents, i.e., checks
- Asset security and restricted access
- Timely reconciliations
- Up-to-date inventory records
- Appropriate review and approval of transactions
- Comprehensive, up-to-date annual budget
- Expectation that all staff and the District Office, including administrators, will follow all internal controls

Audit

The Board or its Audit Committee (if one exists) shall contract for the services of an independent public accountant to perform an annual fiscal audit in compliance with State law. The audit shall cover the business of the Schools and Organization during the full fiscal year; be a financial audit conducted in accordance with generally accepted auditing standards; and, include, but not be limited to, (1) an analysis of each School's compliance with applicable laws and regulations; (2) any recommendations for improvement by the Organization; (3) any other comments deemed pertinent by the auditor, including the auditor's opinion regarding the financial statements; (4) an audit of the accuracy of the School's and Organization's financial statements, (5) an audit of each School's attendance accounting records, and (6) an audit of the School's internal controls practices. The audit shall be completed and submitted to the Board for review at a public meeting as soon as reasonably possible following the close of the fiscal year for which the audit is conducted. The audit report, after review by the Board of Directors, will be submitted to the Charter granting agency, California Department of Education, County Superintendent of Schools, and State Controller's Office by December 15th of each year. [Education Code 47605(m)]. The schools will address any audit exceptions or adverse findings through audit

correction plans that will be made public upon request and as required by state's Charter School law, the charter and other relevant state regulations..

The Audit engagement and review process may be conducted by the Board's Audit Committee (if one is formed) on behalf of the Board.

Segregation of Duties

To ensure proper internal controls, the duties of custody, approvals, recording, and reconciliation have been delegated and are kept separate. The segregation of duties is to avoid exposing the schools to a higher risk of potential cash skimming, delayed deposits, or other errors or irregularities by implementing a dual role processing system to avoid one sole person from being able to complete a financial related task from start to finish.

The following structures have been established and will be maintained with the oversight of the Director of Finance and the Executive Cabinet to properly segregate duties within CalOPs. The Director of Finance, Assistant Directors of Finance and Executive Cabinet are responsible for authorizing, initiating, approving, and executing transactions and District Office staff and the Financial Service Provider are responsible for recording, reconciling, reporting, and reviewing transactions. In this capacity, these individuals are responsible for:

- Setting a good example by following established policies and procedures.
- Ensuring that all staff, volunteers, and others associated with the schools are informed about and follow established policies and procedures.
- Provides continual assistance and training for all staff members involved in all aspects of financial management, including purchasing and procurement practices.
- Take immediate action when an infraction occurs.

The Organization will develop and maintain Purchase Requisition, Purchase Order and Payment Request forms to document the authorization of non-payroll expenditures. Such documentation may be accepted via electronic processing software, such as but not limited to docuSign, through a designated procurement software or paper form. Any purchases and payments over Twenty Thousand (\$20,000) Dollars must be approved by the Board of Directors during the subsequent board meeting before being sent to the vendor to confirm the agreement and/or payment. All purchases must be reviewed by a combination of the Finance Department, Director of Finance, Executive Cabinet, please reference the department handbook for specifics. All payments must be reviewed by the Director of Finance and an authorized bank signer, two for amounts of Five Thousand (\$5,000) Dollars. If a purchase order is issued, and the subsequent invoice changes more than 10% during the time of the exchange of said goods and services a new purchase order must be created and approved prior to the transaction being completed.

Expenditures that do not require a Purchase Requisition, Purchase Order, or Payment Request Form such as reoccurring or standard operating expenses can be paid in the form of a check, ACH or Wire transaction following the segregation of duties as outlined in the department handbook. These duties start with a review from members of the Finance Team, followed by oversight from the Director of Finance or designee, then signed by authorized bank signers before being sent to the Financial Service Provider for final processing. Any amount over Five Thousand (\$5,000) Dollars will require a signature from two authorized bank signers.

ACHs and wire transactions must be initiated by the Finance Department. The Director of Finance, Assistant Directors of Finance and the Executive Cabinet are responsible for authorizing, initiating, approving, and executing transactions; never completing two consecutive steps without a different approved staff completing the in-between step. For instance, the Assistant Director of Finance can not initiate a payment he/she authorized nor can he/she approve it. Once payments have been processed, all supporting documentation is to be shared with the Financial Service Provider for proper accounting.

The Finance Department may issue district credit cards to certain employees for use in their jobs and oversee their usage. The employee assigned to the district credit card must sign that they have received, understand and agree to the terms of the District Credit Card Policy before issuance. Once in the possession of the company credit card they are solely responsible for all purchases on the card and for ensuring that the card is not used by unauthorized personnel. Card numbers may not be distributed and should not be saved on any public devices and or unsecured online accounts. This district credit card is being issued for business related expenses, such as food and lodging while on Company approved business travel. This includes booking travel transportation such as: flights, car rentals, and approved rideshare cost. All purchases other than travel must be pre-approved by the Director of Finance with a Purchase Requisition Form. All purchases must also be within the guidelines of this policy. Misuse of the card will result in cancellation of the card, withdrawal of the employee's corporate credit card privileges, and job performance discipline. If the card is used for an employee's personal expenses, California Online Public Schools reserves the right to recover these monies from the employee cardholder via personal check, cashier's check, money order, or payroll deductions until the total amount of the expense is recouped. These deductions may take the employee's wages below minimum wage for the pay period(s) in question. The method will be up to the discretion of the Superintendent of California Online Public Schools.

In all cases, payments for operational services contracted by the schools, and previously approved by the Board do not need to be countersigned or dually approved. All transactions will be posted on an electronic general ledger by a bookkeeper or through the account manager assigned by the approved financial services provider. This ledger will be maintained either with the local contracted bookkeeper, or with the Financial Service Provider in alignment with the standardized account code structure (SACS) and generally accepted accounting principles (GAAP), and will be available upon request by the Organization or any School at any time. To ensure segregation of recording and authorization, the bookkeeper or assigned account manager may not co-sign check requests or purchase orders or approve purchases or expenses.

New bank accounts or changes to existing bank accounts may be initiated by the Director of Finance, Superintendent or Board President with Board Approval. Each school is to have at least one account to receive and expend monies dedicated to the operational needs of the school. For all funds, the Board must appoint and approve all individuals authorized to sign checks or electronic payments in accordance with these policies. The Executive Cabinet and Director of Finance act as the Account Administrators and will be responsible for managing access and the internal controls through a dual process initiation and approval process with no one person able to complete both steps. Bank access is to be limited to assigned board members, delegates of the Finance Department, key directors and/or principals and the Financial Service Provider unless otherwise approved by the Board of Directors. Money transfers between accounts must follow a dual approval process limited to the one Executive Cabinet member, the Director of Finance or Assistant Director of Finance, with no one person doing more than one step consecutively. Additionally, the Financial Service Provider may be given access to initiate and approve payroll

transactions also using a dual initiation and approval process. Fraud protections, including but not limited to Positive Pay and ACH Block or the equivalent, will be established on all accounts and reviewed annually for the most secure options.

The Schools may hold funds received on behalf of the school in a county Treasury account and passed through to the Organization's commercial bank upon request of the Director of Finance, Executive Cabinet and/or board approved designee when required by the MOU. Transfer from these accounts may be pre-schedule or per request. Requests can be initiated by the Superintendent, Director of Finance or designee or the Board President. Funds can be moved electronically or via check.

Cash and checks collected for CalOPS must be handled, verified and deposited by at least two different staff separately and recorded by the Finance Service Provider. At no time should one sole person perform two consecutive steps of the cash handling process. All persons handling cash on behalf of the schools must complete a mandatory training prior to participating in any collection of cash. All funds must be promptly logged in a receipt log and securely stored until transferred to the designated staff members for processing and deposit. Deposit will be reconciled by the Financial Service Provider at month end.

