California Online Public Schools

California Online Public Schools

California Online Public Schools (CalOPS) Board Meeting

Published on May 8, 2026 at 3:45 PM PDT

Date and Time

Tuesday May 12, 2026 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
3950 Crondall Dr, Sacramento, CA 95864

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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

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This meeting is open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at www.californiaops.org/governance or contact the school offices: Dana Hohn (NorCal) or Eva McGahey (SoCal) at (800) 906-5166 at least 24 hours

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

Agenda

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

II. Public Comment

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

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

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

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

III. Public Hearing

		Purpose	Presenter	Time
A.	CalOPS LCAP Plan Input (attached)	Discuss	Leslie Dombek	

1. Central Coast LCAP
2. Central Valley LCAP
3. Monterey Bay LCAP
4. North Bay LCAP
5. Northern California LCAP
6. Southern California LCAP

IV. Oral Reports

A.	Superintendent's Report	FYI	Richard Savage and Richie Romero	

1. General School Updates
2. 2026-27 Application and ITR Updates
3. Graduation Plans and End of Year Activities Updates
4. Sponsoring District(s) Updates

B.	Principals' Report (attached)	FYI		

1. High School - Matt Brockway
2. Middle School - Heather Tamayo
3. Elementary School - Marcus White

C.	Student Representative Updates	FYI	Avery Bailey	
D.	CalOPS Financial Services Updates	FYI	LaChelle Carter	

1. CalOPS Consolidated Financial Presentation (attached)

E.	Policy, Compliance, and Legislative Updates	FYI	Dan Hertzler	

1. SB 848 Updates
2. Board Policy Revision Process

F.	Educational Services Update	FYI	Leslie Dombek	

		Purpose	Presenter	Time
	1. Q3 School Enhancement Targets (SET) Update (attached) 2. State Testing Update			
V.	**Information Items**			
A.	2026-27 CalOPS Board Meeting Schedule	Discuss	Dan Hertzler and James Stockdale	
	1. 26-27 CalOPS Board Calendar Options for Discussion (attached)			
B.	Proposed 2026-27 CalOPS Board Retreat	Discuss	Dan Hertzler	
VI.	**Consent Items**			
A.	Approval of Minutes from the April 14, 2026 CalOPS Board Meeting (attached)	Vote		
B.	Approval of Staffing Report (attached)	Vote	Zana Kidd	
C.	Approval of Check Register (attached)	Vote	LaChelle Carter	
D.	Approval of Credit Card Statements (attached)	Vote	LaChelle Carter	
E.	Ratification of Special Education Service Contracts (attached)	Vote	LaChelle Carter	
F.	Approval of Expenditures over $20k (attached)	Vote	LaChelle Carter	
G.	Approval of Director Duty/Salary Realignment (attached)	Vote	Richard Savage and Richie Romero	
H.	Approval of 2026-27 Curriculum Contract Renewals (attached)	Vote	Leslie Dombek	
VII.	**Action Items**			
A.	Approval of Graduation Ceremony Venue Contracts (attached)	Vote	Matt Brockway	
B.	Approval of Form 990 (attached)	Vote	LaChelle Carter	

		Purpose	Presenter	Time
C.	Approval of 2026-27 WestEd Contract Addendum (attached)	Vote	Dan Hertzler and Zana Kidd	
D.	Approval of ERC Service Fee Agreement Payment (attached)	Vote	LaChelle Carter	

VIII. Closed Session

A.	CLOSED SESSION - Brown Act; California Gov't Code §54956.9	Discuss		

1. CONFERENCE WITH LABOR NEGOTIATOR § 54957.6
    - Agency Designated Representative: Board Chair
    - Unrepresented Employee: Co-Superintendent of Finance, Educational Services, and Student Services
2. CONFERENCE WITH LABOR NEGOTIATOR § 54957.6
    - Agency Designated Representative: Board Chair
    - Unrepresented Employee: Co-Superintendent of Operations, Human Resources, and Business Services
3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION § 54957
    - Title: Co-Superintendent of Finance, Educational and Student Services
4. PUBLIC EMPLOYEE PERFORMANCE EVALUATION § 54957
    - Title: Co-Superintendent of Operations, Human Resources, and Business Services

B.	Closed Session Report Out	FYI	James Stockdale	

IX. Closing Items

A.	Future Business	Discuss	James Stockdale	
B.	Adjourn Meeting	Vote	James Stockdale	

Adjournment and Confirmation of the Next Meeting - June 9, 2026 at 4 pm PT

Coversheet

CalOPS LCAP Plan Input (attached)

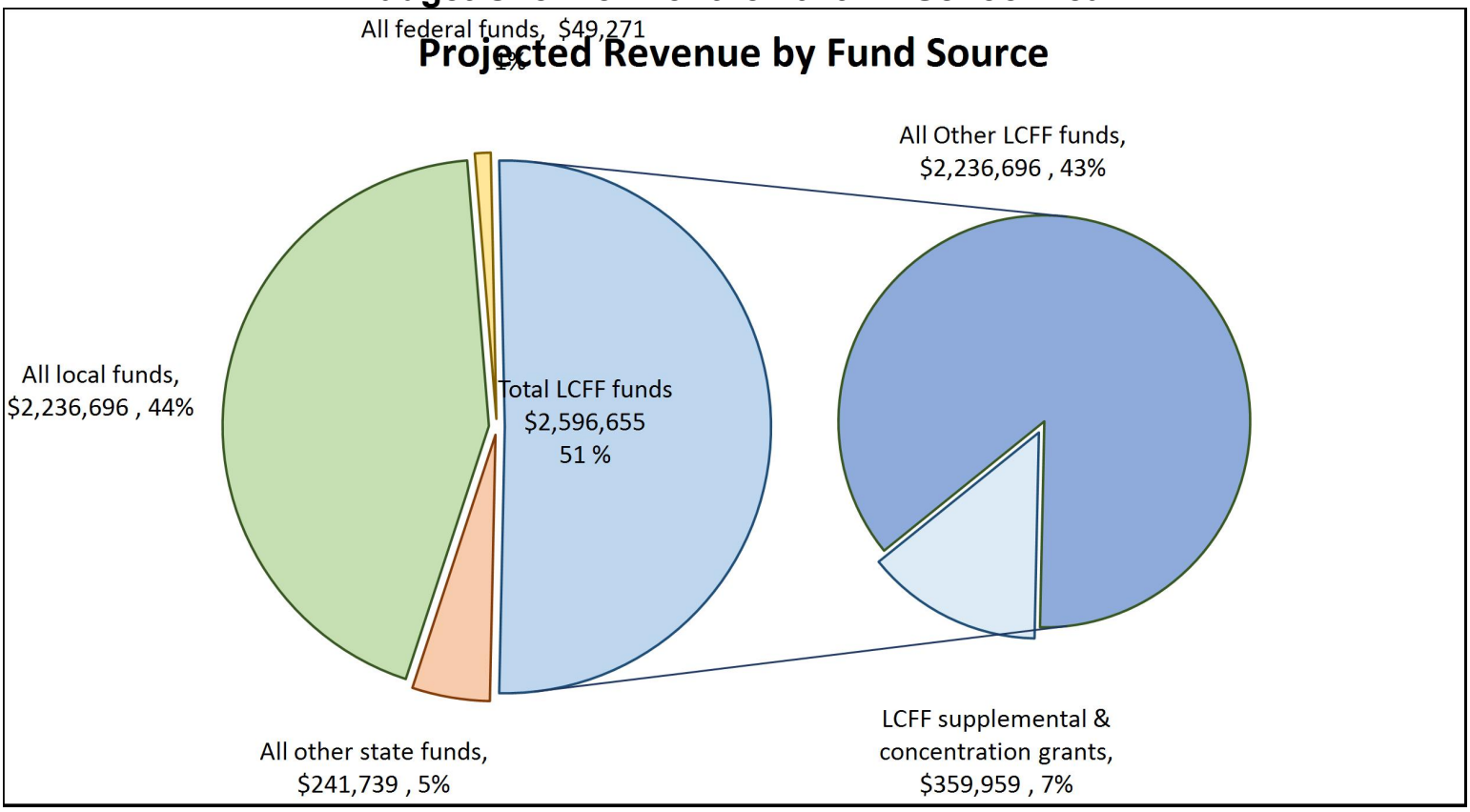
Section: III. Public Hearing
Item: A. CalOPS LCAP Plan Input (attached)
Purpose: Discuss
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Coast_20260507.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Valley_20260507.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Monterey_Bay_20260507.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_North_Bay_20260507.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Northern_California_20260507.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Southern_California_20260507.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Central Coast
CDS Code: 42-75010-0138891
School Year: 2026-27
LEA contact information:
Dr. Richard Savage and Dr. Richie Romero
Co-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 2026-27 School Year

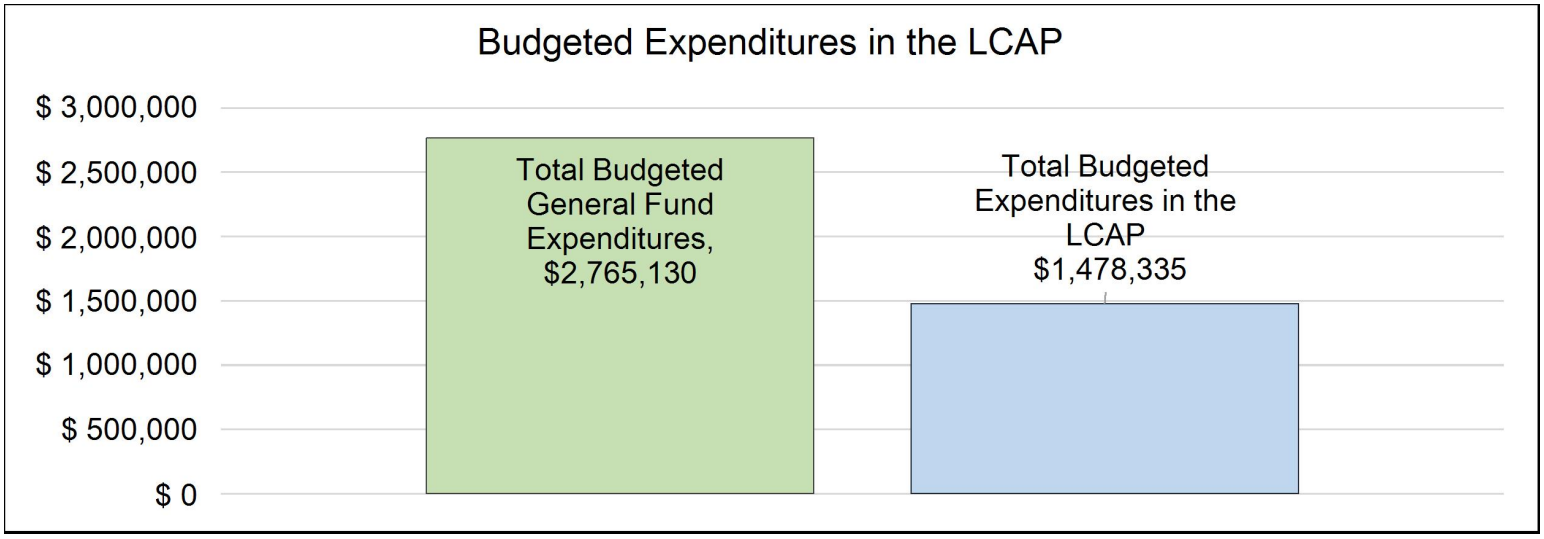


This chart shows the total general purpose revenue California Online Public Schools Central Coast expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Central Coast is $5,124,361, of which $2,596,655 is Local Control Funding Formula (LCFF), $241,739 is other state funds, $2,236,696 is local funds, and $49,271 is federal funds. Of the $2,596,655 in LCFF Funds, $359,959 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 2026-27. 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 $2,765,130 for the 2026-27 school year. Of that amount, $1,478,335 is tied to actions/services in the LCAP and $1,286,795 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

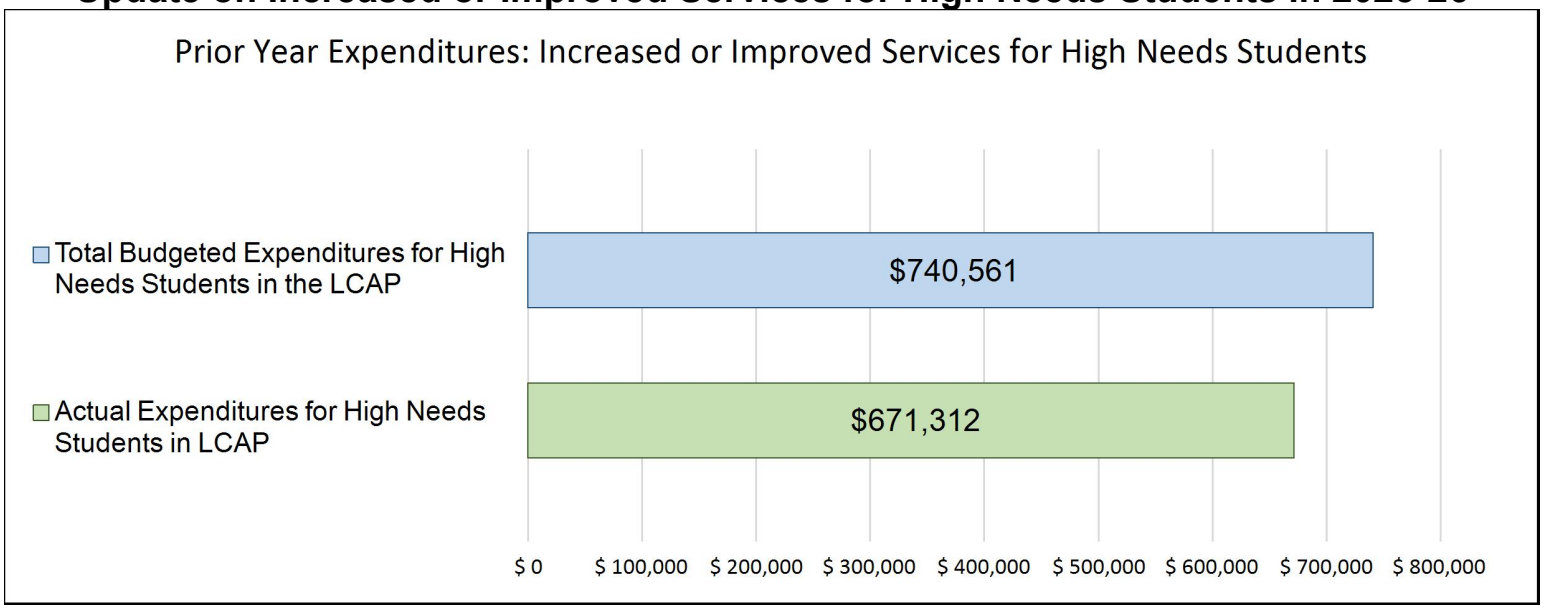
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 2026-27 School Year

In 2026-27, California Online Public Schools Central Coast is projecting it will receive $359,959 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 $825,079 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 2025-26



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 2025-26, California Online Public Schools Central Coast's LCAP budgeted $740,561 for planned actions to increase or improve services for high needs students. California Online Public Schools Central Coast actually spent $671,312 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $69,249 had the following impact on California Online Public Schools Central Coast’s ability to increase or improve services for high needs students:

Expenditures are estimated actuals at this time. The difference in planned expenditures versus actual expenditures is minimal and is accounted for in expenses that will be realized at the end of the year. There was no impact to actions and services for high need students in 2025-26.

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 and Dr. Richie Romero Co-Superintendent	superintendent@californiaops.org (949) 461-1667

Plan Summary [2026-27]

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 2025 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 2025 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 2.9%. 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 2025 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 2025 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"yellow" performance levels in Academic Performance for English Language Arts and Mathematics. In English Language Arts, all students scored an average of 28.5 points below standard but showed a gain of 39.1 points from the prior year. In Mathematics, the all-student group scored 63.6 points below standard, with a gain of 62.5 points.
A deeper examination of this data indicates that chronic absenteeism is marked in the Red performance level, with 26.4% of students chronically absent, an increase of 1.7 percentage points from the prior year.
As an online school, we continue to face challenges in ensuring students participate in statewide testing at in-person locations.

We recognize that these outcomes are influenced not only by instructional rigor but also by assessment participation rates, which present unique challenges in a fully online setting. In 2025, CalOPS transitioned from in-person testing to primarily remote administration of CAASPP, with in-person testing reserved for CAA and specific student needs. This shift was supported by the implementation of a 1:1 student device program, ensuring all students had access to school-issued Chromebooks monitored by our technical team.

This transition also enabled the administration of Interim Assessments at least twice annually, allowing students to build familiarity with the testing platform while providing staff with actionable data to inform instruction and address learning gaps before state testing.
We are also increasing our focus on early grade-level assessment participation to build long-term student confidence and engagement with state testing systems. Additionally, our academic and student support teams have expanded targeted interventions, including CHAMPS, credit recovery programs such as Project Success, and standards-aligned tutoring, to better support students identified through data analysis.