All agreements in the amount of Twenty Thousand (\$20,000) Dollars or more require board approval. Unless otherwise authorized or designated by the Board, all contracts entered into by the CalOPS for a monetary amount over Twenty Thousand (\$20,000) Dollars shall require the signature of the Superintendent or Board President. Routine contracts for the operation of the School such as for field trips, school events, state testing proctors and testing sites, janitorial services, other services etc. in a monetary amount of less than Twenty Thousand (\$20,000) Dollars may be signed by the Executive Cabinet, Principal, Director of Finance, Director of Business Services or Director of Education Services. All contracts must be shared with the Finance team for budget consideration and oversight.

Fraud Protection

It is in the best interests of the Schools and Organization to prevent fraud. Reporting of potential fraud is encouraged, and employees have access to the whistleblower policy included in the Employee Handbook. The employee policies also include a description of both unethical behavior and of the professional and ethical behavior expected of all employees of the Organization. Methods to report unethical conduct are described, including confidential and anonymous methods to raise a concern or report fraudulent or otherwise illegal or unethical behavior. Creating a culture of professional and ethical behavior is an important goal which the leadership and management staff of the Organization are responsible for.

Strong internal controls also prevent fraud and misuse of School funds. The administrative staff is responsible for creating and carrying out strong internal control processes, for being well informed about the various types of fraud, for creating a culture of accountability and honesty, and for implementing actions to limit the possibility of fraud. The internal controls, as described throughout this policy help limit the opportunity, incentive, capability and rationalization which make fraud more likely, and also helps to identify the person suspected while excluding innocent individuals from suspicion.

The School's accounting data will be backed up regularly by the District Office to ensure the recoverability of financial information in the event of fraud or lost data due to other uncontrolled reasons. Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the School's books and records.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records, or any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.
5. All accounts will include the most up to date security functions such as ACH Block and Positive Pay.
6. Employees are responsible for immediately reporting questionable or suspicious activity to their Supervisor, the Executive Cabinet or the Schools' Board of Directors. This includes reporting any concerns regarding the potentially improper activity. This could range from financial concerns such as theft or misstated financial statements to workplace concerns such as harassment, discrimination, safety issues, substance abuse, etc.

Conflict of Interest

CalOPS complies with all applicable laws regarding conflicts of interest and related party transactions, including, but not limited to, the California Corporations Code, the Political Reform Act, and Government Code section 1090.

It is the policy of CalOPS that all school officials, including board members, officers, and employees, shall not place themselves in any position where their private, personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence. School decision-makers shall be neither personally nor financially interested in any contract made by them in their official capacity.

Related Party Transactions

Related party transactions shall include but not limited to transactions between a school and members of the Board, management, contracted management organization, employees, related individuals and affiliated contractors/consultants. Examples of related individuals within the scope of this definition include spouses, domestic partners, parents, children (natural adopted, legal or guardianship), step-relationships, spouses of children, grandparents, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

The schools will not be operated for the benefit of any affiliated or unaffiliated organization or any individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency (Charter School) and an affiliated or unaffiliated organization or a private or related individual.
- B. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.

- C. Payment of compensation, unless authorized by the Governing Board or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- D. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

Nepotism

Nepotism describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) based on the familial relationship.

It is the policy of CalOPS to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a school decision-maker and his or her family member. This policy ensures effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all school board members, employees, individual consultants hired or retained by the school, and school services Providers hired or retained by the School.

Relationships between School board members, employees, consultants, or school services providers are permissible under the following circumstances:

- (a) Family Members of the School board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to supervise directly, hire, or discharge the other.
- (b) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not adversely impact work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor (s) of the employee(s), consultant(s), or school services provider(s), or in the case of a board member, in the discretion of the school board of directors.
- (c) Any time a board member, employee, individual consultant, or school services provider is a Family Member of another; the relationship shall not create an actual conflict of interest under the law and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor (s) of the employee(s), consultant(s), or school services provider(s), or in the case of a board member, in the discretion of the school board of directors.

When a family member of a current school board member, employee, individual consultant, or school services provider applies to become a board member or employee, or requests to be a consultant or school services provider, the candidate's application/request must be denied if a conflict under this policy exists.

The candidate's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application or request for transfer must either be denied, or one of the family members must seek a position transfer to avoid the conflict if any such opportunity exists. If no such opportunity exists, the application must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or school services provider to state whether he or she has a family member who is presently employed by or on the Board of the school, but such information may not be used as a basis for an employment decision except as stated herein.

Human Resources shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a family member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then Human Resources will deny the employment application.

Human Resources will investigate reports of Nepotism and take appropriate action. Employees must immediately disclose changes in their personal situations to Human Resources, which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the school decision makers.

Accounting

The accounting policies and financial reporting adopted are consistent with the not-for-profit requirements of the Financial Accounting Standards Board (FASB). FASB is the recognized standard setting body for establishing not-for-profit accounting and financial reporting principles.

The accounts of the Schools are organized on a basis of the California School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures.

General Operating Fund

This fund of the Schools is used to account for all financial resources associated with the operation of the school.

Inter-school Transfers, Intra-organizational Loans and Blending of Funds

The Organization governs and operates multiple charter schools. It is important to keep accurate fiscal records for each school separately as each is its own Local Educational Agency for funding purposes, and each has its own authorizer and serves students in different counties. It is also important to maximize efficiency of operations and keep fiscal records for the Organization as a whole. For this reason, funds from the different Schools may be commingled but shall not be blended, as defined below.

Commingling mixes or joins funds, however the origin, identity or source and the use of the funds can be traced, audited and documented. Funds may be mixed together or shared, but they can be accounted for separately when carefully commingled. Commingling should occur only when needed to carry out efficient operations for the school.

Blending occurs when the origin, identify, source or use of the funds is lost or unidentifiable, and the transaction cannot be traced. The source of funds must be matched with the use of funds, and

if the funds sources and uses cannot be tracked to the origin, identity and purpose, then the funds would be considered blended and the transaction is not auditable. Blending of funds should not occur.

Commingling of funds to such an extent that the funds become blended is prohibited. Inter-fund or inter-school loans and due to/due from transactions are allowable. Because one non-profit corporation with one federal identification number oversees and operates multiple charter schools, sharing of resources and allocation of expenses will take place, however, the accounting system and methods will be in place to ensure that blending of funds does not take place.

Transfer of Special Education funding between Schools of the Organization is allowed under the policies of the Special Education Local Plan Area as long as it is done in accordance with the Board approved Fund Reallocation Policy.

If there is a need for one School to access funds from a different School in the Organization, temporary transfer of funds is allowable from a school with surplus funds to a school in need of funds. This type of transfer will take place with Board approval and with the following terms:

- All intra-organizational receivables and payables that are settled or result in a zero balance as of the end of the fiscal year, as of the time the books for each school are closed, are not subject to any repayment terms or interest accruals.
- Any intra-organizational receivables and payables that are not settled to a zero balance as of the end of the fiscal year (as of the time the books for each school are closed) may be converted to an intra-organizational loan agreement, which will include the terms of repayment, the interest rate, which, if not zero, shall be reasonable, and the duration of the loan. The final terms of such a loan are subject to approval by the Board at the next regular meeting, but no later than prior to the completion of the annual audits.

Revenues

The Schools will record revenue on the modified accrual basis of accounting, consistent with generally accepted accounting principles applicable to special-purpose governmental units.

Reserves and Fund Balance

Each School will maintain a minimum cumulative ending fund balance as a “Reserve” that is at least Ten Thousand (\$10,000) Dollars. The goal for each school would be a minimum reserve amount that is equal to 3% of the annual expenditures, with an ideal target of 8% of annual expenditures. However, one purpose of the reserve funds is the use in a year when revenue is lower so that school services and programs do not need to be reduced. The cumulative ending fund balance, otherwise known as the School’s Reserves, will be considered “Unassigned/Unappropriated” unless the Board takes action to assign some or all of the Reserves to a particular designation.

Expenditures

Expenses will be recorded on a full accrual basis, if material because they are always measurable when they are incurred.

Cash Management

A schedule of aged accounts and grants receivable is prepared monthly for each school. Aged account payables and receivables are also reflected in regular financial materials provided to the Director of Finance and key members of the Finance Department. Appropriate collection procedures are initiated, when necessary.

Outstanding checks aged over ninety days from the issue date will be flagged as outstanding and reviewed. After 180 days, the Finance Department will initiate follow-up procedures. This includes:

- Confirming with the vendor or payee whether the check was received.
- Reviewing mail delivery status and payment address.
- Determining if the check is lost or requires reissuance.

The Finance Department is responsible for tracking all receivables owed to CalOPS, including vendor credits, state or federal monies and third-party payments related to services or grants. No check should be withheld from the deposit unless it is legally imperfect (e.g., no maker signature). All account receivable entries must be recorded in the financial system with appropriate documentation and reviewed as part of the reconciliation process.

CalOPS reserves the right to collect payment for any fees incurred due to checks that are returned for insufficient funds or other bank-related issues. The School should never provide cash to any individual or organization in exchange for their personal checks.

Credit memos and adjustments must be reviewed and approved by the Director of Finance or designee. All write-offs or uncollectible balances must be presented to the Superintendent for review and documented in the schools' financial records.

Electronic Cash Collections

CalOPS may accept electronic payments for approved activities through board-approved platforms such as Zelle or similar systems. All payments must be directed to official CalOPS accounts designated by the Finance Department. Under no circumstance may payments be sent to or accepted through personal accounts.

General Ledger

Each school will maintain its own accounting system, General Ledger activity and General Ledger closeout. To ensure that all General Ledger entries are current, accurate, and complete major controls have been established.

1. Timeliness of Entries
 - a. All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.
2. Support Documentation
 - a. All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.
3. Audit Trail
 - a. A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger to periodic

reporting statements.

At the end of each month, a trial balance of all General Ledger accounts is prepared by the Financial Service Provider and reviewed by the Director of Finance. At the end of the fiscal year and after the annual audit, all income and expense accounts are closed out; and the general ledger balances must be aligned to the audited financial statements.

Compensations

Board Compensation

CalOPS Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses incurred while engaging in CalOPS business. This may include communication stipends. All expenses need to be reasonable and allowable uses of public funds. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

The Board member incurring authorized expenses while carrying out the duties of the Schools will complete and sign a reimbursement report for the full board to review at the subsequent board meeting. The full Board will review the reimbursement report, and if they approve the report, it will be submitted to the Finance Department for payment.

Volunteer Compensation

Individuals volunteering with CalOPS shall do without compensation, but may be reimbursed for actual and necessary expenses incurred while engaging in CalOPS business. All expenses need to be reasonable and allowable uses of public funds and pre-approved by the Director of Finance or designee. Eligible travel expenses and amounts will follow the employee eligible expenses outlined in this policy.

Executive Compensation

As a best practice for a charter school, at the time of hiring or increasing the compensation of any executive leadership position not on the Board approved salary structure, the Board will review a comparison of salaries for such positions or positions with similar job duties at comparative schools or organizations and make a determination, to be recorded in the minutes of the Board, that the proposed compensation for each position is “just and reasonable”. If compensation is increased by the same amount as all other employees, such as for an annual across the Board raise, this process is not required.

Employee Compensation

Employees will be paid based on their position on the Board approved salary structure determined at the time of hire or most recent position change. Employees will be compensated based on their contract as a CalOPS employee under the following categories full-time or part-time and 12-month or 10-month. Both 12-month and 10-month employees will be paid on a 12-month schedule with the exception of newly hired credentialed employees with a start date of

the first day after the end of the summer break. These employees will be 10-month employees paid on an 11-month schedule for their first year of work.

Discretionary Incentive Pay Policy

Qualifying employees of California Online Public Schools, a nonprofit public benefit corporation that operates the California Connections Academy Schools (“Employer”) may, from time to time, be awarded discretionary incentive pay subject to the terms and conditions of this Discretionary Incentive Pay Policy (“Policy”).

Employer shall determine, with board approval, the following: (1) if any incentive pay will be awarded; (2) the amount of the incentive pay to be awarded; (3) additional eligibility factors for incentive pay, if any; (4) the recipients of the incentive pay; and (5) when incentive pay will be awarded and paid to recipients. Employees shall have no expectation of receiving any incentive pay under this Policy and there is no guarantee that an employee’s receipt of incentive pay will result in receipt of any future incentive pay. This policy may be amended from time to time at the Employer’s sole discretion, with board approval

Minimum Eligibility Requirements

To be eligible for incentive pay under this Policy, the employee must, at a minimum, be listed as a paid employee by the Employer on the date the payment is to be made. The Superintendent, with board approval, may impose additional eligibility requirements in his or her sole discretion.

New Hire Payment

To help CalOPS hire the best possible candidates for employment and/or to fill those positions that are difficult to fill or are high-need, the schools have discretion to offer newly hired employees a one-time hiring incentive payment of up to Ten Thousand (\$10,000) Dollars per employee, with board approval. CalOPS may award new hire payments where the Superintendent and board agree that any of the following conditions exist: the position is in high need, there is a lack of qualified applicants, there is an urgency to fill the position, and/or any other relevant consideration.

Retention Payment

The Board has the ability to approve Retention Payments to help CalOPS retain qualified employees, build institutional knowledge and promote stability throughout the school. Any such retention payment may be paid to the employee in installments over the course of the school year and the employee’s right to payment must be conditioned on his or her continued employment with CalOPS on the date the retention payment is to be made.

Performance Payment

The Board has the ability to approve Performance Payments to encourage and reward excellent performance. Determination of such payments, shall be based on any of the following achievements or contributions by the employee as an individual or by the school as a whole: curriculum development, student performance improvements, positive evaluations, and/or any other relevant consideration. Employees must have advance administrative approval to undertake curriculum development or other projects that could qualify for a performance payment.

Independent Contractors

If the Organization or School engages anyone to provide services who are classified as an Independent Contractor, the Organization will track and document the payments in a manner that will allow reporting to the IRS as required. The IRS reporting applies to all contractors that provide services and that are not incorporated, and to all lawyers regardless of incorporation. A determination must be made in accordance with current state and federal guidelines as to whether a service provider qualifies as an Independent Contractor, based on the concepts of the degree of control over the contractor and the type of services provided. If the contractor does not meet the currently recognized standards as an independent contractor, then that person may need to become an employee of the Organization in order to provide the service. The Finance Team and/or the Financial Service Provider in support of Human Resource will be responsible for the required annual reporting for all Independent Contractors hired directly by the Organization and/or Schools and will require appropriate documentation to support the proper reporting to the IRS and other applicable agencies, including collecting an IRS W9 form from each contractor upon engagement, and then as needed when information is updated by the contractor.

Payroll

Payroll responsibilities are shared between the Human Resource Department, the Finance Department and the Financial Services Provider and consist of personnel requirements, personnel data, timekeeping, payroll processing and execution tasks.

All appropriate payroll-related documentation must be provided to the Human Resource Department and filed with other relevant personnel data before any wages can be paid. Items include a federal I-9 form, tax withholding forms, and an accounting of the use of sick leave.

The Human Resources Department will establish and oversee a system to prepare time and attendance reports and submit payroll data to the Financial Service Provider to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. Payroll statements will be reviewed throughout the year to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. Payroll is processed within 10 days after the period in which it is earned for hourly and salary employees and delivered on the 10th and 25th monthly with adjustments made for holidays and weekends to be delivered the last business day prior to. Finance will ensure adequate funding is available for each pay period, conduct reconciliations aged payroll checks, issue stop payments and work with the Financial Service Provider to have payments reissued. Payroll payments can be reissued if lost once a payment is verified as not cashed/sent or if a check has been voided due to our aging checks policy. Stolen checks may be reissued once a complete investigation with the school and the bank is conducted and a fraudulent activity claim has been made.

Timesheets

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will submit and approve the completed timesheet. Incomplete timesheets will be returned to the supervisor and employee for revisions before the pay period has been locked by the HR Payroll Team. Hourly

employees will not be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or submitting in the timesheet (such as an employee calling in sick), the employee is responsible for notifying their supervisor or the HR Payroll Team to make other arrangements for the timesheet to be submitted on their behalf.

The designated Human Resource employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated Human Resource employee will immediately notify the Executive Cabinet if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Cabinet and Director of Finance for further guidance.