In conclusion, California Online Public Schools Southern California remains committed to continuous improvement through data-driven decision-making. This work is directly aligned to LCAP Goal 3: All students will graduate with the knowledge and skills needed for college and careers, as well as Goal 1: improving student academic achievement through standards-aligned instruction and targeted supports.
California Online Public Schools Central Coast remains committed to continuous improvement through data-driven decision-making. We will build on our strengths, address identified areas of need, and implement targeted strategies aligned to our LCAP goals to improve outcomes for all students. Through ongoing collaboration with staff, families, and community partners, we will continue to cultivate a culture of high expectations, engagement, and academic growth across all grade levels.

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.

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 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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) n Reading was 53%	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 -14.5%

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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 42%	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 -15%
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 7 of 0%	The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of .25%	The difference from baseline is 0%

Goal Analysis [2025-26]

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 experienced a minimal dip in its RFEP target, maintained at 0%. Diagnostic data revealed opportunities for growth: reading
progress dropped from 60% to 53%, and math from 50% to 42%, 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 2026-2027, 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.	$1,274.00	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$286,194.59	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.	$337,777.12	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.	$29,403.97	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.	$17,261.78	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$4,942.99	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	$2,932.62	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%	In 2025-2026 through month 8, the average biweekly contact rate was 91.3%	The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -6%
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate	The 2025-2026 chronic absenteeism rate after month 7 was	The desired outcome for 2026-2027 month 7 chronic	The difference from baseline is -1.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 25%	14.07%	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 2025-2026 suspension rate was 0%	The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2025-26]

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. Chronic absenteeism declined to 14.07%, indicating a strong focus on 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.

The implementation of Goal 2 actions remained strong during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite higher-than-projected enrollment, the school maintained alignment with planned budgets while continuing to provide full access to all engagement and support services. Improved planning and internal monitoring systems supported efficient implementation of all actions without any reduction in services. The school will continue refining budget forecasting to account for enrollment variability while maintaining flexibility to meet student needs.

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, including improving absenteeism. Strengthened support systems positively impacted attendance, as evidenced by a 10.93 percentage point decrease in chronic absenteeism, from 25% to 14.07%. Contact rates improved from the 2024-2025 school year to 91.3%, signaling steady improvement in our 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 coming year, the school will build on the significant progress made in improving attendance outcomes, while continuing to refine and strengthen targeted supports. Efforts will focus on sustaining effective engagement strategies, including homeroom contact and live instruction, while further enhancing targeted interventions for all students. Additionally, the school will continue to streamline and align resources to ensure re-engagement efforts are both efficient and responsive to all student needs.

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.	$100,353.21	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.	$286,914.89	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	$190,349.12	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	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.		
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.	$5,223.04	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.	$35,195.56	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.	$3,675.88	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.	$6,053.28	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.	$5,977.26	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 2025-2026, the average Project Success course pass rate after quarter 3 was 96%	The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	The 2023 Summer School pass rate was 83%	The 2024 Summer School pass rate waa 73%	In the summer of 2025, the summer school course pass rate was 94%	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 2024-2025 grad rate was 66.7% (no performance color)	The desired outcome for the 2025-2026 grad rate is 68%	The difference from baseline is -9.5% (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%	In 2024-2025, the percentage of students completing a-g requirements was 49.9%.	The desired outcome of students completing a-g requirements for the 2024-25 school year is 31.5%	The difference from baseline is 12.8%

Goal Analysis [2025-26]

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. The majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw an increased participation and pass rate (94%) due to the systemwide process being refined, and 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.

The implementation of Goal 3 actions remained stable during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite increased enrollment, the school effectively aligned resources to meet student demand, reflecting improved planning and readiness following prior-year transitions. All actions were implemented as intended, with services maintained at full scale to support student college and career readiness. These results demonstrate strengthened systems and the school's ability to scale

programs efficiently while remaining fiscally aligned. Moving forward, the school will continue refining budget forecasting to sustain this alignment and responsiveness to enrollment trends.

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

Graduation rates maintained at 66.7% with only a dip of 9.5%. 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 as seen in our increased completion rate.

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.

Building on this year's progress, the school will continue to expand and refine key actions under Goal 3 to strengthen student readiness and postsecondary outcomes. Efforts will focus on sustaining effective practices such as early identification and targeted support through CHAMPS and Project Success, while enhancing access to credit recovery and summer school. The school will also continue to expand college and career pathways through a–g coursework, CTE, dual enrollment, and strengthened advising. These refinements support a continued commitment to ensuring all students are prepared for success beyond high school.

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.	$40,002.89	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$1,545.43	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.	$1,732.81	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$38,121.37	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$16,761.04	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.	$61,865.27	No
3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	$1,584.44	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.	$3,192.42	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$359,958.67	$

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
16.093%	0.000%	$0.00	16.093%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement. Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals. Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing	Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.	performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically. Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement. Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide	and inclusion while creating a culture of continuous improvement.	professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners. Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school. Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success. Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement. Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts. Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets. Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support. Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes:

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		implementation of re-engagement strategies. Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background. **Scope:** Limited to Unduplicated Student Group(s)	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.	By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students. English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL students' academic

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances. **Scope:** Limited to Unduplicated Student Group(s)	Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions. Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families. Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes. Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success. Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			other activities allows us to identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education. Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school

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

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

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

NA

Additional Concentration Grant Funding

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

NA

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

2026-27 Total Planned 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	$2,236,696.33	$359,958.67	16.093%	0.000%	16.093%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,218,525.74	$230,338.59	$0.00	$29,470.65	$1,478,334.98	$1,326,357.54	$151,977.44

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	2026-2027	$152.57	$1,121.43	$1,046.63			$227.37	$1,274.00	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2026-2027	$277,519.84	$8,674.75	$234,759.14	$44,951.92		$6,483.53	$286,194.59	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2026-2027	$337,777.12	$0.00	$276,054.59	$53,942.30		$7,780.23	$337,777.12	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2026-2027	$728.72	$28,675.25	$26,737.96			$2,666.01	$29,403.97	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$16,711.78	$550.00	$17,236.62			$25.16	$17,261.78	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$4,942.99	$0.00	$4,936.70			$6.29	$4,942.99	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$1,584.44	$1,348.18	$2,932.62				$2,932.62	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-2027	$15,957.28	$84,395.93	$49,210.59	$50,530.92		$611.70	$100,353.21	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2026-2027	$267,295.68	$19,619.21	$243,686.76	$36,744.60		$6,483.53	$286,914.89	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$190,349.12	$0.00	$159,487.85	$26,971.15		$3,890.12	$190,349.12	

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
			Low Income			Low Income										
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$5,223.04	$0.00	$5,223.04				$5,223.04	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2026-2027	$34,098.46	$1,097.10	$35,195.56				$35,195.56	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2026-2027	$3,675.88	$0.00	$3,675.88				$3,675.88	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$6,053.28	$0.00	$6,053.28				$6,053.28	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2026-2027	$2,053.87	$3,923.39	$5,977.26				$5,977.26	
3	3.1	College Preparation	All	No			All Schools	2026-2027	$39,728.70	$274.19	$40,002.89				$40,002.89	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$1,545.43	$1,545.43				$1,545.43	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,515.36	$217.45	$1,732.81				$1,732.81	
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	2026-2027	$37,586.24	$535.13	$38,121.37				$38,121.37	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2026-2027	$16,761.04	$0.00	$8,553.72	$8,207.32			$16,761.04	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2026-2027	$61,865.27	$0.00	$51,578.18	$8,990.38		$1,296.71	$61,865.27	
3	3.7	Dual Enrollment Options	All	No			All Schools	2026-2027	$1,584.44	$0.00	$1,584.44				$1,584.44	
3	3.8	Early Intervention Program Development	All	No			All Schools	2026-2027	$3,192.42	$0.00	$3,192.42				$3,192.42	

2026-27 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
$2,236,696.33	$359,958.67	16.093%	0.000%	16.093%	$825,078.63	0.000%	36.888 %	**Total:**	$825,078.63
								LEA-wide Total:	$793,919.41
								Limited Total:	$31,159.22
								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	$1,046.63	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	$234,759.14	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	$276,054.59	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	$26,737.96	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,236.62	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,936.70	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$2,932.62	

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	$49,210.59	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,487.85	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,223.04	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$6,053.28	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,545.43	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,732.81	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,121.37	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,318,099.92	$1,203,569.17

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	$5,278.08	1,273.99
1	**1.2**	Diagnostic Assessments and MTSS Academic Interventions	Yes	$287,082.67	223,980.32
1	**1.3**	Teacher Collaboration for Academic Achievement	Yes	$329,512.00	262,335.77
1	**1.4**	Synchronous and Asynchronous Instructional Tools	Yes	$6,705.41	28,639.15
1	**1.5**	English Learner Student Achievement	Yes	$5,574.36	13,545.15
1	**1.6**	LTEL Support	Yes	$1,944.00	3,837.62
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$2,108.50	2,580.19
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$48,694.42	99,964.01
2	**2.2**	Track and Record Daily Student Participation	No	$264,205.34	227,200.76
2	**2.3**	Framework of Tiered Re-engagement Strategies for Students	Yes	$172,575.00	147,798.58
2	**2.4**	Caretaker Engagement Support	Yes	$17,011.74	15,183.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social Emotional / Mental Health Supports	No	$31,200.51	34,363.89
2	2.6	Increasing Diversity and Inclusion	No	$3,593.13	3,205.49
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,845.24	4,692.75
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$1,561.46	5,927.17
3	3.1	College Preparation	No	$34,480.35	31,072.03
3	3.2	Career Preparation (CTE)	Yes	$624.00	1,545.43
3	3.3	AVID Program Implementation	Yes	$349.29	1,695.85
3	3.4	Credit Recovery and Summer Intervention	Yes	$31,828.79	29,919.39
3	3.5	Transition Plans	No	$11,550.00	13,078.76
3	3.6	Graduation Rate Progress Monitoring	No	$56,225.00	48,034.19
3	3.7	Dual Enrollment Options	No	$1,345.63	1,232.01
3	3.8	Early Intervention Program Development	No	$2,805.00	2,463.53

2025-26 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)
$277,079.00	$740,561.15	$671,311.94	$69,249.21	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	$3,938.17	1,046.63		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$223,533.40	184,087.95		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$261,852.00	214,464.94		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$5,080.58	26,059.04		
1	1.5	English Learner Student Achievement	Yes	$2,998.36	13,520.60		
1	1.6	LTEL Support	Yes	$1,300.00	3,831.48		
1	1.7	Foster and Homeless Academic Achievement	Yes	$2,108.50	2,580.19		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$39,024.68	48,821.39		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$149,091.00	123,863.16		
2	2.4	Caretaker Engagement Support	Yes	$17,011.74	15,183.14		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,820.64	4,692.75		
3	3.2	Career Preparation (CTE)	Yes	$624.00	1,545.43		

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	$349.29	1,695.85		
3	3.4	Credit Recovery and Summer Intervention	Yes	$31,828.79	29,919.39		

2025-26 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)
$2,156,547.00	$277,079.00		12.848%	$671,311.94	0.000%	31.129%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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).

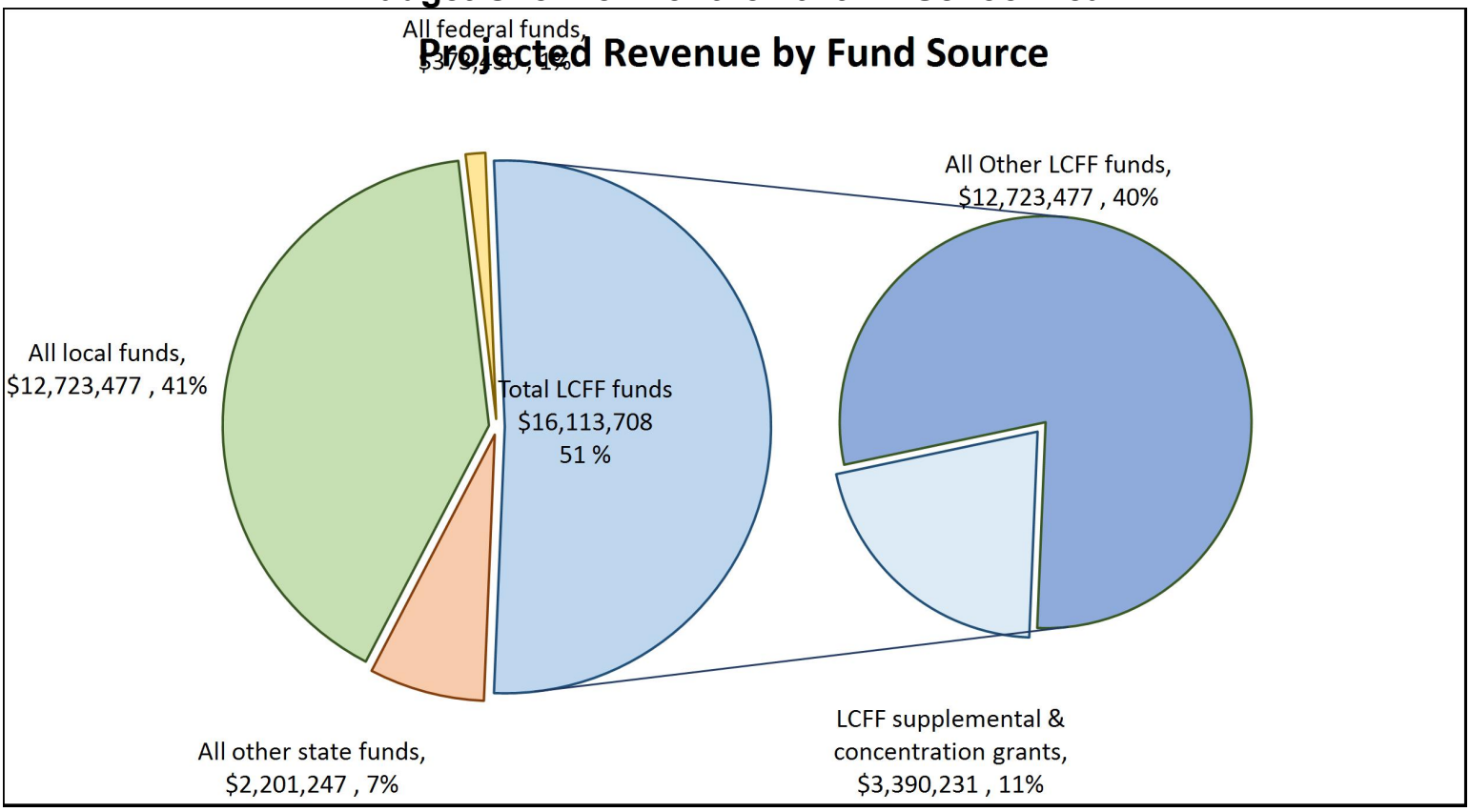
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Central Valley
CDS Code: 54 718030112458
School Year: 2026-27
LEA contact information:
Dr. Richard Savage and Dr. Richie Romero
Co-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 2026-27 School Year

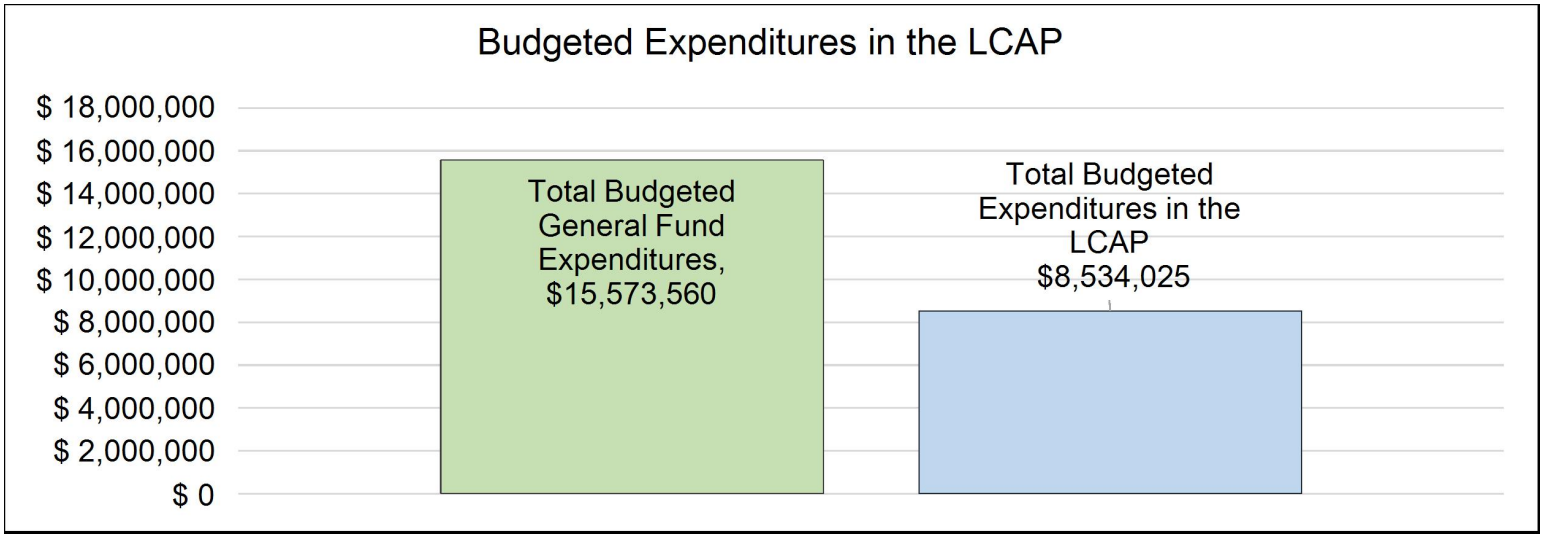


This chart shows the total general purpose revenue California Online Public Schools Central Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Central Valley is $31,411,862, of which $16,113,708 is Local Control Funding Formula (LCFF), $2,201,247 is other state funds, $12,723,477 is local funds, and $373,430 is federal funds. Of the $16,113,708 in LCFF Funds, $3,390,231 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 2026-27. 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 $15,573,560 for the 2026-27 school year. Of that amount, $8,534,025 is tied to actions/services in the LCAP and $7,039,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