Payroll Taxes and Reporting

The Financial Service Provider will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted. The Financial Service Provider will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. The Financial Service Provider will prepare the quarterly state returns for unemployment and disability, review the forms with the Human Resource Department, and submit the forms to the state on behalf of the school upon request.

Student Attendance Accounting

The Director of Finance or designee, in consultation with the Director of Operations and the Executive Cabinet, will establish and maintain an appropriate attendance accounting system to ensure each School receives appropriate attendance credit. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance (ADA). In doing so,

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.

2. The School's instructional calendar will include at least 180 days of instruction to avoid the fiscal penalty for providing fewer than 180 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's caretaker and the School and that the caretaker will be required to complete and submit documentation of engagement in instructional activity to the school in our student learning platforms as outlined by the school during orientation. Such study shall be in full compliance with law governing independent study.

Property and Liability Insurance

The Organization shall ensure that the School retains appropriate property and liability coverage in accordance with the respective state law. Directors and Officers liability insurance for the Board shall also be obtained. Insurance will be kept in force at all times with any minimum limits as outlined in the charter and state law. Certificates of insurance and/or additional insurance requirements will be provided upon request in order to meet the needs of the Organization and Schools. The Organization may also seek out and obtain additional insurance coverage, upon approval by the Board, if in the best interests of the Organization.

Assets and Liabilities

Bank Accounts

Bank Accounts for the indicated purpose and limitation(s) have been authorized by the Board of the Schools at a Federal Deposit Insurance Corporation (FDIC)-insured bank.

Petty Cash

In addition, each office may maintain a petty cash fund not to exceed Three Hundred (\$300) Dollars. Petty cash may be used for minor school-related expenses under Fifty (\$50) Dollars and will be reconciled monthly. If the balance drops below One Hundred (\$100) Dollars, the front desk designee may request a replenishment from the Finance Department using a completed Petty Cash Replenishment Form and attached receipts. Receipts must accompany all disbursements.

All use of petty cash requires pre-approval from the Director of Finance or a designated staff member in the Finance Department. Unauthorized or undocumented use of petty cash may result in denial of reimbursement, revocation of access, and referral to Human Resources for potential disciplinary action.

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports or other approved documentation are recorded as accounts payable.

CalOPS will pay its vendors via check, ACH or wire transfers. Vendors are required to submit all invoices to finance@californiaops.com, sped-finance@californiaops.org or via mail. Vendors

and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis or as determined by the Director of Finance.

Accrued Liabilities

Accounting entries that reflect expenses that have not yet been paid or logged under accounts payable during an accounting period will be considered and recorded as accrued liabilities. Some costs are salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as an accrued liability when entitlement to payment occurs.

Liability for Compensated Absences

Payroll and the accounting teams will work together to appropriately record compensation that arise from employees' absences from employment due to personal time off leave. When the School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments are accrued if all of the following conditions are met:

- a. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
- b. The employee's right to receive the compensation for the future absences is vested or accumulates.
- c. It is probable that the compensation will be paid.
- d. The amount of compensation is reasonably estimable.

Compensated absences that are not required to be paid upon employee termination (e.g., paid sick leave) are only recorded when paid.

Debt

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the general ledger.

Loans, lines of credit, and other debt incurred on behalf of the Schools must be approved by the Board, and must specify all applicable terms, including the purpose of the loan, the interest rate and the repayment schedule. The Schools shall not make any loans to employees, Board members, or third parties.

Investments

CalOPS may pursue any investments with Board approval as long as it does not conflict with any state or federal regulations. Any investment will be accounted for appropriately by the Financial Service Provider.

Property and Facilities

Acquisitions and disposals of assets are carefully documented by the Finance Department with the support of the IT Department. There are two types of assets: depreciable assets, also known as capital assets (this includes land even though it is not depreciated), and assets the Schools will

track for inventory purposes but not depreciate. When applicable, all assets purchased, shall be registered in the name of the Organization and not the name of an individual.

Cost basis is not the market value or list price of an asset; rather, it is the total amount invested in the purchase or the total amount paid, whether paid in cash or received in kind. The cost basis should include all charges related to the purchase, including the purchase price, sales tax, freight charges, and installation charges if applicable.

Asset purchases that cost Five Thousand (\$5,000) Dollars or more and have a useful life of more than one year will be capitalized and depreciated. Remodeling of facilities and replacement of structural components are capitalized only when their cost exceeds Fifty Thousand (\$50,000) Dollars.

The Financial Service Provider or local contractor shall establish, maintain and regularly update a listing of all equipment or furniture purchased by the Schools of with a value of over Five Thousand (\$5,000) Dollars. When the individual piece of equipment or furniture has an initial value over Five Thousand (\$5,000) Dollars it will be considered a capital asset rather than a non-capitalized expenditure. The listing shall include the original purchase price and date, a brief description, serial numbers or other identifying information when available, and other information appropriate for documenting the School's assets. The School shall maintain a separate segregated list of assets that were purchased with non-public funds, where applicable.

Inventory Management

The IT Department or designee shall establish and maintain an inventory of all non-consumable goods and equipment worth over One Hundred (\$100) Dollars. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

Constructed or Donated Equipment

Any equipment constructed by School employees or donated to the School will be received and managed by the Finance Department if the item has a value of One Hundred (\$100) Dollars or more. The report will include a complete description of the property, the date it was manufactured or received, the number of items, the cost or estimated value, and a statement indicating whether it was constructed by employees or donated.

Donated equipment becomes the property of the School. Also, the Superintendent or designee should approve the donation. If the equipment has no reasonable use or purpose for the Schools, the donation should not be accepted.

Standard Issued Equipment

All individuals associated with CalOPS will be issued the established standard equipment based on their association with the school and responsibilities. Users are responsible for the security of the equipment and its contents and will be held responsible for mismanagement. No user may use any of the School's property, equipment, materials, or supplies for personal use. Equipment must be returned when the users association with the school concludes. All materials should be returned to the instructed location within 30 days following the separation.

Equipment recipients are responsible for storing their equipment and all relative passwords in a secure location. Any lost or damaged equipment should be reported to the IT department as soon as possible. The IT Department should determine the proper course of action and should notify the School's insurance carrier and any outside authorities if deemed appropriate. If the asset is not recovered, it can be removed from the asset records.

Board Issued Equipment

All CalOPS Board Members will be offered equipment to facilitate communication and aid in the oversight of the Schools in respect to their outlined board responsibilities. These tools are to include but not limited to a standard ipad.

Staff Issued Equipment

All CalOPS staff will be issued a standard laptop, mouse, keyboard, monitor, and USB hub. Staff in specified departments may receive additional equipment based on their daily job responsibilities.

Student Issued Equipment

Students are issued at minimum a laptop, mouse, and keyboard. Other items can be issued if deemed warranted by the Executive Cabinet or outlined in a student's IEP. Equipment not documented in an IEP and over the amount of One Thousand (\$1,000) Dollars will be shared with the board in its subsequent board meeting package.

Disposal of Property and Equipment

No item of property or equipment shall be removed from the premises without prior approval from the Superintendent and Director of Finance. When property is retired, the appropriate asset in the fixed asset schedule will be adjusted and properly reflected in the accounting system.

The Organization will follow the established guidelines for the disposal of surplus and obsolete equipment while ensuring compliance with California Education Code 17545 and maintaining fiscal responsibility. All disposal, transfer, or sale of CalOPS owned property, regardless of cost or value, requires prior written approval from the Superintendent or Director of Finance via the Surplus Equipment Declaration Form or Equipment Transfer Request Form to the Finance Department.

Transfers of items between CalOPS sites require approval from the Superintendent or Director of Finance. If assistance with moving items is needed, the Equipment Transfer Request Form must be submitted to the Finance Department. Any temporary transfer of items that exceeds thirty (30) days will be considered permanent and must be reported.

Items with an original cost over One Thousand (\$1,000) Dollars cannot be disposed of without approval from the Superintendent or the Director of Finance. Items originally costing less than One Thousand (\$1,000) Dollars may be disposed of locally at the discretion of the Director of Finance, but documentation of the disposal must be maintained. Under no circumstances are items to be given away or sold to students, staff, or others.

Surplus items that still have value to CalOPS (Excess Equipment) must go through evaluation and appropriate disposition. To request the removal of surplus items, the *Surplus Equipment Declaration Form* must be completed and submitted to the Finance Department. Items will be moved based on available resources and priorities. Information about functional surplus or excess items that may be available for use can be obtained from the Finance Department.

Leasing Agreements

A lease can be classified as either a capital lease or an operating lease. The Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 840-30, Capital Leases, describes the criteria for determining which of these two classifications applies. Under those criteria, a lease should be treated as a capital lease if any of the following is true when the lease is entered into:

- The lease transfers ownership to the School at the end of the lease term.
- The lease contains a bargain purchase option.
- The lease term is equal to 75% or more of the leased property's estimated economic life.
- The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using as the interest rate the lesser of the School's incremental borrowing rate or, if known, the lessor's implicit rate).

Any lease for which none of the four preceding statements is true or that is immaterial in nature will be recognized and accounted for as an operating lease. An operating lease is similar to a rental agreement in that the monthly lease costs are expensed.

The School, through the District Office, will maintain a list or inventory of capital leases and operating leases; the list should include all relevant lease terms.

Lease Improvements

Leasehold improvements, including painting, will be capitalized if they relate to the occupancy of a new facility or a major renovation of an existing facility and meet the capitalization threshold of Fifty Thousand (\$50,000) Dollars.

Repairs

Expenditures for maintaining equipment or an existing building are not capitalized; they are expensed as a repair.

Purchasing and Procurement

Any individual making an authorized purchase on behalf of the school must provide the Finance Department with appropriate documentation of the purchase requests. Individuals other than those specified are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed upon receipt of appropriate documentation of the purchase.

All proposed non-payroll purchases and invoices are reviewed by the Finance Department for required vendor documentation and to ensure alignment with the Board-adopted budget and any applicable contracts. Payment cannot be processed until the vendor's profile is fully established and approved by the Finance Department. All purchases, contracts, or check requests of Twenty Thousand (\$20,000) Dollars or more require Board approval. This includes vendor contracts, even if the expenditure is budgeted.

CalOPS is committed to all procurements being completely impartial and based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc. All purchases will be reviewed to ensure they are in the best interests of the Schools and its funding sources. CalOPS will seek to obtain maximum value for all expenditures while acting above suspicion of unethical behavior at all times and avoiding any conflict of interest.

Purchase Requisition

Authorization to make purchases is granted by the Director of Finance and is limited to personnel who have completed procurement training and have been assigned purchasing responsibilities.

All purchase requisitions must be submitted through the school's designated purchasing system or form. Requisitions must be reviewed and approved by the CalOPS administrator or their designee and then submitted to the Finance Department for budget verification and final processing. Unauthorized purchases made without proper requisition and approval may not be reimbursed and may result in disciplinary action.

Purchase Orders

The Finance Department will issue Purchase Orders, when applicable upon the approval of a Purchase Requisition. All Purchase Orders and Payment Requests must be signed by a member of the Executive Cabinet, Principal or Director and the Director or Assistant Directors of Finance. Purchase Orders will be reconciled regularly by the Finance Department for timely closures and accurate financial reporting.

Purchasing Deadlines

To ensure timely processing of orders and compliance with fiscal year closeout procedures, all Purchasing Requisitions must be submitted to the Finance Department by April 30th of each fiscal year.

Staff Events and Field Trip Supervision

CalOPS may authorize staff and students to attend in-person events in support of instruction, enrichment, and community building. Events may include academic competitions, curriculum-based field trips, student showcases, required schoolwide training, and/or staff planning retreats.

Staff Participation

The following events are designated as required for applicable staff:

School-Wide:

- Back-To-School Conference
- Beginning-of-the-Year Festival*
- Mid-Year Festival*
- End-of-Year Festival*
- State Testing

Grade Level Specific

- High School Graduation*
- Administrative and Instructional Retreats

*Not required for out-of-state staff. If participation is warranted it must be pre-approved by the staff's grade level administrator in coordination with the Director of Finance or designee. Supervisors may assign other duties or participation tasks in replacement of physical travel. Travel and associated costs (e.g., mileage, lodging if eligible) must align with the CalOPS travel policy and be submitted through the standard pre-approval process.

Student Activities

CalOPS encourages credentialed teachers to plan, coordinate and supervise student activities for the purpose of socialization, celebration, and academic enrichment. These activities serve as an extension of the instructional program, peer interaction, and school community engagement. Teachers must have approval from their supervisor prior to the execution of any activity. A Purchase Requisition must be completed for all expenses associated with the activity. Staff attendee's reimbursements must align with this Fiscal Policy.

All staff participating in the student activity must have access to emergency contact information, student medical needs, and a communication plan in case of emergencies.

Field Trips

All student field trips must meet CalOPS' established safety and supervision standards, including appropriate student-to-teacher ratios, guardian participation, and transportation guidelines when applicable. CalOPS will not be responsible for the participation of non-CalOPS students or guests. Costs associated with guardians or non-CalOPS guests attendees must be covered independently and are not eligible for reimbursement.

Events

CalOPS staff may organize school-sponsored student events such as prom, grad night, meetups, festivals, and other enrichment activities to support student engagement and social connections. All events must align with CalOPS' safety and supervision standards. Some events may require CalOPS' students to pay a participation fee that is not eligible for reimbursement. CalOPS will not be responsible for the participation of non-CalOPS students or guests. Costs associated with

guardians or non-CalOPS guests attendees must be covered independently and are not eligible for reimbursement.

Staff Expenses and Travel Reimbursements

CalOPS reimburses necessary business travel and related expenses for employees and members of the Board of Directors in alignment with public fund policies. Reimbursement is limited to travel that serves an official school purpose and follows CalOPS' Fiscal Policies. Reimbursable expenses must be reasonable, documented with original itemized receipts, and pre-approved.

Eligible travel includes:

- Lodging
- Mileage
- Meals
- Transportation (e.g., airfare, car rental)

Travel must be pre-approved using the designated travel request process. Lodging and flights must be secured using a CalOPS District credit card or by the Finance Department. Additional details will be outlined in the Travel Policy.

Lodging

As stated in the previous paragraph, lodging and flights must be secured using a CalOPS District credit card or by the Finance Department. Employees may not book their own hotel stays for reimbursement. Once a hotel is booked, any changes, upgrades or extensions to stays will not be covered by CalOPS.

Hotel arrangements may be requested under the following conditions:

- If the work location is 30 miles or more from the employee's home AND the assignment is two or more days, the employee may request lodging starting after the first day of work and ending the morning of the last day.
- If the work location is 90 miles or more from the employee's home AND the assignment is one day only, the employee may request lodging for the night before the assignment.

Meal Reimbursements

Staff will be eligible when non-local travel is required for business purposes. Meal reimbursements must comply with CalOPS thresholds:

- \$20 for breakfast (eligible if travel begins before 7:00 a.m.)
- \$20 for lunch
- \$40 for dinner (eligible if travel ends after 7:00 p.m.)

When meals are included in conference or event registration are not eligible for reimbursement.

Transportation Reimbursements

Staff may be eligible for mileage reimbursements, rental car reimbursements or air travel for approved school-related business, based on the guidelines below. All travel must be pre-approved by the staff's Principal or Director and is subject to reasonable Public Funds Policies, including practical and cost effective considerations that could override the following:

Mileage and Transportation Thresholds:

- 0-350 miles (one way):
Reimbursement will be based on the current IRS mileage rate.
- 351+ miles (one way):
Staff must travel by air.

Rental cars will only be reimbursed when travel is not local and the staff travels to or from an airport or hotel for business purposes. All other travel will be subject to mileage reimbursement only.

Mileage Reimbursement Requirements

Mileage will be reimbursed at the current IRS rate. Reimbursements must be submitted through Concur and must include the purpose of travel, event dates, total miles driven and any special written approvals if applicable. Reimbursement claims must be submitted within 30 days of the event.