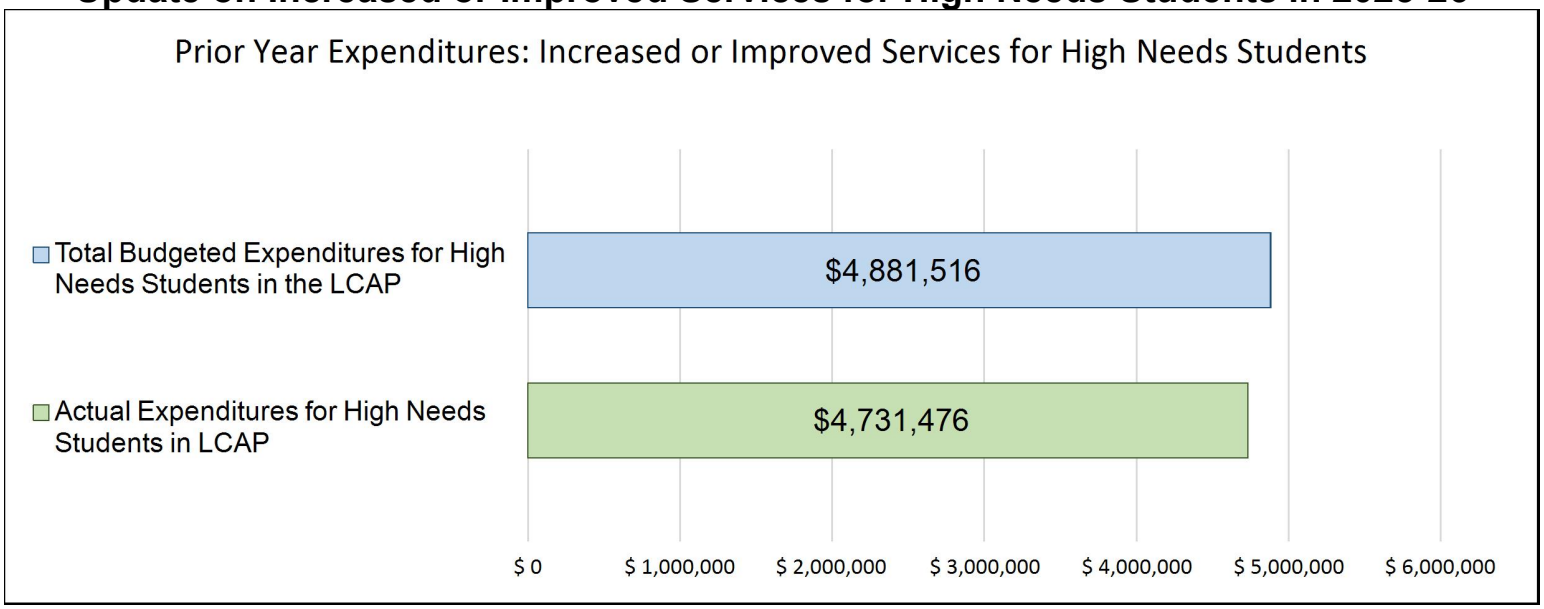
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 2026-27 School Year

In 2026-27, California Online Public Schools Central Valley is projecting it will receive $3,390,231 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Central Valley plans to spend $5,291,626 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 2025-26



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 2025-26, California Online Public Schools Central Valley's LCAP budgeted $4,881,516 for planned actions to increase or improve services for high needs students. California Online Public Schools Central Valley actually spent $4,731,476 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $150,040 had the following impact on California Online Public Schools Central Valley’s ability to increase or improve services for high needs students:

Expenditures are estimated actuals at this time. The difference in planned expenditures versus actual expenditures is minimal and is accounted for in expenses that will be realized at the end of the year. There was no impact to actions and services for high need students in 2025-26.

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 and Dr. Richie Romero Co-Superintendent	superintendent@californiaops.org (949) 461-1667

Plan Summary [2026-27]

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 2025 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 2025 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 2.9%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. Additionally, we saw a notable improvement in our Graduation Rate, where the percentage of graduating students increased by 9.1 percentage points to 78.8%, moving this indicator to the “Yellow” performance level.
However, the Dashboard also highlights critical areas for growth. Chronic Absenteeism rose to 27.4%, an increase of 4.3 percentage points from the previous year, keeping this indicator in the “Red” performance level. This issue was especially pronounced among

Socioeconomically Disadvantaged students (31%), Students with Disabilities (30.8%), and our White student population (23.9%). Additionally, the College and Career Indicator declined 8.9 percentage points to 10.3% prepared. 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 made significant gains in both English Language Arts and Mathematics. In ELA, students scored an average of 44 points below standard, increasing by 49.2 points from the prior year. In Mathematics, students scored 85.8 points below standard, with a 63 point increase. Both resulted in a "yellow" performance level. Importantly, all student groups demonstrated improvement in both content areas, indicating that instructional shifts and supports are positively impacting student learning. While performance remains below standard, CalOPS Southern Central Valley has made meaningful progress in accelerating student growth and will continue refining
instructional practices to sustain and expand these gains.
We recognize that these outcomes are influenced not only by instructional rigor but also by assessment participation rates, which present unique challenges in a fully online setting. In 2025, CalOPS transitioned from in-person testing to primarily remote administration of CAASPP, with in-person testing reserved for CAA and specific student needs. This shift was supported by the implementation of a 1:1 student device program, ensuring all students had access to school-issued Chromebooks monitored by our technical team
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 2025 California School Dashboard, California Online Public Schools Central Valley qualifies for Differentiated Assistance under the following state priorities:
Priority 5: Academic Engagement
Priority 8: Student Outcomes (College and Career Indicator)
This designation is based on the performance of the Socioeconomically Disadvantaged (SED) and White (WH) student groups, 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.
-Graduation rate increased by 9.1% to 80% (yellow), showing consistency year-over-year.
-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:
-Chronic Absenteeism: 31% of SED students were chronically absent, a 4.4 percentage point increase from the previous year, and 23.9% of White students were chronically absent, a5.1% increase from the previous year.
-College and Career Indicator: 7.3% of SED students were prepared, a decline of 10.5%, and 10.2% of White students were prepared, a decline of 8%.

In alignment with the CalOPS Theory for Improvement, CalOPS Central Valley is committed to the following improvement priorities:
-Strengthen college and career readiness through individualized planning, expanded CTE and a-g pathways, and streamlined systems of reporting
-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 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
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.

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, Chronic Absenteeism survey
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, Chronic Absenteeism survey
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, Chronic Absenteeism survey
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, Chronic Absenteeism survey
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys,

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

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

The educational partner engagement processes outlined by California 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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 53%	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 -14.5%

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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 42%	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 -15%
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%	In 2025-2026, the RFEP rate through month 7 was 10.84%	The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 11.1%	The difference from baseline is 0.20%

Goal Analysis [2025-26]

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 experienced a dip in its RFEP target, decreasing from 16.33% to 10.84% but staying above baseline and demonstrating strong EL support. Diagnostic data revealed opportunities for growth: reading progress dropped from 60% to 53%, and math from 50% to 42%, 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 2026-2027, 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.	$7,354.43	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.	$1,652,123.33	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.	$1,949,895.22	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.	$169,741.14	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.	$99,647.51	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$28,534.52	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	$16,929.23	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%	In 2025-2026 through month 8, the average biweekly contact rate was 91.3%	The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -6%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate	The 2025-2026 chronic absenteeism rate after month 7 was	The desired outcome for 2026-2027 month 7	The difference from baseline is 0.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 28%	16.08%	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 2025-2026 suspension rate was 0%	The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2025-26]

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. Chronic absenteeism declined to 16.08%, indicating a strong focus on 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.

The implementation of Goal 2 actions remained strong during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite higher-than-projected enrollment, the school maintained alignment with planned budgets while continuing to provide full access to all engagement and support services. Improved planning and internal monitoring systems supported efficient implementation of all actions without any reduction in services. The school will continue refining budget forecasting to account for enrollment variability while maintaining flexibility to meet student needs.

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, including improving absenteeism. Strengthened support systems positively impacted attendance, as evidenced by a 11.92 percentage point decrease in chronic absenteeism, from 28% to 16.08%. Contact rates improved from the 2024-2025 school year to 91.3%, signaling steady improvement in our 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 coming year, the school will build on the significant progress made in improving attendance outcomes, while continuing to refine and strengthen targeted supports. Efforts will focus on sustaining effective engagement strategies, including homeroom contact and live instruction, while further enhancing targeted interventions for SWD and WH students. Additionally, the school will continue to streamline and align resources to ensure re-engagement efforts are both efficient and responsive to all student needs.

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.	$579,311.73	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.	$1,656,281.41	No

Action #	Title	Description	Total Funds	Contributing
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.	$1,098,833.58	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$30,151.19	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.	$203,174.37	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.	$21,219.85	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	$34,943.94	Yes

Action #	Title	Description	Total Funds	Contributing
		students providing tools such as WiFi hotspots and other such engagement support.		
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.	$34,505.10	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 2025-2026, 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%	In the summer of 2025, the summer school course pass rate was 94%	The desired outcome for the summer school course pass rate	The difference from baseline is 21%

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 2024-2025 grad rate was 78.8%	The desired outcome for the 2025-2026 grad rate is 81.1%	The distance from baseline is 1.5%
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%	In 2024-2025, the percentage of students completing a-g requirements was 49.9%.	The desired outcome of students completing a-g requirements for the 2024-25 school year is 26.2%	The difference from baseline is 12.8%

Goal Analysis [2025-26]

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. The majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw an increased participation and pass rate (94%) due to the systemwide process being refined, and 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.

The implementation of Goal 3 actions remained stable during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite increased enrollment, the school effectively aligned resources to meet student demand, reflecting improved planning and readiness following prior-year transitions. All actions were implemented as intended, with services maintained at full scale to support student college and career readiness. These
results demonstrate strengthened systems and the school's ability to scale programs efficiently while remaining fiscally aligned. Moving forward, the school will continue refining budget forecasting to sustain this alignment and responsiveness to enrollment trends.

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

Graduation rates maintained at 80% with only a slight increase of 1.5%, 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 as seen in our increased completion rate.

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.

Building on this year's progress, the school will continue to expand and refine key actions under Goal 3 to strengthen student readiness and postsecondary outcomes. Efforts will focus on sustaining effective practices such as early identification and targeted support through CHAMPS and Project Success, while enhancing access to credit recovery and summer school. The school will also continue to expand college and career pathways through a–g coursework, CTE, dual enrollment, and strengthened advising. These refinements support a continued commitment to ensuring all students are prepared for success beyond high school.

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.	$230,925.78	Yes
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$8,921.34	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.	$10,003.03	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$220,064.29	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.	$96,756.95	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.	$357,131.33	Yes
3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	$9,146.54	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.	$18,428.97	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,390,230.81	$

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
26.645%	0.000%	$0.00	26.645%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement. Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals. Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing	Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically **Scope:** LEA-wide	compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.	performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically. Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to

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			lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement. Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to

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			student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing

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	leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide	and inclusion while creating a culture of continuous improvement.	professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners. Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align

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			curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school. Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows

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			for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success. Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,

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			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement. Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts. Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and

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			mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets. Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.

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			Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support. Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are

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			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.

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

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

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

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

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

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

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

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

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

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

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

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

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

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			the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes. Closing Achievement Gaps: Evaluating whether graduation rates are improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups. Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.

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

Limited Actions

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

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1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background. **Scope:** Limited to Unduplicated Student Group(s)	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.	By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students. English Language Proficiency: Measure changes in EL students' English language proficiency levels over

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			time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in

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			the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).

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			Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes. Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued

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			assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate. Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement	Our school can effectively address the academic achievement needs of foster and homeless	Monitoring the effectiveness of actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances. **Scope:** Limited to Unduplicated Student Group(s)	students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions. Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families. Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes. Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			school and staff, and academic success. Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			supporting their child's education. Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically

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

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

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

NA

Additional Concentration Grant Funding

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

NA

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

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

2026-27 Total Planned 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	$12,723,477.19	$3,390,230.81	26.645%	0.000%	26.645%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,034,216.87	$1,329,681.94	$0.00	$170,125.97	$8,534,024.78	$7,656,700.39	$877,324.39

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2026-2027	$880.73	$6,473.70	$6,041.90			$1,312.53	$7,354.43	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2026-2027	$1,602,046.34	$50,076.99	$1,355,200.51	$259,495.18		$37,427.64	$1,652,123.33	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2026-2027	$1,949,895.22	$0.00	$1,593,587.84	$311,394.21		$44,913.17	$1,949,895.22	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2026-2027	$4,206.70	$165,534.44	$154,350.97			$15,390.17	$169,741.14	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$96,472.51	$3,175.00	$99,502.28			$145.23	$99,647.51	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$28,534.52	$0.00	$28,498.21			$36.31	$28,534.52	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$9,146.54	$7,782.69	$16,929.23				$16,929.23	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-2027	$92,117.05	$487,194.68	$284,079.34	$291,701.22		$3,531.17	$579,311.73	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2026-2027	$1,543,025.05	$113,256.36	$1,406,737.23	$212,116.54		$37,427.64	$1,656,281.41	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$1,098,833.58	$0.00	$920,679.89	$155,697.11		$22,456.58	$1,098,833.58	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$30,151.19	$0.00	$30,151.19				$30,151.19	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2026-2027	$196,841.13	$6,333.24	$203,174.37				$203,174.37	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2026-2027	$21,219.85	$0.00	$21,219.85				$21,219.85	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$34,943.94	$0.00	$34,943.94				$34,943.94	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2026-2027	$11,856.42	$22,648.68	$34,505.10				$34,505.10	
3	3.1	College Preparation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$229,342.97	$1,582.81	$230,925.78				$230,925.78	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$8,921.34	$8,921.34				$8,921.34	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$8,747.76	$1,255.27	$10,003.03				$10,003.03	
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	2026-2027	$216,975.10	$3,089.19	$220,064.29				$220,064.29	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2026-2027	$96,756.95	$0.00	$49,378.31	$47,378.64			$96,756.95	
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$357,131.33	$0.00	$297,746.76	$51,899.04		$7,485.53	$357,131.33	
3	3.7	Dual Enrollment Options	All	No			All Schools	2026-2027	$9,146.54	$0.00	$9,146.54				$9,146.54	
3	3.8	Early Intervention Program Development	All	No			All Schools	2026-2027	$18,428.97	$0.00	$18,428.97				$18,428.97	

2026-27 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
$12,723,477.19	$3,390,230.81	26.645%	0.000%	26.645%	$5,291,626.50	0.000%	41.589 %	**Total:**	$5,291,626.50
								LEA-wide Total:	$5,111,752.84
								Limited Total:	$179,873.66
								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	$6,041.90	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	$1,355,200.51	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	$1,593,587.84	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	$154,350.97	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$99,502.28	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$28,498.21	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$16,929.23	

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	$284,079.34	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$920,679.89	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,151.19	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$34,943.94	
3	3.1	College Preparation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$230,925.78	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,921.34	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,003.03	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,064.29	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,746.76	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,945,845.38	$8,534,024.73

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	$33,359.34	7,354.42
1	**1.2**	Diagnostic Assessments and MTSS Academic Interventions	Yes	$1,725,476.56	1,652,123.33
1	**1.3**	Teacher Collaboration for Academic Achievement	Yes	$1,977,072.00	1,949,895.22
1	**1.4**	Synchronous and Asynchronous Instructional Tools	Yes	$43,903.42	169,741.14
1	**1.5**	English Learner Student Achievement	Yes	$33,446.19	99,647.51
1	**1.6**	LTEL Support	Yes	$11,664.00	28,534.51
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$13,141.00	16,929.23
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$302,188.12	579,311.73
2	**2.2**	Track and Record Daily Student Participation	No	$1,597,559.43	1,656,281.41
2	**2.3**	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,035,450.00	1,098,833.58
2	**2.4**	Caretaker Engagement Support	Yes	$102,070.47	30,151.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social Emotional / Mental Health Supports	No	$187,605.05	203,174.36
2	2.6	Increasing Diversity and Inclusion	No	$21,558.75	21,219.85
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$11,257.48	34,943.94
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$14,474.59	34,505.10
3	3.1	College Preparation	Yes	$207,135.55	230,925.77
3	3.2	Career Preparation (CTE)	Yes	$3,744.00	8,921.34
3	3.3	AVID Program Implementation	Yes	$2,187.57	10,003.03
3	3.4	Credit Recovery and Summer Intervention	Yes	$190,972.73	220,064.29
3	3.5	Transition Plans	No	$69,300.00	96,756.95
3	3.6	Graduation Rate Progress Monitoring	Yes	$337,350.00	357,131.32
3	3.7	Dual Enrollment Options	No	$8,099.13	9,146.54
3	3.8	Early Intervention Program Development	No	$16,830.00	18,428.97

2025-26 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)
$3,069,418.11	$4,881,515.98	$4,731,475.59	$150,040.39	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	$12,888.94	6,041.90		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$1,340,200.73	1,183,020.20		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$1,571,112.00	1,384,966.04		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$29,386.86	150,431.75		
1	1.5	English Learner Student Achievement	Yes	$17,990.19	86,921.49		
1	1.6	LTEL Support	Yes	$7,800.00	24,756.04		
1	1.7	Foster and Homeless Academic Achievement	Yes	$10,691.00	15,735.29		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$189,298.06	281,832.58		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$894,546.00	800,064.11		
2	2.4	Caretaker Engagement Support	Yes	$102,070.47	96,793.43		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$11,109.88	30,345.43		
3	3.1	College Preparation	Yes	$207,135.55	200,766.14		

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	$3,744.00	8,921.34		
3	3.3	AVID Program Implementation	Yes	$2,187.57	9,789.67		
3	3.4	Credit Recovery and Summer Intervention	Yes	$190,972.73	192,354.75		
3	3.6	Graduation Rate Progress Monitoring	Yes	$290,382.00	258,735.43		

2025-26 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)
$12,374,761.89	$3,069,418.11		24.804%	$4,731,475.59	0.000%	38.235%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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).

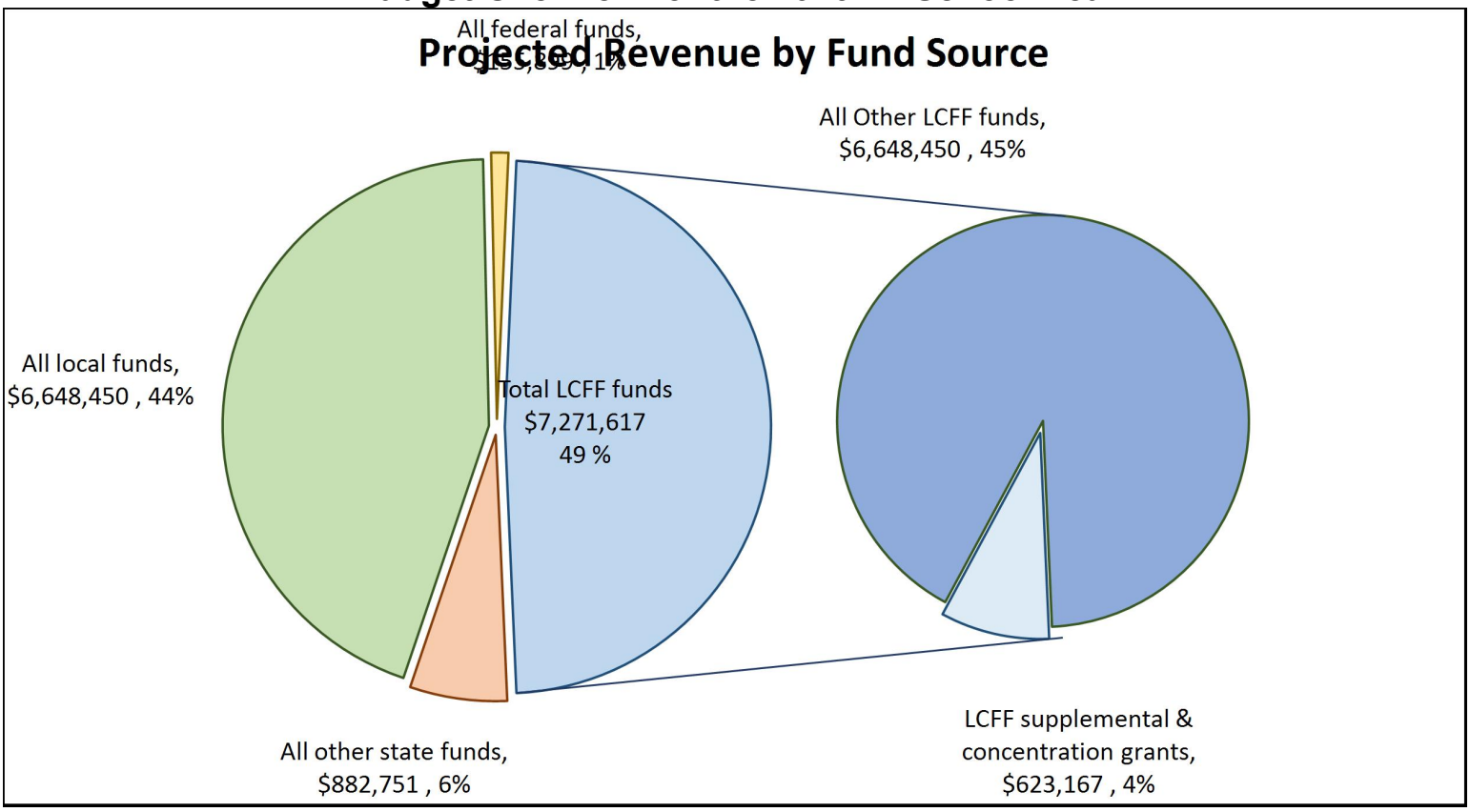
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Monterey Bay
CDS Code: 44-75432-0139410
School Year: 2026-27
LEA contact information:
Dr. Richard Savage and Dr. Richie Romero
Co-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 2026-27 School Year

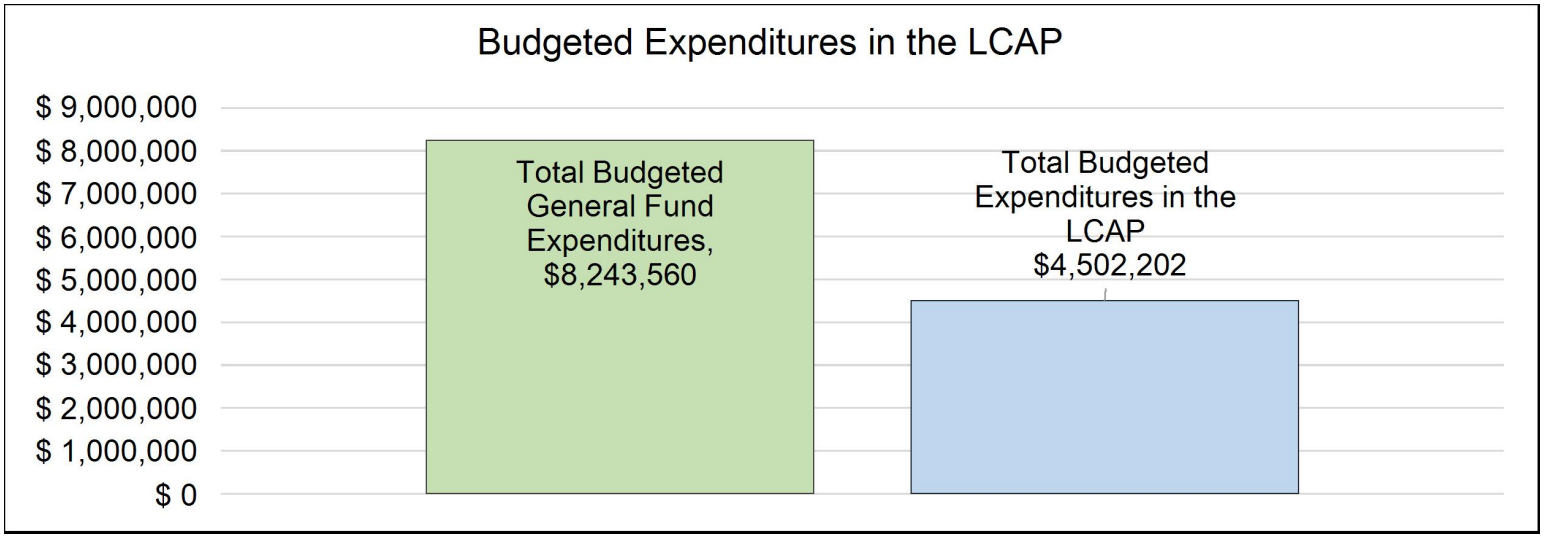


This chart shows the total general purpose revenue California Online Public Schools Monterey Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Monterey Bay is $14,958,717, of which $7,271,617 is Local Control Funding Formula (LCFF), $882,751 is other state funds, $6,648,450 is local funds, and $155,899 is federal funds. Of the $7,271,617 in LCFF Funds, $623,167 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 2026-27. 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 $8,243,560 for the 2026-27 school year. Of that amount, $4,502,202 is tied to actions/services in the LCAP and $3,741,358 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

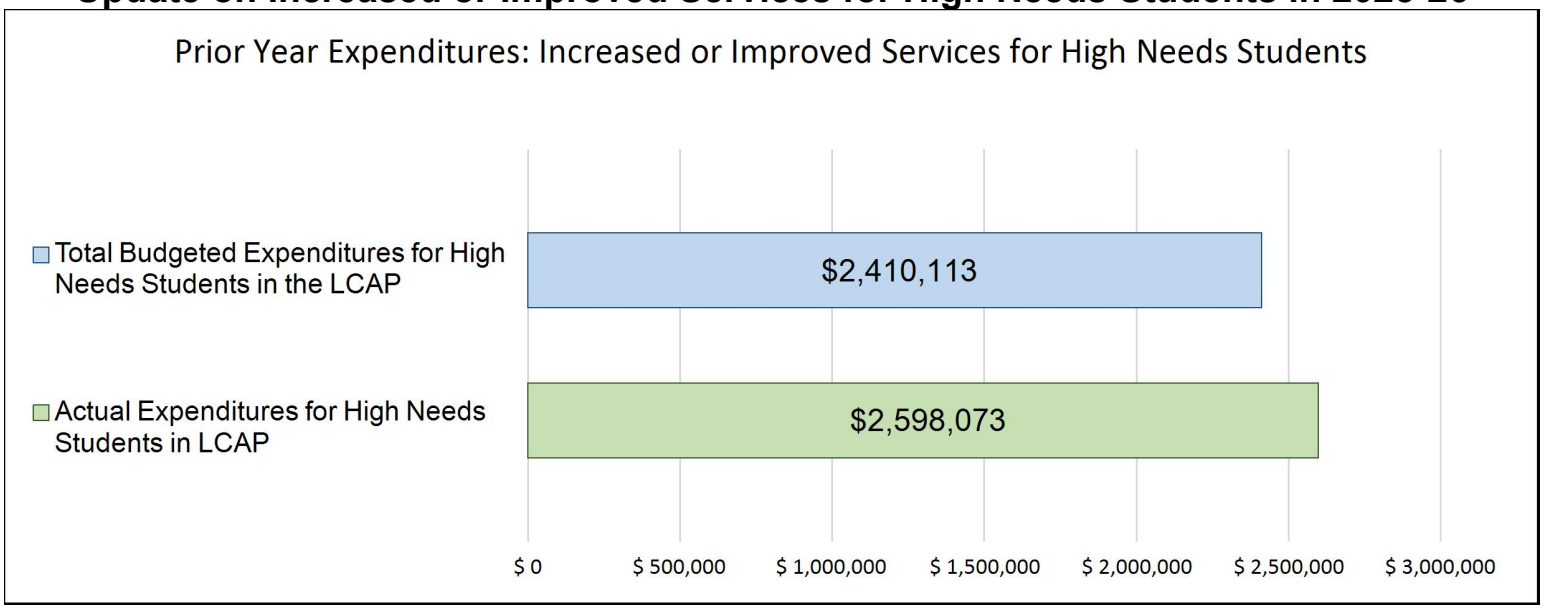
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 2026-27 School Year

In 2026-27, California Online Public Schools Monterey Bay is projecting it will receive $623,167 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 $2,669,818 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 2025-26



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 2025-26, California Online Public Schools Monterey Bay's LCAP budgeted $2,410,113 for planned actions to increase or improve services for high needs students. California Online Public Schools Monterey Bay actually spent $2,598,073 for actions to increase or improve services for high needs students in 2025-26.

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 and Dr. Richie Romero Co-Superintendent	superintendent@californiaops.org (949) 461-1667

Plan Summary [2026-27]

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 2025 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 2025 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 2.9%. This underscores our commitment to cultivating a supportive and inclusive virtual learning environment. Additionally, the graduation rate improved to 80.5%, a 3.5 percentage point increase from the prior year, and is now in the “green” 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 18.4%, a rise of 4 percentage points, which places this indicator in the “Red” performance level. This concern was more pronounced for Socioeconomically Disadvantaged

students (24%), Hispanic students (22.3%), and Students with Disabilities (25.4%). 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 a “yellow” performance level in English Language Arts (ELA) and a “Yellow” in Mathematics. In ELA, students scored an average of 18.9 points below standard, which is a large increase of 25.2 points from the previous year. However, Students with Disabilities were particularly impacted, scoring 136.4 points below standard, respectively. In Mathematics, performance showed improvement, increasing by 43.5 points overall; however, students still averaged 46 points below standard. In addition, our CCI indicator increased a total of 6.3 percentage points to 24%. However, our Hispanic population remained in the "red" category on the Dashboard, with only 7.3% prepared, a 1.8% drop from the previous year.
To mitigate some of the obstacles ahead of our students in all student groups, 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 80.5%, up 3.5 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 43.5 points
-Intervention impact: High success rates in internal programs such as Project Success and summer school

Areas for Growth:
-ELA: SWD scored 136.4 points below standard (declined 12.5 points)
-Chronic Absenteeism: SED (24%), SWD (25.4%), and Hispanic (22.3%) students had significant increases in chronic absence rates
-College and Career Indicator: 24% of all students met the "Prepared" benchmark; Hispanic students scored 7.3%prepared.
-Growth Scores: Both ELA and Math showed significant increases in overall points and decreases in DFS; however, CalOPS MB is still below standard as compared to the state.

Focus Areas: EL Achievement, College and Career & Chronic Absenteeism
Through targeted technical assistance and in alignment with the CalOPS Theory for Improvement, CalOPS MB has identified three primary focus areas:
-Improve ELA achievement for SWD 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 SWD, SED, and Hispanic students.

- Increase efforts in CCI through expanded pathway options through our CCAP agreement, refinement of both our internal systems and our a-g coursework, and enhancing awareness for our staff, families, and parents.

These focus areas support the CalOPS MB Theory for Improvement, aim to increase SWD student achievement in ELA by 5% by 2026 (from -136.4 to -131.4 points below standard), and reduce chronic absenteeism for SWD, 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, curriculum feedback forms, Charter School Board Meetings, Chronic Absenteeism survey, College and Career Informational 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, Chronic Absenteeism survey, College and Career Informational 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, Chronic Absenteeism survey
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

Educational Partner(s)	Process for Engagement
	Meetings, and Back to school 'All Staff' Meetings, Chronic Absenteeism survey
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings, Chronic Absenteeism survey

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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 53%	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 -14.5%

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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 42%	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 -15%
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%	In 2025-2026 the RFEP rate through month 8 was 8.2%	The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 12.4%	The difference from baseline is -3.7%

Goal Analysis [2025-26]

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 a 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 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 experienced growth in its RFEP target, increasing from 6.25% to 8.2% demonstrating strong EL support. Diagnostic data revealed opportunities for growth: reading progress dropped from 60% to 53%, and math from 50% to 42%, 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 2026-2027, 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	$3,879.89	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.	$871,592.62	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.	$1,028,684.89	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.	$89,548.47	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.	$52,569.95	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$15,053.64	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	$8,931.17	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%	In 2025-2026, the average biweekly contact rate was 91.3%	The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference in baseline is 6%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate	The 2025-2026 chronic absenteeism rate	The desired outcome for 2026-2027 month 7 chronic	The difference in baseline is 7.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 19%	after month 7 was 8.18%	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 2024-2025 suspension rate was 0%	The desired outcome for 2026-2027 suspension rate is 0%	The difference in baseline is 0%

Goal Analysis [2025-26]

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. Chronic absenteeism declined to 8.18%, indicating a strong focus on 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.

The implementation of Goal 2 actions remained strong during the 2025–2026 school year, with minimal if any differences between budgeted and estimated actual expenditures. Despite higher-than-projected enrollment, the school maintained alignment with planned budgets while continuing to provide full access to all engagement and support services. Improved planning and internal monitoring systems supported efficient implementation of all actions without any reduction in services. The school will continue refining budget forecasting to account for enrollment variability while maintaining flexibility to meet student needs.