Rental Car Use and Reimbursements

Rental Cars are only reimbursed in rare circumstances; for instance, when a staff does not have access to their own means of transportation because the approved business related event is not in their local area and air travel was required for attendance. Rental cars are not reimbursable solely because an employee does not have access to a personal vehicle.

Rental cars beyond mid-size will not be reimbursed unless given prior approval by the Director Finance. This approval is reserved for special circumstances such as carpooling and/or transporting supplies or equipment for business purposes. Requests for larger vehicles (SUVs or vans) must include written justification.

The following rules apply to rental car use:

- Fuel costs are reimbursable with original itemized receipts.
- Staff must re-fuel the vehicle before returning it to avoid additional charges.
- Optional insurance coverage (e.g., collision damage waiver, liability insurance) will not be reimbursed unless it is pre-approved by the Finance Team and determined necessary.

Failure to comply may result in the denial of reimbursement and additional restrictions on future travel privileges. Repeated misuse or submission of ineligible expenses is considered abuse of Public Funds and may also result in actions led by Human Resources including but not limited to potential disciplinary action and/or legal recourse.

Temporary Living Arrangement (TLA) Reimbursements

CalOPS staff are dedicated to ensuring that students do not face barriers to accessing academic and extracurricular activities [42 U.S.C. § 11432(g)(1)(F)(iii)]. Students that meet the relevant

eligibility criteria under the McKinney Vento Act (MKV Act) will be identified as Temporary Living Arrangements (TLA) students and will be considered for additional resources to ensure their access to our curriculum, materials and program are sufficient for academic growth. Expenditures must align with their educational pursuits and need for academic focus and engagement.

CalOPS is not responsible for directly covering costs or waiving fees for extracurricular activities. Support for needs beyond those required for academic instruction may not be funded by the Schools, however, when known, staff should involve the appropriate team that will attempt to connect immediate resources from other agencies to help support such costs.

All purchases and reimbursements claims must follow the Purchasing and Procurement standards including pre-approval. The Finance Department reserves the right to deny claims that do not relate directly to the school support plan, comply with policy guidelines or lack appropriate documentation.

Family Reimbursements for School-Hosted Events

Families may be eligible for reimbursements related to costs considered above and beyond for approved school-hosted events. Reimbursements are contingent upon prior approval by school administration and must align with allowable use of Public Funds Policies.

Eligible reimbursements may include travel, meals, or lodging costs for CalOPS-enrolled students only, when attending a pre-approved school-sponsored academic or enrichment event. In limited cases, expenses related to a guardian may be considered for reimbursement, but only with prior written approval from school administration and where such expenses are deemed necessary to support the student's participation.

The Finance Department reserves the right to deny claims that do not comply with policy guidelines or lack appropriate documentation.

Fundraising, Donations, and Grants

While the majority of the revenues for the Schools are from government sources, the Schools do on occasion receive donations from private sources. All such monies must be tracked separately from the Schools' allocated revenues.

Donated funds must be used according to donor intent and applicable restrictions. For all donations, the recipient collecting the funds on behalf of CalOPS must submit a completed Donation Information Sheet with the deposit for all cash donations and all property (tangible goods). If the donation exceeds Five Thousand (\$5,000) Dollars in value, it must first be accepted by the action of the Board and the donor should indicate the purpose of the donation and any restrictions on use so the Board can determine whether to accept the donation and abide by any restrictions. Donated funds should not be used to pay for personnel costs, unless otherwise approved by the Board. If a single donation of Two Hundred Fifty (\$250) Dollars or more is received, the Organization will issue a written acknowledgement to the donor.

Fundraising campaigns and grant applications must be pre-approved by the Superintendent. In order to be approved, the individual planning the fundraiser must submit a proposal in advance of the event so that all fundraising efforts may be coordinated. At the conclusion of all approved

fundraisers, the planner of the fundraiser must complete a Fundraiser Close Out Form summarizing cost, monies received and overall participation details. Submission of this form should be provided to the Superintendent and Director of Finance.

Fundraising or grant solicitation activities over One Hundred Thousand (\$100,000) Dollars on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Students and/or Staff may on occasion organize fundraisers that benefit other charitable organizations or private persons (for example a family experiencing a severe loss), but funds for these activities should not flow through the Schools' accounts and funds should go directly to the organization who is benefitting from the fundraiser.

No staff member is to accept any special gifts or bonuses as a result of these efforts or any efforts done on behalf of CalOPS.

Coversheet

Approval of Obsolete Equipment Policy (attached)

Section: V. Action Items
Item: F. Approval of Obsolete Equipment Policy (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Disposal of Surplus and Obsolete Equipment 7.1.25.pdf



**California Online
Public Schools**

Disposal of Surplus & Obsolete Equipment

ADMINISTRATIVE PROCEDURES AND POLICIES

Effective Date: July 1, 2025

1. Purpose:

This procedure establishes guidelines for the disposal of surplus and obsolete equipment at California Online Public Schools (CalOPS) while ensuring compliance with California Education Codes and maintaining fiscal responsibility.

CalOPS refers to “**Education Code 17545**” written in the California Code of Education for guidance on this procedure and instructions on how to sell/dispose of materials, equipment, and supplies that are no longer in use or have become obsolete within the organization.

2. Property declared surplus may be disposed of by the Finance Department by using one of the following methods:

- a. Prior to disposal, the CalOPS board must approve equipment declared as surplus.
- b. Advertise for Sale (Education Code 17545).
- c. Sell without advertising if the value is less than \$2,500 (Education Code 17540).
- d. Sell to other public agencies.
- e. Donate to a public agency or non-profit organization.
- f. Discard in the most economic and environmentally safe ways.

3. Sale of Property under Education Code 17545:

- a. Obtain board approval for the sale of surplus and/or obsolete equipment that are no longer required for school purposes or should be disposed of for the purposes of replacement or if it is unsatisfactory or not suitable for school use.
- b. Post notice of sale for current market value in at least three public places in the CalOPS for no less than two weeks or by publication for at least once a week for a period of no less than two weeks in a newspaper having general circulation in the county in which the property is located.
- c. Determine market value prior to posting the sale. Market value may be based on recent sales of similar equipment, vendor or resale platform quotes, original purchase cost with straight-line depreciation, or internal records maintained by the Finance Department.
- d. The board shall award the sale on a first come first serve basis.

4. Public Auction under Education Code 17545(a):

- a. The Director of Finance shall obtain approval from the Board of Education to sell CalOPS property by means of a public auction to be conducted by employees of CalOPS or other public agencies or by contract with a private auction firm.

b. Notice of public auction sale shall be posted in accordance with Education Code 17545(a).

c. The Director of Finance shall transfer the property to the highest responsible bidder upon completion of the auction and after payment has been received by CalOPS.

5. Private sale of property under Education Code 17546:

A private sale without advertising shall be authorized by the Board of Education under the following conditions:

a. The property, whether one or more items, does not exceed in value the sum of \$2,500.00.

b. Any item or items of property having previously been offered for sale pursuant to Education Code 17546, but for which no qualified offer was received.

c. If the property is of insufficient value to defray the cost of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or the property may be disposed of in the local public dump.

6. Website Posting:

CalOPS may sell surplus property by public auction over the Internet as long as the applicable public notice requirements are met, and that public notice should not be limited to posting on a website. CalOPS may post items on an Internet website for sale or donation to other governmental entities.

7. Deposit of money (Education Code 17547):

The money received from the sale shall be credited to the fund from which the original expenditure was made or in the general reserve fund of the organization.

8. Disposition and Removal procedures from CalOPS Sites:

a. The CalOPS user departments shall complete the CalOPS General PickUp and Delivery Form along with the Excess and Surplus Equipment Disposition forms and send to the Director of Finance for distribution or disposal.

b. The CalOPS user department shall notify the Finance Department of any equipment that is no longer needed.

9. Attachments

- a. General Pick-up and Delivery Form
- b. Excess Equipment/Furniture List

c. Surplus Equipment/Furniture List

Procedure for Sale and Disposal of Equipment, Supplies, and Personal Property

All disposal, transfer, or sale of CalOPS owned property, regardless of cost or value, requires prior written approval from the Superintendent or Director of Finance. To initiate this process, submit the *Surplus Equipment Declaration Form* or *Equipment Transfer Request Form* to the Finance Department.

Transfers of items between CalOPS sites require approval from the Superintendent or Director of Finance. If assistance with moving items is needed, the *Equipment Transfer Request Form* must be submitted to the Finance Department. Any temporary transfer of items that exceeds thirty (30) days will be considered permanent and must be reported.

Items with an original cost over \$1,00.00 cannot be disposed of without approval from the Superintendent or the Director of Finance. Items originally costing less than \$1,000.00 may be disposed of locally at the discretion of the Director of Finance, but documentation of the disposal must be maintained. Under no circumstances are items to be given away or sold to students, staff, or others.

Surplus items that still have value to CalOPS (Excess Equipment) must go through evaluation and appropriate disposition. To request the removal of surplus items, the *Surplus Equipment Declaration Form* must be completed and submitted to the Finance Department. Items will be moved based on available resources and priorities. Information about functional surplus or excess items that may be available for use can be obtained from the Finance Department.

When requesting assistance with moving items, a summary of the quantity and description of items should be included on the *Equipment Transfer Request Form*.

If disposing of furniture or equipment, the *Excess Equipment/Furniture List* must be completed with as much detail as possible, including CalOPS identification numbers, serial numbers, and description of items with an original cost over \$1,00.00.

For transferring equipment valued over \$1,000.00 to other sites or for surplus removal, the *Excess Equipment/Furniture List* should also be completed, including CalOPS identification numbers, serial numbers, and descriptions.

Surplus items that still have value to CalOPS (Excess Equipment) must be transferred for evaluation and disposition. To request the removal of surplus items, the *Surplus Equipment Declaration Form* must be completed and submitted to the Finance Department. Items will be moved based on available resources and priorities. Under no circumstances are items to be given away or sold to students, staff, or others. Information about functional surplus or excess items that may be available for use can be obtained from the Finance Department.

General Pick-Up / Delivery Form



California Online Public Schools

REQUESTOR NAME: _____

DEPARTMENT: _____

LOCATION OF ITEM(S): _____ DATE: _____

| ACTION REQUESTED | INFORMATION |
|--|---|
| <p><input type="checkbox"/> Please omit from inventory</p> <p><input type="checkbox"/> Request to move to new location and update inventory</p> <p>Move to: _____</p> <p>Contact: _____</p> <p>Date Requested: _____</p> | <p><input type="checkbox"/> Property has been stolen. A police report has been filed.</p> <p><input type="checkbox"/> Equipment/Furniture is available for reassignment</p> <p><input type="checkbox"/> Equipment/Furniture is available for disposal</p> <p><input type="checkbox"/> Other _____</p> |

COMMENT: _____

| QUANTITY | ITEM DESCRIPTION |
|----------|------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Superintendent or Director of Finance Signature: _____

Date: _____

Excess Equipment / Furniture List



REQUESTOR NAME: _____

DEPARTMENT: _____

LOCATION OF ITEM(S): _____ DATE: _____

| QTY | ITEM | SERIAL NUMBER | CALOPS TAG NUMBER | DOLLAR VALUE |
|-----|------|---------------|-------------------|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Superintendent or Director of Finance Signature:

Date:

Surplus Equipment / Furniture List



California Online Public Schools

REQUESTOR NAME: _____

DEPARTMENT: _____

LOCATION OF ITEM(S): _____ **DATE:** _____

| QTY | ITEM | SERIAL NUMBER | CALOPS TAG NUMBER | DOLLAR VALUE |
|-----|------|---------------|-------------------|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Superintendent or Director of Finance Signature: _____

Date: _____

Coversheet

Approval of Updated Banking Resolutions (attached)

Section: V. Action Items
Item: G. Approval of Updated Banking Resolutions (attached)
Purpose: Vote
Submitted by:
Related Material:
CalOPS Associated Banking Resolutions (Account Signers).pdf
CalOPS Associated Bank Resolutions 25-26 (Account Administrators).docx.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 6-25-2

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, Director of Operations, Director of Education Services, Deputy Superintendent and 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, 2025:

Richard Savage, Superintendent
Richie Romero, Deputy Superintendent
Steve Ford, Assistant Superintendent
Dan Hertzler, Director of Finance
Leslie Dombek, Director of Education Services
James Stockdale, Board President
Michael Henjum, Board Treasure

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating California Connections Academy public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE ACCOUNT ADMINISTRATORS**

RESOLUTION NUMBER 6-25-1

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 and/or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts 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 positions listed below to be account administrators for the organization's bank accounts, including accounts held at Chase bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes as account administrators, also known as resolution/controllers, the **Superintendent** and the **Deputy Superintendent**. Whoever holds these positions will be a Board authorized account administrator while s/he holds the office or position. All other previous account administrators will be removed as appropriate if they have left their position. If one of the listed positions changes titles, the new title will be the position authorized if that new title is a replacement for the previous title listed above. The names of current authorized administrators are listed below.

LET IT BE FURTHER RESOLVED, that in addition, all authorized account administrators will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized account administrators for California Online Public Schools effective February, 2025 are:

Richard Savage, Superintendent
Ricardo Romero, Deputy Superintendent

Coversheet

Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2025-26 School Year (attached)

Section: V. Action Items
Item: H. Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2025-26 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: SELPA 2025-2026 FINAL Master Contract 03.04.2025.pdf

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

2025-2026

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2025-2026 _____

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ 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.

Table of Contents

Contents

GENERAL PROVISIONS 1

 1. MASTER CONTRACT..... 1

 2. CERTIFICATION AND LICENSES..... 1

 3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS 2

 4. TERM OF MASTER CONTRACT 2

 5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION 3

 6. INDIVIDUAL SERVICE AGREEMENT (“ISA”) 3

 7. DEFINITIONS 4

ADMINISTRATION OF CONTRACT..... 5

 8. NOTICES 5

 9. MAINTENANCE OF RECORDS 5

 10. SEVERABILITY CLAUSE 6

 11. SUCCESSORS IN INTEREST 6

 12. VENUE AND GOVERNING LAW 6

 13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 6

 15. INSURANCE 7

 16. INDEMNIFICATION AND HOLD HARMLESS..... 9

 17. INDEPENDENT CONTRACTOR..... 9

 18. SUBCONTRACTING 9

 19. CONFLICTS OF INTEREST..... 10

 20. NON-DISCRIMINATION 10

EDUCATIONAL PROGRAM..... 11

 21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)..... 11

 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. 11

 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.11

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.....11

22. GENERAL PROGRAM OF INSTRUCTION11

23. INSTRUCTIONAL MINUTES.....12

24. CLASS SIZE12

25. CALENDARS13

26. DATA REPORTING13

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT14

28. STATEWIDE ACHIEVEMENT TESTING14

29. MANDATED ATTENDANCE AT LEA MEETINGS14

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS15

31. STUDENT DISCIPLINE16

32. IEP TEAM MEETINGS17

33. SURROGATE PARENTS AND FOSTER YOUTH17

34. DUE PROCESS PROCEEDINGS18

35. COMPLAINT PROCEDURES18

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS18

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS19

38. STUDENT CHANGE OF RESIDENCE20

39. WITHDRAWAL OF STUDENT FROM PROGRAM20

40. PARENT ACCESS20

41. LICENSED CHILDREN’S INSTITUTION (“LCI”) CONTRACTORS AND RESIDENTIAL TREATMENT CENTER (“RTC”) CONTRACTORS20

42. STATE MEAL MANDATE21

43. MONITORING21

PERSONNEL22

44. CLEARANCE REQUIREMENTS22

45. STAFF QUALIFICATIONS23

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS24

47. STAFF ABSENCE24

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME24

HEALTH AND SAFETY MANDATES25

49. HEALTH AND SAFETY25

50. FACILITIES AND FACILITIES MODIFICATIONS25

51. ADMINISTRATION OF MEDICATION25

52. INCIDENT/ACCIDENT REPORTING26

53. CHILD ABUSE REPORTING26

54. SEXUAL HARASSMENT26

55. REPORTING OF MISSING CHILDREN26

FINANCIAL26

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES26

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.27

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.27

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.27

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.....27

In the event services were not provided, rationale for why the services were not provided shall be included.27