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, including improving absenteeism. Strengthened support systems positively impacted attendance, as evidenced by a 10.82% percentage point decrease in chronic absenteeism, from 19% to 8.18%. Contact rates improved from the 2024-2025 school year to 91.3%, signaling steady improvement in our 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 coming year, the school will build on the significant progress made in improving attendance outcomes, while continuing to refine and strengthen targeted supports. Efforts will focus on sustaining effective engagement strategies, including homeroom contact and live instruction, while further enhancing targeted interventions for SWD and EL students. Additionally, the school will continue to streamline and align resources to ensure re-engagement efforts are both efficient and responsive to all student needs.

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.	$305,621.14	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.	$873,786.26	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	$579,699.60	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	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.		
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.	$15,906.53	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.	$107,186.48	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	$11,194.72	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.	$18,434.99	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.	$18,203.48	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%	In 2025-2026, 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	In the summer of 2025, the summer	The desired outcome for the	The difference from baseline is 11%

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%	school course pass rate was 94%	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 2024-2025 grad rate was 80.5%	The desired outcome for the 2025-2026 grad rate is 76%	The difference from baseline is 8.1%
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%	In 2024-2025, the percentage of students completing a-g requirements was 49.9%	The desired outcome of students completing a-g requirements for the 2024-25 school year is 43%	The difference from baseline is 8.4%

Goal Analysis [2025-26]

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. The majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw an increased participation and pass rate (94%) due to the systemwide process being refined, and 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.

The implementation of Goal 3 actions remained stable during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite increased enrollment, the school effectively aligned resources to meet student demand, reflecting improved planning and readiness following prior-year transitions. All actions were implemented as intended, with services maintained at full scale to support student college and career readiness. These results demonstrate strengthened systems and the school's ability to scale

programs efficiently while remaining fiscally aligned. Moving forward, the school will continue refining budget forecasting to sustain this alignment and responsiveness to enrollment trends.

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

Graduation rates increased to 80.5% rising by 3.5 percentage points, a notable success tied to targeted interventions. While a-g completion and CCI indicators remain areas for improvement, we are seeing measured gained in these areas. Continued expansion of academic pathways, early interventions, and progress-monitoring tools laid a strong foundation for growth as seen in our increased completion rate.

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.

Building on this year's progress, the school will continue to expand and refine key actions under Goal 3 to strengthen student readiness and postsecondary outcomes. Efforts will focus on sustaining effective practices such as early identification and targeted support through CHAMPS and Project Success, while enhancing access to credit recovery and summer school. The school will also continue to expand college and career pathways through a–g coursework, CTE, dual enrollment, and strengthened advising. These refinements support a continued commitment to ensuring all students are prepared for success beyond high school.

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.	$121,826.99	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$4,706.53	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.	$5,277.19	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.	$116,096.91	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.	$51,045.01	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..	$188,407.87	Yes
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$4,825.34	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.	$9,722.37	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$623,166.79	$

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
9.373%	0.000%	$0.00	9.373%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement. Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals. Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing	Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.	performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically. Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement. Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide	and inclusion while creating a culture of continuous improvement.	professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners. Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school. Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success. Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement. Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts. Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets. Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support. Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes:

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		implementation of re-engagement strategies. Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups. Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement. Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background. **Scope:** Limited to Unduplicated Student Group(s)	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.	By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students. English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL students' academic

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances. **Scope:** Limited to Unduplicated Student Group(s)	Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions. Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families. Graduation Rates: Tracking graduation rates among foster and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes. Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success. Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education. Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our

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

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

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

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

NA

Additional Concentration Grant Funding

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

NA

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

2026-27 Total Planned 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	$6,648,450.21	$623,166.79	9.373%	0.000%	9.373%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,710,964.81	$701,485.75	$0.00	$89,751.48	$4,502,202.04	$4,039,361.61	$462,840.43

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	2026-2027	$464.63	$3,415.26	$3,187.46			$692.43	$3,879.89	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2026-2027	$845,174.05	$26,418.57	$714,948.30	$136,899.03		$19,745.29	$871,592.62	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2026-2027	$1,028,684.89	$0.00	$840,711.70	$164,278.84		$23,694.35	$1,028,684.89	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2026-2027	$2,219.28	$87,329.19	$81,429.25			$8,119.22	$89,548.47	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$50,894.95	$1,675.00	$52,493.33			$76.62	$52,569.95	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$15,053.64	$0.00	$15,034.49			$19.15	$15,053.64	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$4,825.34	$4,105.83	$8,931.17				$8,931.17	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-2027	$48,597.18	$257,023.96	$149,868.62	$153,889.62		$1,862.90	$305,621.14	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2026-2027	$814,036.84	$59,749.42	$742,136.97	$111,904.00		$19,745.29	$873,786.26	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		2026-2027	$579,699.60	$0.00	$485,713.01	$82,139.42		$11,847.17	$579,699.60	

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										
2	2.4	Caretaker Engagement Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$15,906.53	$0.00	$15,906.53				$15,906.53	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2026-2027	$103,845.32	$3,341.16	$107,186.48				$107,186.48	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2026-2027	$11,194.72	$0.00	$11,194.72				$11,194.72	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$18,434.99	$0.00	$18,434.99				$18,434.99	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2026-2027	$6,254.96	$11,948.52	$18,203.48				$18,203.48	
3	3.1	College Preparation	All	No			All Schools	2026-2027	$120,991.96	$835.03	$121,826.99				$121,826.99	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$4,706.53	$4,706.53				$4,706.53	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$4,614.96	$662.23	$5,277.19				$5,277.19	
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	2026-2027	$114,467.18	$1,629.73	$116,096.91				$116,096.91	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2026-2027	$51,045.01	$0.00	$26,049.98	$24,995.03			$51,045.01	
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$188,407.87	$0.00	$157,079.00	$27,379.81		$3,949.06	$188,407.87	
3	3.7	Dual Enrollment Options	All	No			All Schools	2026-2027	$4,825.34	$0.00	$4,825.34				$4,825.34	
3	3.8	Early Intervention Program Development	All	No			All Schools	2026-2027	$9,722.37	$0.00	$9,722.37				$9,722.37	

2026-27 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
$6,648,450.21	$623,166.79	9.373%	0.000%	9.373%	$2,669,818.48	0.000%	40.157 %	**Total:**	$2,669,818.48
								LEA-wide Total:	$2,574,924.50
								Limited Total:	$94,893.98
								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	$3,187.46	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	$714,948.30	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	$840,711.70	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	$81,429.25	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$52,493.33	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,034.49	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$8,931.17	

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	$149,868.62	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		$485,713.01	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$15,906.53	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$18,434.99	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,706.53	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,277.19	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,096.91	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	$157,079.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,020,898.44	$4,366,092.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development for Academic Achievement	Yes	$21,357.04	3,879.89
1	**1.2**	Diagnostic Assessments and MTSS Academic Interventions	Yes	$872,198.48	832,729.25
1	**1.3**	Teacher Collaboration for Academic Achievement	Yes	$988,536.00	982,231.51
1	**1.4**	Synchronous and Asynchronous Instructional Tools	Yes	$26,950.87	87,219.22
1	**1.5**	English Learner Student Achievement	Yes	$16,723.09	50,270.74
1	**1.6**	LTEL Support	Yes	$5,832.00	14,370.68
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$7,036.00	8,714.85
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$177,230.71	304,435.85
2	**2.2**	Track and Record Daily Student Participation	No	$801,854.11	837,015.84
2	**2.3**	Framework of Tiered Re-engagement Strategies for Students	Yes	$517,725.00	553,507.46
2	**2.4**	Caretaker Engagement Support	Yes	$51,035.23	58,926.13

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	$94,945.52	104,653.66
2	2.6	Increasing Diversity and Inclusion	No	$10,866.88	12,656.63
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$6,015.92	17,596.61
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$4,633.83	18,050.92
3	3.1	College Preparation	No	$103,669.16	116,343.75
3	3.2	Career Preparation (CTE)	Yes	$1,872.00	4,706.53
3	3.3	AVID Program Implementation	Yes	$1,130.53	5,164.63
3	3.4	Credit Recovery and Summer Intervention	Yes	$95,486.36	111,061.34
3	3.5	Transition Plans	No	$34,650.00	48,779.78
3	3.6	Graduation Rate Progress Monitoring	Yes	$168,675.00	179,893.47
3	3.7	Dual Enrollment Options	No	$4,059.71	4,609.02
3	3.8	Early Intervention Program Development	No	$8,415.00	9,274.70

2025-26 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)
$601,231.00	$2,410,113.13	$2,598,072.74	($187,959.61)	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	$16,172.04	3,187.46		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$678,585.19	681,982.79		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$785,556.00	801,335.75		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$19,909.96	79,361.63		
1	1.5	English Learner Student Achievement	Yes	$8,995.09	50,195.95		
1	1.6	LTEL Support	Yes	$3,900.00	14,351.98		
1	1.7	Foster and Homeless Academic Achievement	Yes	$7,036.00	8,714.85		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$142,028.61	148,683.33		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$447,273.00	463,059.58		
2	2.4	Caretaker Engagement Support	Yes	$51,035.23	58,926.13		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$5,942.12	17,596.61		
3	3.2	Career Preparation (CTE)	Yes	$1,872.00	4,706.53		

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	$1,130.53	5,164.63		
3	3.4	Credit Recovery and Summer Intervention	Yes	$95,486.36	111,061.34		
3	3.6	Graduation Rate Progress Monitoring	Yes	$145,191.00	149,744.18		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,473,488.00	$601,231.00		9.288%	$2,598,072.74	0.000%	40.134%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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).

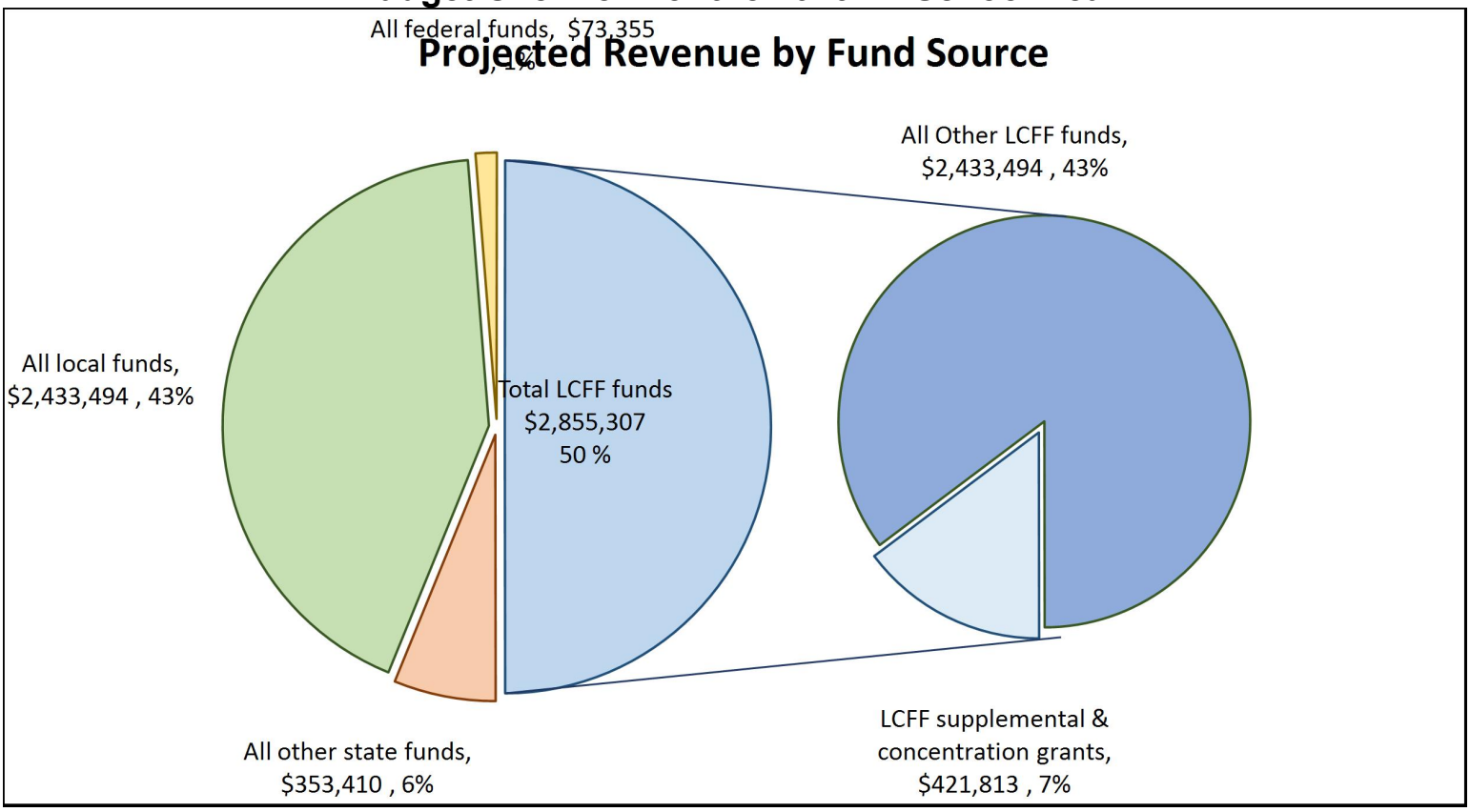
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools North Bay
CDS Code: 17 640550129601
School Year: 2026-27
LEA contact information:
Dr. Richard Savage and Dr. Richie Romero
Co-Superintendents
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 2026-27 School Year

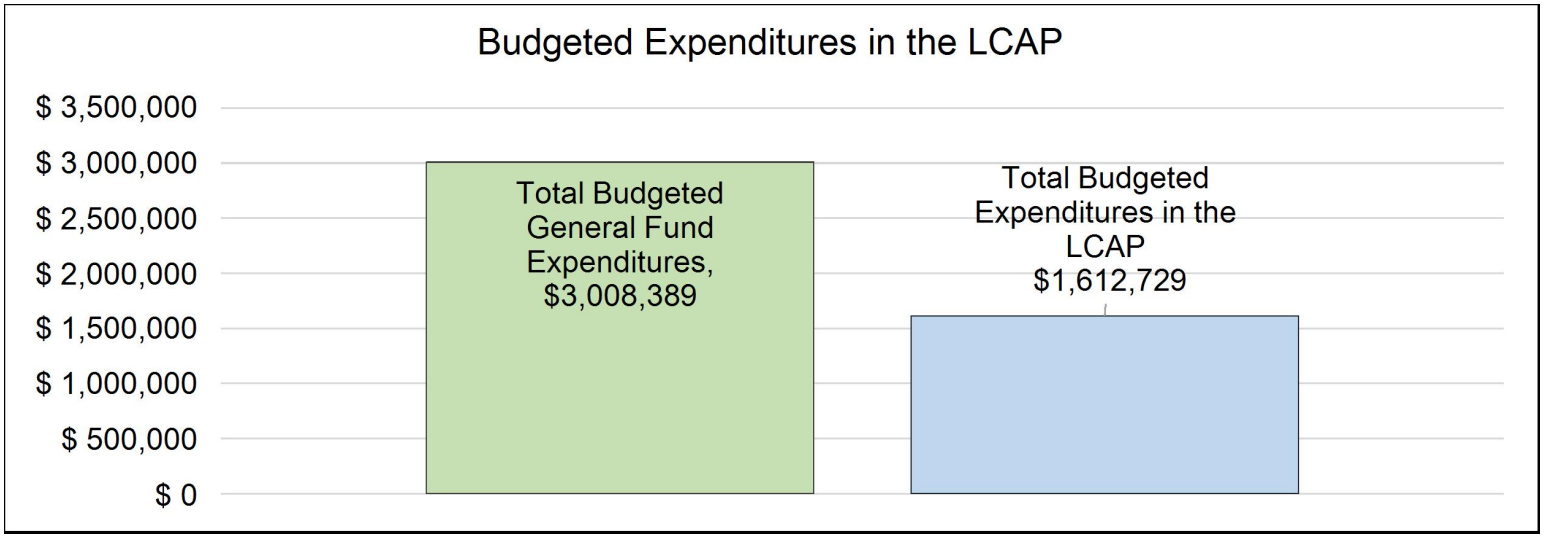


This chart shows the total general purpose revenue California Online Public Schools North Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools North Bay is $5,715,566, of which $2,855,307 is Local Control Funding Formula (LCFF), $353,410 is other state funds, $2,433,494 is local funds, and $73,355 is federal funds. Of the $2,855,307 in LCFF Funds, $421,813 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 2026-27. 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 $3,008,389 for the 2026-27 school year. Of that amount, $1,612,729 is tied to actions/services in the LCAP and $1,395,660 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