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.....27

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. 27

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st 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.....27

57. RIGHT TO WITHHOLD PAYMENT28

58. PAYMENT FROM OUTSIDE AGENCIES29

59. PAYMENT FOR ABSENCES29

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY30

| | |
|-----------------------------------|----|
| 61. INSPECTION AND AUDIT | 30 |
| 62. RATE SCHEDULE | 31 |
| 63. DEBARMENT CERTIFICATION | 31 |
| EXHIBIT A: 2025-2026 RATES | 33 |
| EXHIBIT B: 2025-2026 ISA | 35 |

2025-2026

CONTRACT NUMBER:

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: _____

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or “Contract”) is entered into on July 1, 2025, between _____, hereinafter referred to as the local educational agency ("LEA"), a member of the _____ 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, 2025 to June 30, 2026 (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, 2025 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the master contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal, the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code

56366 (c) (2)). 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).
 - vi. 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 LEA 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 the individual 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;
restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities,
5. Prone restraint;

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 the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. 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 the individual's 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 prone containment.
7. 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.

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 (10th) 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 the individual 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.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil’s IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil’s individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

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.

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.

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 31st 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 (10th) 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 (5th) 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 pupils 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 the 1st day of July, 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Nonpublic School/Agency

LEA Name

By: _____
Signature Date

By: _____
Signature Date

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:

| | |
|---|-----------------------|
| Name and Title | Name and Title |
| Nonpublic School/Agency/Related Service Provider | LEA |
| Address | Address |
| City State Zip | City State Zip |
| Phone Fax | Phone Fax |
| Email | Email |

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City State Zip

Phone Fax

Email

EXHIBIT A: 2025-2026 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____

- 2) Inclusive Education Program
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: _____

- 3) Related Services

| <u>SERVICE</u> | <u>RATE</u> | <u>PERIOD</u> |
|---|-------------|---------------|
| <u>Intensive Individual Services (340)</u> | _____ | _____ |
| <u>Language and Speech (415)</u> | _____ | _____ |
| <u>Adapted Physical Education (425)</u> | _____ | _____ |
| <u>Health and Nursing: Specialized Physical Health Care (435)</u> | _____ | _____ |
| <u>Health and Nursing: Other Services (436)</u> | _____ | _____ |
| <u>Assistive Technology Services (445)</u> | _____ | _____ |
| <u>Occupational Therapy (450)</u> | _____ | _____ |
| <u>Physical Therapy (460)</u> | _____ | _____ |
| <u>Individual Counseling (510)</u> | _____ | _____ |
| <u>Counseling and Guidance (515)</u> | _____ | _____ |
| <u>Parent Counseling (520)</u> | _____ | _____ |
| <u>Social Work Services (525)</u> | _____ | _____ |
| <u>Psychological Services (530)</u> | _____ | _____ |
| <u>Behavior Intervention Services (535)</u> | _____ | _____ |
| <u>Specialized Services for Low Incidence Disabilities (610)</u> | _____ | _____ |
| <u>Specialized Deaf and Hard of Hearing (710)</u> | _____ | _____ |
| <u>Interpreter Services (715)</u> | _____ | _____ |

| | | |
|---|-------|-------|
| <u>Audiological Services (720)</u> | _____ | _____ |
| <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> | _____ | _____ |

EXHIBIT B: 2025-2026 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2025 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, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____

(Last) (First) (M.I.)
Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone () _____ (_____)
(Residence) (Business)
Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

- Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
- Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year
- Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): _____ Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

| SERVICE | Provider | | | # of Times per wk/ mo/yr., Duration; or per IEP; or as needed | Cost per session | Maximum Number of Sessions | Estimated Maximum Total Cost for Contracted Period |
|--|----------|-----|---------------|--|------------------|----------------------------|--|
| | LEA | NPS | OTHER Specify | | | | |
| Intensive Individual Services (340) | | | | | | | |
| Language/Speech Therapy (415) a. Individual b. Group | | | | | | | |
| Adapted Physical Ed. (425) | | | | | | | |
| Health and Nursing: Specialized Physical Health Care (435) | | | | | | | |
| Health and Nursing Services: Other (436) | | | | | | | |
| Assistive Technology Services (445) | | | | | | | |
| Occupational Therapy (450) | | | | | | | |

| 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 | | | | |
| Physical Therapy (460) | | | | | | | |
| Individual Counseling (510) | | | | | | | |
| Counseling and guidance (515). | | | | | | | |
| Parent Counseling (520) | | | | | | | |
| Social Work Services (525) | | | | | | | |
| Psychological Services (530) | | | | | | | |
| Behavior Intervention Services (535) | | | | | | | |
| Specialized Services for Low Incidence Disabilities (610) | | | | | | | |
| Specialized Deaf and Hard of Hearing Services (710) | | | | | | | |
| Interpreter Services (715) | | | | | | | |
| Audiological Services (720) | | | | | | | |
| Specialized Vision Services (725) | | | | | | | |
| Orientation and Mobility (730) | | | | | | | |
| Braille Transcription (735) | | | | | | | |
| Specialized Orthopedic Service (740) | | | | | | | |
| Reader Services (745) | | | | | | | |
| Note Taking Services (750) | | | | | | | |
| Transcription Services (755) | | | | | | | |
| Recreation Services (760) | | | | | | | |
| College Awareness Preparation (820) | | | | | | | |
| Vocational Assessment, Counseling, Guidance and Career Assessment (830) | | | | | | | |
| Career Awareness (840) | | | | | | | |
| Work Experience Education (850) | | | | | | | |
| Mentoring (860) | | | | | | | |
| Agency Linkages (865) | | | | | | | |
| Travel Training (870) | | | | | | | |
| Other Transition Services (890) | | | | | | | |
| Other (900)J | | | | | | | |

| 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 | | | | |
| Other (900) | | | | | | | |
| Transportation-Emergency b. Transportation-Parent | | | | | | | |
| Bus Passes | | | | | | | |
| Other | | | | | | | |

ESTIMATED MAXIMUM RELATED SERVICES COSTS _____

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)

 (Signature)

 (Date)

 (Name and Title)

 (Name of Superintendent or Authorized Designee)

Coversheet

Approval of Declaration of Need 2025-26 School Year (attached)

Section: V. Action Items
Item: I. Approval of Declaration of Need 2025-26 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: cl500_Declaration of Need_CalOPS 25-26.pdf



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-2026

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: California Online Public Schools District CDS Code: 66464-0106765

Name of County: Orange County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

- 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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/10/2025 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Richard Savage

Name

DocuSigned by:
Dr. Richard Savage
3E5D9F2CDDC3

Signature

Superintendent

Title

949-240-7895

Fax Number

800-906-5166

Telephone Number

05/27/2025

Date

33272 Valle Road, San Juan Capistrano, CA 92675

Mailing Address

rsavage@californiaops.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

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) | 5 _____ |
| Bilingual Authorization (applicant already holds teaching credential) | 0 _____ |
| List target language(s) for bilingual authorization: _____ | |
| Resource Specialist | 0 _____ |
| Teacher Librarian Services | 0 _____ |
| Emergency Transitional Kindergarten (ETK) | 1 _____ |

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 | 1 |
| Single Subject | 4 |
| Special Education | 6 |
| TOTAL | 11 |

Authorizations for Single Subject Limited Assignment Permits

| SUBJECT | ESTIMATED NUMBER NEEDED | SUBJECT | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|------------------------------|-------------------------|
| Agriculture | | Mathematics | 2 |
| Art | | Music | |
| Business | | Physical Education | |
| Dance | | Science: Biological Sciences | |
| English | | Science: Chemistry | 1 |
| Foundational-Level Math | | Science: Geoscience | |
| Foundational-Level Science | | Science: Physics | 1 |
| 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 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? 3-5

If yes, list each college or university with which you participate in an internship program.

Chico State School of Social Work, University of LaVerne (ULV), National University (NU)

If no, explain why you do not participate in an internship program.