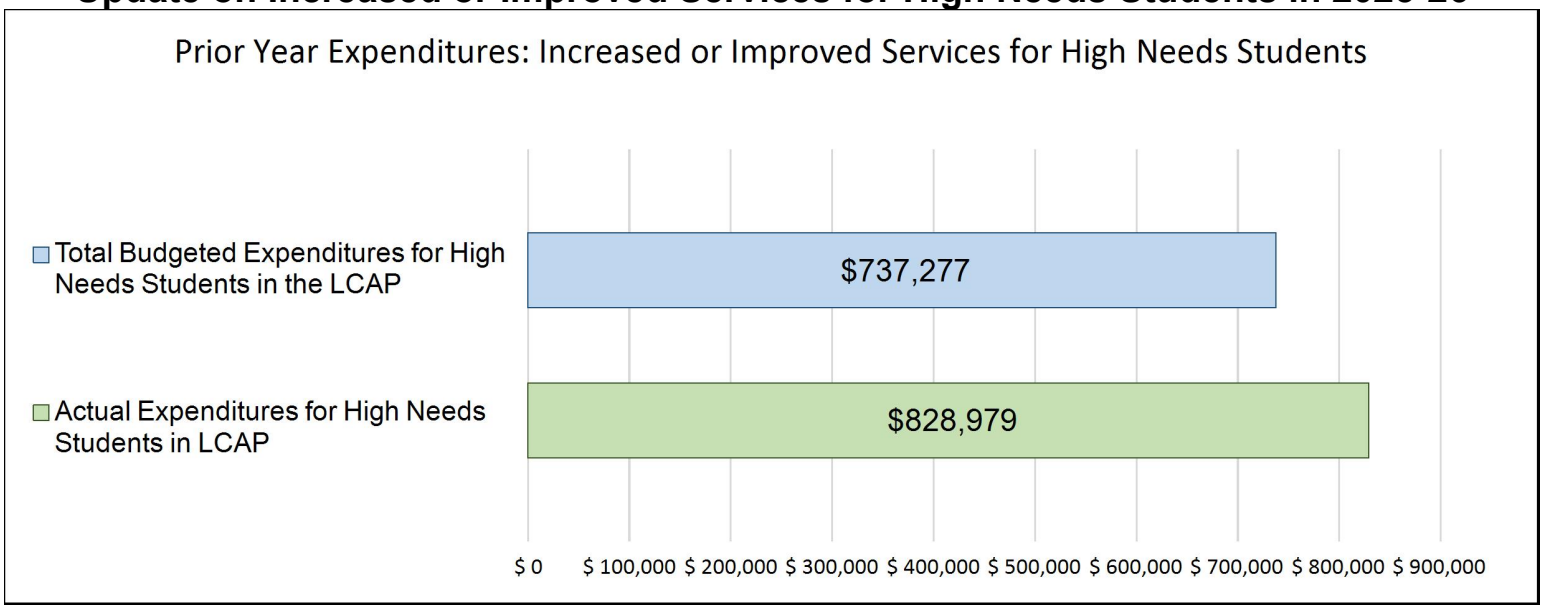
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 2026-27 School Year

In 2026-27, California Online Public Schools North Bay is projecting it will receive $421,813 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 $900,086 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 2025-26



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 2025-26, California Online Public Schools North Bay's LCAP budgeted $737,277 for planned actions to increase or improve services for high needs students. California Online Public Schools North Bay actually spent $828,979 for actions to increase or improve services for high needs students in 2025-26.

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 and Dr. Richie Romero Co-Superintendents	superintendent@californiaops.org (949) 467-1667

Plan Summary [2026-27]

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 2025 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 2025 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 2.9%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. However, our grad rate decreased to 55.2%, a decrease of 27.7% percentage points from the previous year. Due to the number of graduates, this did not result in an indicator color on the California Dashboard.
The Dashboard also highlights areas for focus and growth. Chronic Absenteeism decreased slightly to 23.6%, a 4.5 percentage point decline from the prior year, moving this indicator to the “orange” performance level. However, our Socioeconomically Disadvantaged students group

remained in the "red" level at 35.2% chronically absent. This underscores the need to enhance student engagement and implement additional supports to improve attendance, particularly for our most at-risk groups.
Our Academic Performance metrics show substantial growth, particularly in year-over-year change scores, even as overall performance remains below the state standard. In English Language Arts, students scored an average of 24.8 points below standard, but demonstrated significant growth of +86.6 points, resulting in a “Yellow” performance level. In Mathematics, students scored 57.4 points below standard, with notable growth of +94.9 points, also resulting in a “Yellow” performance level. Importantly, all student groups demonstrated improvement in both content areas, indicating that instructional shifts and supports are positively impacting student learning. While performance remains below standard, CalOPS Southern California has made meaningful progress in accelerating student growth and will continue refining instructional practices to sustain and expand these gains.
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 2025 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.

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.

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 Meetings and Surveys, Chronic Absenteeism survey, College and Carer Informational meetings, and curriculum feedback forms.
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, College and Carer Informational meetings, State Testing Meetings and 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, Chronic Absenteeism survey, 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, Chronic Absenteeism survey, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

Educational Partner(s)	Process for Engagement
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California 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 6) 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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 53%	The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading will be 70.8%	The difference from baseline is -14.5%

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 6) 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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 42%	The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math will be 60%	The difference from baseline is -15%
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%	In 2025-2026, 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 [2025-26]

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 and a total of 8 EL 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.

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 maintained the 0% RFEP rate from the previous year and therefore below baseline in part due to a smaller number of EL students. Diagnostic data revealed opportunities for growth: reading progress dropped from 60% to 53%, and math from 50% to 42%, 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 2026-2027, 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.	$1,389.82	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.	$312,212.29	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.	$368,484.14	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.	$32,077.07	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.	$18,831.02	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$5,392.35	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	$3,199.22	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%	In 2025-2026, the average biweekly contact rate was 91.3%	The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -6%
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate	The 2025-2026 chronic absenteeism rate	The desired outcome for 2026-2027 month 7	The difference from baseline is 1.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 23%	after month 7 was 14.39%	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 2024-2026 suspension rate was 0%	The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2025-26]

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. Chronic absenteeism declined to 14.39%, from 23% in the prior year, indicating a strong focus on 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.

The implementation of Goal 2 actions remained strong during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite higher-than-projected enrollment, the school maintained alignment with planned budgets while continuing to provide full access to all engagement and support services. Improved planning and internal monitoring systems supported efficient implementation of all actions without any reduction in services. The school will continue refining budget forecasting to account for enrollment variability while maintaining flexibility to meet student needs.

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, including improving absenteeism. Strengthened support systems. positively impacted attendance, as evidenced by a 8.61 percentage point decrease in chronic absenteeism, from 23% to 14.39%. Contact rates improved from the 2024-2025 school year to 91.3%, signaling steady improvement in our 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 coming year, the school will build on the significant progress made in improving attendance outcomes, while continuing to refine and strengthen targeted supports. Efforts will focus on sustaining effective engagement strategies, including homeroom contact and live instruction, while further enhancing targeted interventions for all student groups. Additionally, the school will continue to streamline and align resources to ensure re-engagement efforts are both efficient and responsive to all student needs.

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.	$109,476.24	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.	$312,998.07	No

Action #	Title	Description	Total Funds	Contributing
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.	$207,653.59	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$5,697.86	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.	$38,395.15	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.	$4,010.05	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	$6,603.58	Yes

Action #	Title	Description	Total Funds	Contributing
		students providing tools such as WiFi hotspots and other such engagement support.		
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$6,520.65	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 2025-2026, 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%	In the summer of 2025, the summer school course pass rate was 94%	The desired outcome for the summer school course pass rate for the summer of 2026 is 87%.	The difference from baseline is 11%

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 2024-2025 grad rate was 55.2%	The desired outcome for the 2025-2026 grad rate is 68%	The difference from baseline is -9.3%
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%	In 2024-2025, the percentage of students completing a-g requirements was 49%	The desired outcome of students completing a-g requirements for the 2024-25 school year is 27.3%	The difference from baseline is 23%

Goal Analysis [2025-26]

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. The majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw an increased participation and pass rate (94%) due to the systemwide process being refined, and 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.

The implementation of Goal 3 actions remained stable during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite increased enrollment, the school effectively aligned resources to meet student demand, reflecting improved planning and readiness following prior-year transitions.All actions were implemented as intended, with services maintained at full scale to support student college and career readiness. These results demonstrate strengthened systems and the school's ability to scale programs efficiently while remaining fiscally aligned. Moving forward, the school will continue refining budget forecasting to sustain this alignment and responsiveness to enrollment trends.

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

Graduation rates decreased to 55.2% with dip of 9.3%, ensuring we target intervention to growth in this area. 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 as seen in our increased completion rate.

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.

Building on this year's progress, the school will continue to expand and refine key actions under Goal 3 to strengthen student readiness and postsecondary outcomes. Efforts will focus on sustaining effective practices such as early identification and targeted support through CHAMPS and Project Success, while enhancing access to credit recovery and summer school. The school will also continue to expand college and career pathways through a–g coursework, CTE, dual enrollment, and strengthened advising. These refinements support a continued commitment to ensuring all students are prepared for success beyond high school.

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.	$43,639.51	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$1,685.92	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.	$1,890.34	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	$41,586.95	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$18,284.77	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.	$67,489.38	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$1,728.48	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	$3,482.64	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$421,813.08	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.334%	0.000%	$0.00	17.334%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement. Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals. Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to	implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	students have the opportunity to receive high-quality support and achieve academic success.	including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically. Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement. Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide	and inclusion while creating a culture of continuous improvement.	professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners. Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school. Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success. Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement. Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts. Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets. Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support. Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders. Internet Connectivity:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background. **Scope:** Limited to Unduplicated Student Group(s)	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.	By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students. English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL students' academic

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances. **Scope:** Limited to Unduplicated Student Group(s)	Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions. Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families. Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes. Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success. Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education. Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,

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

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

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

NA

Additional Concentration Grant Funding

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

NA

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

2026-27 Total Planned 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	$2,433,493.92	$421,813.08	17.334%	0.000%	17.334%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,329,300.82	$251,278.48	$0.00	$32,149.79	$1,612,729.09	$1,446,935.50	$165,793.59

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide			2026-2027	$166.44	$1,223.38	$1,141.78			$248.04	$1,389.82	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide			2026-2027	$302,748.92	$9,463.37	$256,100.89	$49,038.46		$7,072.94	$312,212.29	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide			2026-2027	$368,484.14	$0.00	$301,150.46	$58,846.15		$8,487.53	$368,484.14	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide			2026-2027	$794.97	$31,282.10	$29,168.69			$2,908.38	$32,077.07	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$18,231.02	$600.00	$18,803.58			$27.44	$18,831.02	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$5,392.35	$0.00	$5,385.49			$6.86	$5,392.35	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$1,728.48	$1,470.74	$3,199.22				$3,199.22	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-2027	$17,407.95	$92,068.29	$53,684.29	$55,124.64		$667.31	$109,476.24	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2026-2027	$291,595.29	$21,402.78	$265,840.11	$40,085.02		$7,072.94	$312,998.07	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$207,653.59	$0.00	$173,986.75	$29,423.08		$4,243.76	$207,653.59	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.4	Caretaker Engagement Support	English Learners	Yes	LEA-wide	English Learners		2026-2027	$5,697.86	$0.00	$5,697.86				$5,697.86	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2026-2027	$37,198.32	$1,196.83	$38,395.15				$38,395.15	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2026-2027	$4,010.05	$0.00	$4,010.05				$4,010.05	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$6,603.58	$0.00	$6,603.58				$6,603.58	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2026-2027	$2,240.58	$4,280.07	$6,520.65				$6,520.65	
3	3.1	College Preparation	All	No			All Schools	2026-2027	$43,340.40	$299.11	$43,639.51				$43,639.51	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$1,685.92	$1,685.92				$1,685.92	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027	$1,653.12	$237.22	$1,890.34				$1,890.34	
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	2026-2027	$41,003.17	$583.78	$41,586.95				$41,586.95	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2026-2027	$18,284.77	$0.00	$9,331.33	$8,953.44			$18,284.77	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2026-2027	$67,489.38	$0.00	$56,267.10	$9,807.69		$1,414.59	$67,489.38	
3	3.7	Dual Enrollment Options	All	No			All Schools	2026-2027	$1,728.48	$0.00	$1,728.48				$1,728.48	
3	3.8	Early Intervention Program Development	All	No			All Schools	2026-2027	$3,482.64	$0.00	$3,482.64				$3,482.64	

2026-27 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
$2,433,493.92	$421,813.08	17.334%	0.000%	17.334%	$900,085.80	0.000%	36.987 %	**Total:**	$900,085.80
								LEA-wide Total:	$866,093.93
								Limited Total:	$33,991.87
								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			$1,141.78	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$256,100.89	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$301,150.46	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			$29,168.69	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,803.58	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,385.49	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$3,199.22	

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	$53,684.29	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,986.75	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners		$5,697.86	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$6,603.58	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,685.92	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,890.34	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,586.95	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,327,893.49	$1,479,449.30

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)
1	**1.1**	Professional Development for Academic Achievement	Yes	$6,681.83	1,389.81
1	**1.2**	Diagnostic Assessments and MTSS Academic Interventions	Yes	$290,000.35	280,263.92
1	**1.3**	Teacher Collaboration for Academic Achievement	Yes	$329,512.00	329,904.25
1	**1.4**	Synchronous and Asynchronous Instructional Tools	Yes	$8,819.01	31,242.71
1	**1.5**	English Learner Student Achievement	Yes	$5,574.36	16,926.36
1	**1.6**	LTEL Support	Yes	$1,944.00	4,826.23
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$2,402.50	3,019.31
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$50,130.52	109,051.65
2	**2.2**	Track and Record Daily Student Participation	No	$264,573.05	282,449.32
2	**2.3**	Framework of Tiered Re-engagement Strategies for Students	Yes	$172,575.00	185,887.08
2	**2.4**	Caretaker Engagement Support	Yes	$17,011.74	19,090.28

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	$31,473.51	37,487.88
2	2.6	Increasing Diversity and Inclusion	No	$3,615.00	4,072.29
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,965.29	5,905.83
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$2,147.79	6,466.00
3	3.1	College Preparation	No	$34,657.78	39,062.12
3	3.2	Career Preparation (CTE)	Yes	$624.00	1,685.92
3	3.3	AVID Program Implementation	Yes	$413.59	1,850.02
3	3.4	Credit Recovery and Summer Intervention	Yes	$31,828.79	37,385.30
3	3.5	Transition Plans	No	$11,550.00	16,413.75
3	3.6	Graduation Rate Progress Monitoring	No	$56,225.00	60,413.80
3	3.7	Dual Enrollment Options	No	$1,363.38	1,548.57
3	3.8	Early Intervention Program Development	No	$2,805.00	3,106.90

2025-26 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)
$315,508.00	$737,277.08	$828,979.10	($91,702.02)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for Academic Achievement	Yes	$2,492.99	1,141.78		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$225,052.01	230,063.90		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$261,852.00	269,664.23		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$5,915.69	28,428.05		
1	1.5	English Learner Student Achievement	Yes	$2,998.36	16,898.46		
1	1.6	LTEL Support	Yes	$1,300.00	4,819.25		
1	1.7	Foster and Homeless Academic Achievement	Yes	$1,912.50	3,019.31		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$34,843.72	53,259.70		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$149,091.00	155,767.07		
2	2.4	Caretaker Engagement Support	Yes	$17,011.74	19,090.28		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,940.69	5,905.83		
3	3.2	Career Preparation (CTE)	Yes	$624.00	1,685.92		

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	$413.59	1,850.02		
3	3.4	Credit Recovery and Summer Intervention	Yes	$31,828.79	37,385.30		

2025-26 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)
$2,455,878.00	$315,508.00		12.847%	$828,979.10	0.000%	33.755%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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- 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.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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).

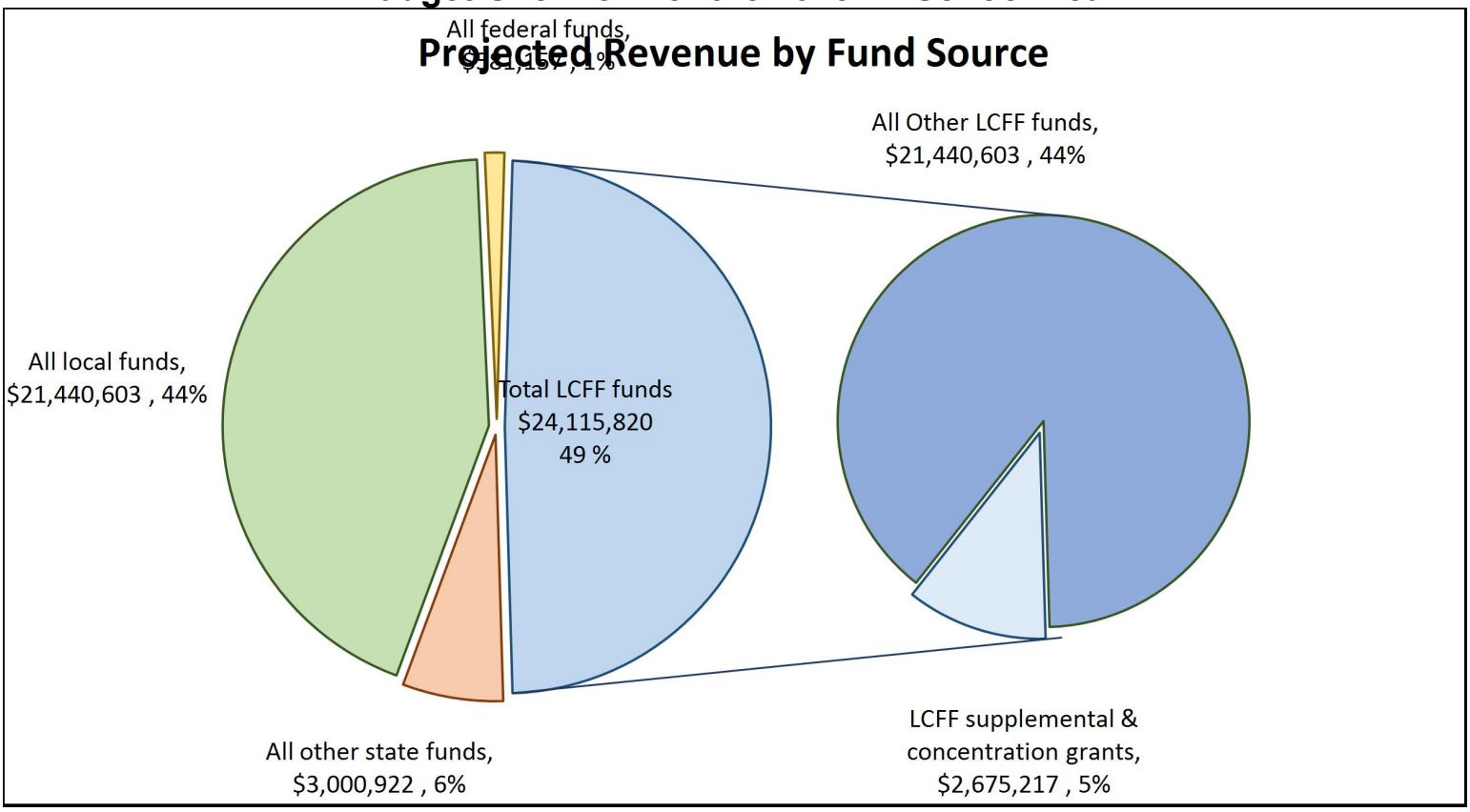
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Northern California
CDS Code: 39 686500125849
School Year: 2026-27
LEA contact information:
Dr. Richard Savage and Dr. Richie Romero
Co-Superintendents
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 2026-27 School Year

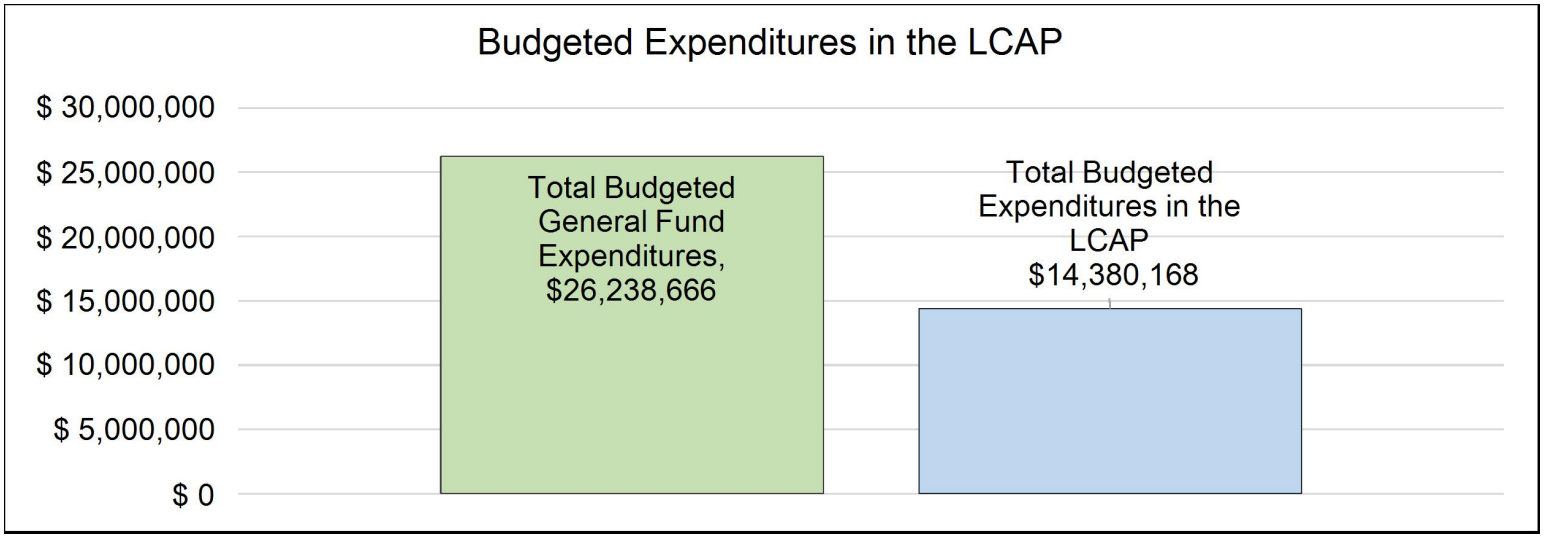


This chart shows the total general purpose revenue California Online Public Schools Northern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Northern California is $49,138,502, of which $24,115,820 is Local Control Funding Formula (LCFF), $3,000,922 is other state funds, $21,440,603 is local funds, and $581,157 is federal funds. Of the $24,115,820 in LCFF Funds, $2,675,217 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 2026-27. 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 $26,238,666 for the 2026-27 school year. Of that amount, $14,380,168 is tied to actions/services in the LCAP and $11,858,498 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

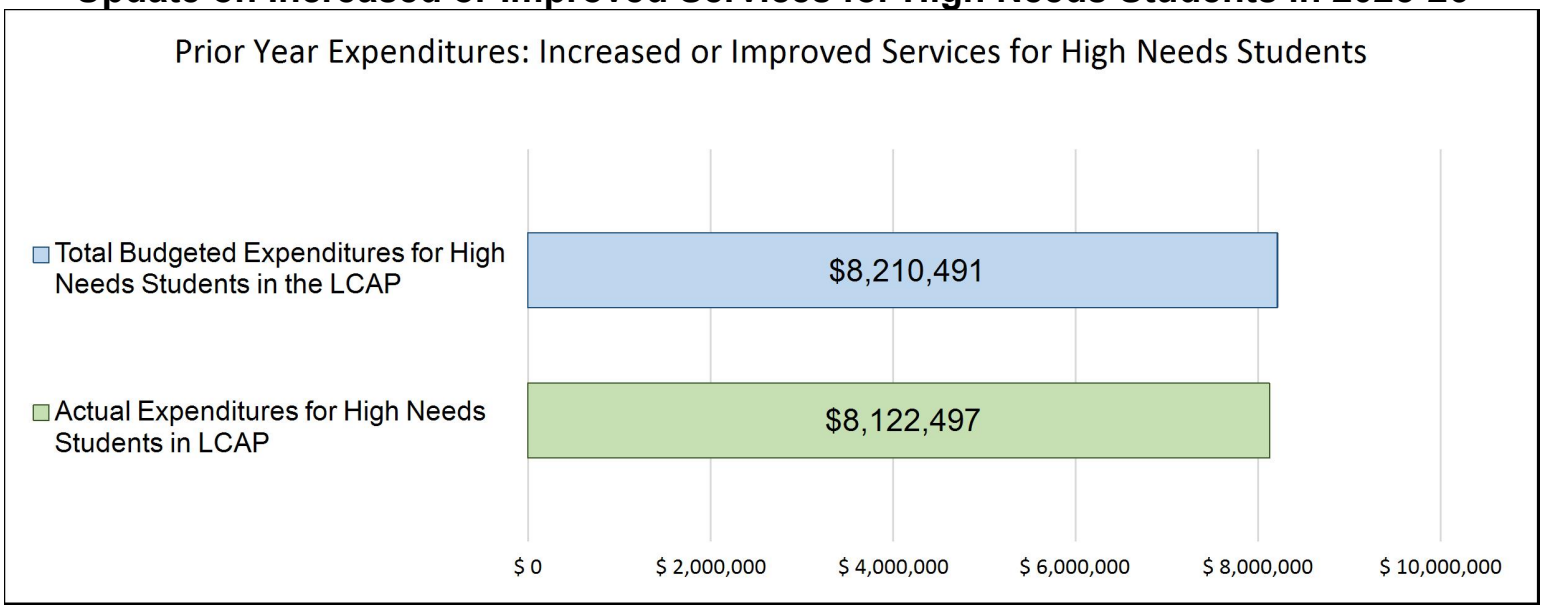
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 2026-27 School Year

In 2026-27, California Online Public Schools Northern California is projecting it will receive $2,675,217 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 $8,025,765 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 2025-26



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 2025-26, California Online Public Schools Northern California's LCAP budgeted $8,210,491 for planned actions to increase or improve services for high needs students. California Online Public Schools Northern California actually spent $8,122,497 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $87,994 had the following impact on California Online Public Schools Northern California’s ability to increase or improve services for high needs students:

Expenditures are estimated actuals at this time. The difference in planned expenditures versus actual expenditures is minimal and is accounted for in expenses that will be realized at the end of the year. There was no impact to actions and services for high need students in 2025-26.

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 and Dr. Richie Romero Co-Superintendents	superintendent@californiaops.org (949) 461-1667

Plan Summary [2026-27]

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 2025 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 2025 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 2.9% 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 20.8%, an increase of 1.9 percentage points from the prior year. The indicator is now in the red performance level. Particularly high rates were observed among Socioeconomically Disadvantaged students (26.5%), African American students (21.8%), and Students with Disabilities (21.3%). This reinforces the importance of continued efforts to promote consistent attendance, especially among our most vulnerable student groups.
Our Academic Performance metrics show substantial growth, particularly in year-over-year change scores, even as overall performance remains below the state standard. In English Language Arts, students scored an average of 23.1 points below standard, but demonstrated significant growth of +70.8 points, resulting in a "Yellow" performance level. In Mathematics, students scored 57.7 points below standard, with notable growth of +83.7 points, also resulting in a "Yellow" performance level. Importantly, all student groups demonstrated improvement in both content areas, indicating that instructional shifts and supports are positively impacting student learning. While performance remains below standard, CalOPS Northern California has made meaningful progress in accelerating student growth and will continue refining instructional practices to sustain and expand these gains.
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 2025 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.

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.

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 Meetings and Surveys, Chronic Absenteeism survey, College and Carer Informational meetings, and curriculum feedback forms
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, College and Carer Informational meetings, State Testing Meetings and Surveys, and curriculum feedback forms.
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Meetings and Surveys, curriculum feedback form, Chronic Absenteeism survey, School Enhancement Target reviews, all staff in back-to-school and end-of-year meetings
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, all staff in back-to-school and end-of-year meetings
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff

Educational Partner(s)	Process for Engagement
	engagement survey, LCAP goal input surveys, State Testing Surveys, all staff in back-to-school and end-of-year 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 6) 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%.	In 2026-2026, after the first two diagnostics, the median percent progress towards Typical Growth in reading was 53%.	The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two	The current difference from baseline is -14.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					diagnostics (through month 6) in Reading will be 69.3%	
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 6) 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%.	In 2025-2026, after the first two diagnostics, the median percent progress towards Typical Growth in math is 42%.	The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math will be 60%	The current difference from baseline is -15%
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%.	In 2025-2026, the RFEP rate after Month 8 was 17.7%.	The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 10.57%	The current difference from baseline is 7.63%

Goal Analysis [2025-26]

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. 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.

Expenditures were generally consistent with budgeted amounts, with minor variances in Actions 1.1, 1.2, and 1.3 resulting in lower-than-anticipated costs. These differences were primarily attributable to enrollment fluctuations compared to initial projections. Notwithstanding these variances, the LEA maintained full implementation of planned services, ensuring that improved services for unduplicated pupils were delivered as intended and aligned to Goal 1.

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 17.7% a 0.75% increase from the prior year and a 7.63% growth from baseline. While growth in i-Ready reading and math metrics dipped slightly (-7% and -8%, 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 2026-2027, 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.	$12,392.50	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$2,783,892.86	No Yes

Action #	Title	Description	Total Funds	Contributing
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.	$3,285,650.22	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.	$286,020.50	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.	$167,909.97	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$48,081.78	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.	$28,526.41	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.	In 2025-2026, the average biweekly contact rate was 91.3%.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 -6%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate	The 2025-2026 chronic absenteeism rate	The desired outcome for 2026-2027 month	The difference from baseline is 6.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 22%	after month 7 was 9.90%	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 2024-2025 suspension rate was 0%.	The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2025-26]

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. Chronic absenteeism also declined to 9.90% after month seven, indicating a strong focus on 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.

The implementation of Goal 2 actions remained strong during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite higher-than-projected enrollment, the school maintained alignment with planned budgets while continuing to provide full access to all engagement and support services. Improved planning and internal monitoring systems supported efficient implementation of all actions without any reduction in services. The school will continue refining budget forecasting to account for enrollment variability while maintaining flexibility to meet student needs.

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, including improving absenteeism. Strengthened support systems positively impacted attendance, as evidenced by a 12.1 percentage point decrease in chronic absenteeism, from 22% to 9.90%. Contact

rates improved from the 2024-2025 school year to 91.3%, signaling steady improvement in our 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 coming year, the school will build on the significant progress made in improving attendance outcomes, while continuing to refine and strengthen targeted supports. Efforts will focus on sustaining effective engagement strategies, including homeroom contact and live instruction, while further enhancing targeted interventions for all studetn groups. Additionally, the school will continue to streamline and align resources to ensure re-engagement efforts are both efficient and responsive to all student needs.

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.	$976,163.07	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.	$2,790,899.39	No

Action #	Title	Description	Total Funds	Contributing
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.	$1,851,577.85	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$50,805.94	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.	$342,356.80	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.	$35,756.28	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	$58,881.91	Yes

Action #	Title	Description	Total Funds	Contributing
		focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.		
2.8	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.	$58,142.45	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 2025-2026, 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	In the summer of 2025, the summer school course	The desired outcome for the summer school course pass rate	The difference from baseline is 11%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			pass rates was 73%	pass rates was 94%	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 2024-2025 grad rate was 76.7%	The desired outcome for the 2025-2026 grad rate is 76.8%	The difference from baseline is 3.2%.
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%	In 2024-2025 the percentage of students completing a-g requirements was 49.9%	The desired outcome of students completing a-g requirements for the 2024-25 school year is 34.6%	The difference from baseline is 16.9%.

Goal Analysis [2025-26]

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. The majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw an increased participation and pass rate (94%) due to the systemwide process being refined, and 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.

The implementation of Goal 3 actions remained stable during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite increased enrollment, the school effectively aligned resources to meet student demand, reflecting improved planning and readiness following prior-year transitions. All actions were implemented as intended, with services maintained at full scale to support student college and career readiness. These
results demonstrate strengthened systems and the school's ability to scale programs efficiently while remaining fiscally aligned. Moving forward, the school will continue refining budget forecasting to sustain this alignment and responsiveness to enrollment trends.

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

Graduation rates maintained at 76.7% with only a very slight dip of 1%, a notable success tied to targeted interventions. While and CCI indicators remain areas for improvement, a-g completion increased a total of 21.3 points from last school year to 49.9%. Continued expansion of academic pathways, early interventions, and progress-monitoring tools will laid a strong foundation for growth as seen in our increased completion rate.

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.

Building on this year's progress, the school will continue to expand and refine key actions under Goal 3 to strengthen student readiness and postsecondary outcomes. Efforts will focus on sustaining effective practices such as early identification and targeted support through CHAMPS and Project Success, while enhancing access to credit recovery and summer school. The school will also continue to expand college and career pathways through a–g coursework, CTE, dual enrollment, and strengthened advising. These refinements support a continued commitment to ensuring all students are prepared for success beyond high school.

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.	$389,119.02	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$15,032.81	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.	$16,855.50	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$370,816.99	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.	$163,039.28	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..	$601,780.34	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$15,412.28	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	$31,053.54	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,675,216.81	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.477%	0.000%	$0.00	12.477%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and Alignment with Goals and Initiatives.	student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement. Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.

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			Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals. Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among

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			teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to	Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time,

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	inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	students have the opportunity to receive high-quality support and achieve academic success.	including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically. Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to

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			lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement. Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to

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			student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing

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	leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide	and inclusion while creating a culture of continuous improvement.	professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners. Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align

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			curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school. Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows

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			for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success. Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,

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			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement. Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts. Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning

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			objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets. Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.

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			Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support. Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are

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			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders. Internet Connectivity:

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background **Scope:** Limited to Unduplicated Student Group(s)	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.	By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students. English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL students' academic

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			performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL

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			students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances. **Scope:** Limited to Unduplicated Student Group(s)	Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions. Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families. Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes. Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care, is crucial to their wellbeing, engagement with our school and staff, and academic success. Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education. Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,

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

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

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

NA

Additional Concentration Grant Funding

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

NA

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

2026-27 Total Planned 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	$21,440,603.19	$2,675,216.81	12.477%	0.000%	12.477%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,852,932.31	$2,240,566.43	$0.00	$286,668.95	$14,380,167.69	$12,901,841.59	$1,478,326.10

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	2026-2027	$1,484.06	$10,908.44	$10,180.84			$2,211.66	$12,392.50	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide		All Schools	2026-2027	$2,699,511.16	$84,381.70	$2,283,566.21	$437,259.60		$63,067.05	$2,783,892.86	
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide		All Schools	2026-2027	$3,285,650.22	$0.00	$2,685,258.25	$524,711.51		$75,680.46	$3,285,650.22	
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide		All Schools	2026-2027	$7,088.45	$278,932.05	$260,087.46			$25,933.04	$286,020.50	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$162,559.97	$5,350.00	$167,665.26			$244.71	$167,909.97	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$48,081.78	$0.00	$48,020.60			$61.18	$48,081.78	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$15,412.28	$13,114.13	$28,526.41				$28,526.41	

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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	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2026-2027	$155,220.86	$820,942.21	$478,684.87	$491,528.04		$5,950.16	$976,163.07	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2026-2027	$2,600,057.96	$190,841.43	$2,370,407.62	$357,424.72		$63,067.05	$2,790,899.39	
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	2026-2027	$1,851,577.85	$0.00	$1,551,381.86	$262,355.76		$37,840.23	$1,851,577.85	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$50,805.94	$0.00	$50,805.94				$50,805.94	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2026-2027	$331,685.05	$10,671.75	$342,356.80				$342,356.80	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2026-2027	$35,756.28	$0.00	$35,756.28				$35,756.28	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$58,881.91	$0.00	$58,881.91				$58,881.91	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2026-2027	$19,978.54	$38,163.91	$58,142.45				$58,142.45	
3	3.1	College Preparation	All	No			All Schools	2026-2027	$386,451.93	$2,667.09	$389,119.02				$389,119.02	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$15,032.81	$15,032.81				$15,032.81	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$14,740.32	$2,115.18	$16,855.50				$16,855.50	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027	$365,611.59	$5,205.40	$370,816.99				$370,816.99	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2026-2027	$163,039.28	$0.00	$83,204.40	$79,834.88			$163,039.28	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2026-2027	$601,780.34	$0.00	$501,715.01	$87,451.92		$12,613.41	$601,780.34	
3	3.7	Dual Enrollment Options	All	No			All Schools	2026-2027	$15,412.28	$0.00	$15,412.28				$15,412.28	

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	**3.8**	Early Intervention Program Development	All	No			All Schools	2026-2027	$31,053.54	$0.00	$31,053.54				$31,053.54	

2026-27 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
$21,440,603.19	$2,675,216.81	12.477%	0.000%	12.477%	$8,025,764.91	0.000%	37.433 %	**Total:**	$8,025,764.91
								LEA-wide Total:	$7,722,670.73
								Limited Total:	$303,094.18
								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			$10,180.84	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$2,283,566.21	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$2,685,258.25	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			$260,087.46	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$167,665.26	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$48,020.60	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$28,526.41	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		$478,684.87	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,551,381.86	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,805.94	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$58,881.91	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,032.81	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,855.50	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		$370,816.99	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,659,560.86	$14,521,345.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development for Academic Achievement	No Yes	$69,742.36	12,392.49
1	**1.2**	Diagnostic Assessments and MTSS Academic Interventions	No Yes	$3,177,182.87	2,768,105.64
1	**1.3**	Teacher Collaboration for Academic Achievement	No Yes	$3,624,632.00	3,269,141.34
1	**1.4**	Synchronous and Asynchronous Instructional Tools	No Yes	$63,115.62	278,580.80
1	**1.5**	English Learner Student Achievement	Yes	$61,318.01	167,056.05
1	**1.6**	LTEL Support	Yes	$21,384.00	47,831.55
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$24,712.50	28,452.92
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$595,941.01	972,377.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Track and Record Daily Student Participation	No	$2,907,698.67	2,777,814.63
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,898,325.00	1,842,295.14
2	2.4	Caretaker Engagement Support	Yes	$187,129.19	196,313.20
2	2.5	Social Emotional / Mental Health Supports	No	$345,878.59	334,266.92
2	2.6	Increasing Diversity and Inclusion	No	$39,721.25	115,404.39
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$25,828.79	58,580.21
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$85,032.28	57,655.17
3	3.1	College Preparation	No	$379,714.71	387,221.49
3	3.2	Career Preparation (CTE)	Yes	$6,864.00	15,032.81
3	3.3	AVID Program Implementation	Yes	$3,998.31	16,495.98
3	3.4	Credit Recovery and Summer Intervention	Yes	$350,116.67	369,078.49
3	3.5	Transition Plans	No	$127,050.00	162,256.41
3	3.6	Graduation Rate Progress Monitoring	No	$618,475.00	598,759.59
3	3.7	Dual Enrollment Options	No	$14,845.03	15,338.79

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	$30,855.00	30,894.51

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,505,619.81	$8,210,491.12	$8,122,496.65	$87,994.47	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	$52,778.73	10,180.84		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$2,471,468.61	2,270,194.93		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$2,880,372.00	2,671,648.50		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$40,368.05	253,483.43		
1	1.5	English Learner Student Achievement	Yes	$32,982.01	166,816.08		
1	1.6	LTEL Support	Yes	$14,300.00	47,771.56		
1	1.7	Foster and Homeless Academic Achievement	Yes	$19,567.50	28,452.92		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$484,986.86	474,898.99		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,640,001.00	1,543,548.71		
2	2.4	Caretaker Engagement Support	Yes	$187,129.19	196,313.20		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$25,558.19	58,580.21		
3	3.2	Career Preparation (CTE)	Yes	$6,864.00	15,032.81		

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	$3,998.31	16,495.98		
3	3.4	Credit Recovery and Summer Intervention	Yes	$350,116.67	369,078.49		

2025-26 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)
$21,010,960.19	$2,505,619.81		11.925%	$8,122,496.65	0.000%	38.658%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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- 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.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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

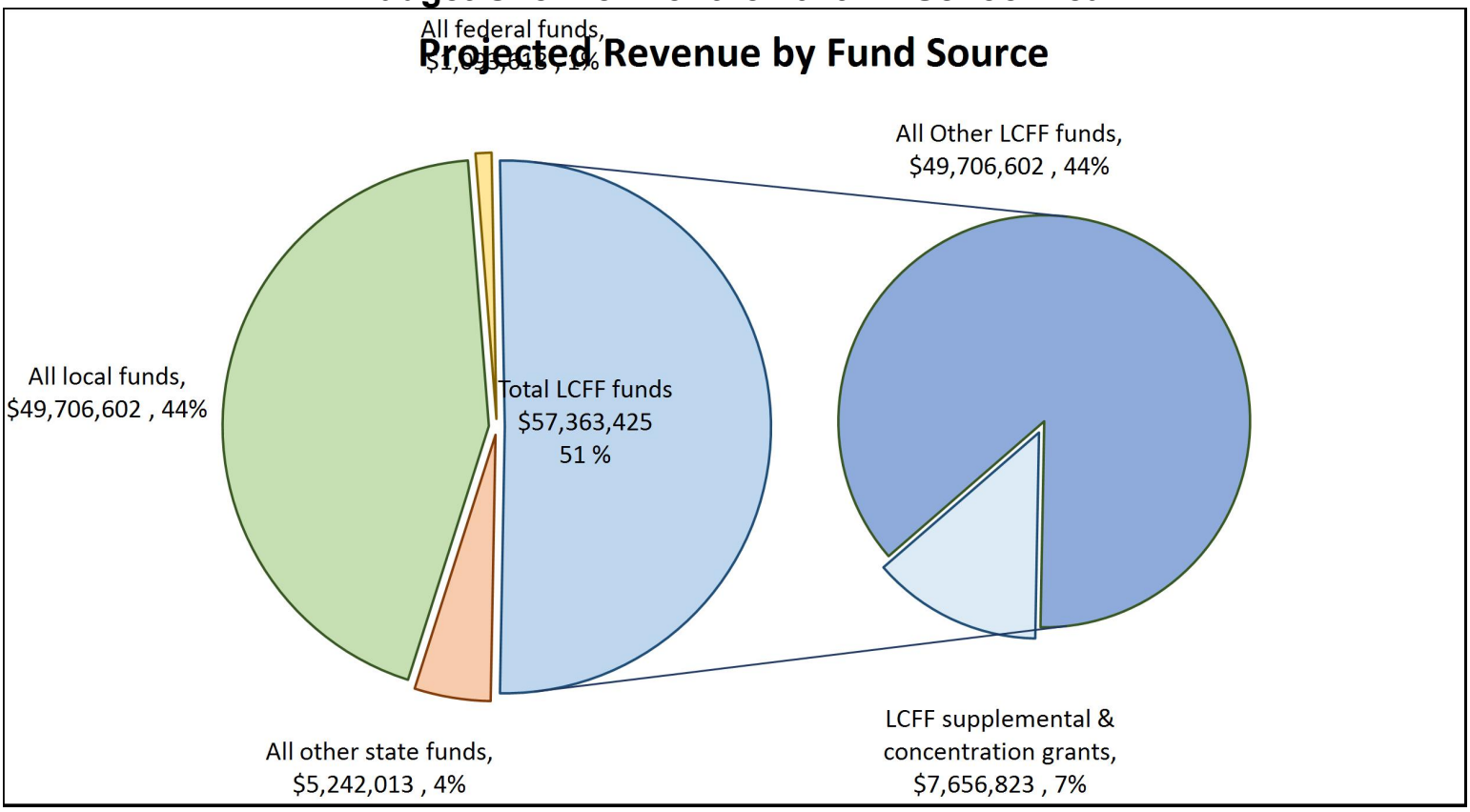
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Southern California
CDS Code: 30 66464 0106765
School Year: 2026-27
LEA contact information:
Dr. Richard Savage and Dr. Richie Romero
Co-Superintendents
rsavage@californiaops.org
800-906-5166

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 2026-27 School Year

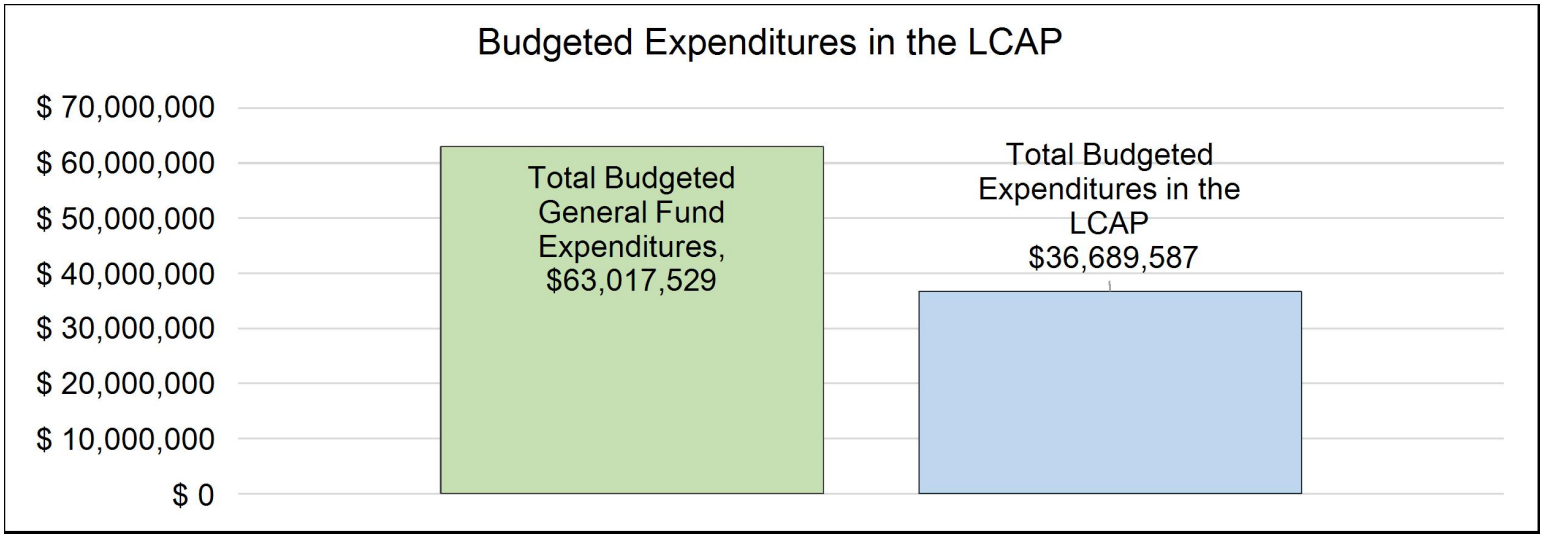


This chart shows the total general purpose revenue California Online Public Schools Southern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Southern California is $113,405,658, of which $57,363,425 is Local Control Funding Formula (LCFF), $5,242,013 is other state funds, $49,706,602 is local funds, and $1,093,618 is federal funds. Of the $57,363,425 in LCFF Funds, $7,656,823 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 2026-27. 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 $63,017,529 for the 2026-27 school year. Of that amount, $36,689,587 is tied to actions/services in the LCAP and $26,327,942 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

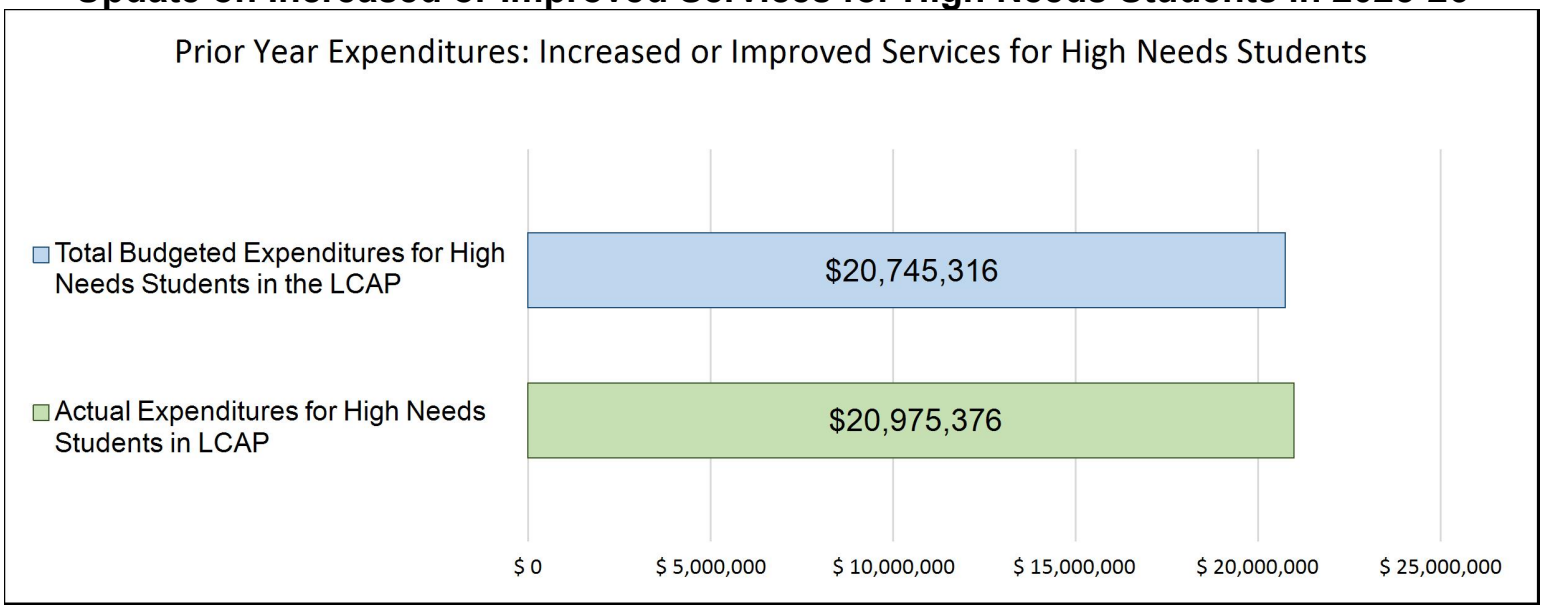
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 2026-27 School Year

In 2026-27, California Online Public Schools Southern California is projecting it will receive $7,656,823 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 $20,476,952 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 2025-26



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 2025-26, California Online Public Schools Southern California's LCAP budgeted $20,745,316 for planned actions to increase or improve services for high needs students. California Online Public Schools Southern California actually spent $20,975,376 for actions to increase or improve services for high needs students in 2025-26.

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 and Dr. Richie Romero Co-Superintendents	superintendent@californiaops.org 800-906-5166

Plan Summary [2026-27]

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 2025 Dashboard performance reflects a strong alignment with our school's LCAP goals and actions. We have engaged in a rigorous analysis of state and local data and collaborated with educational partners to maintain a steadfast focus on student achievement and continuous school improvement throughout the LCAP development process.

While it is essential 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 student groups demonstrating the greatest need as identified through disaggregated data.

Our strengths on the 2025 California School Dashboard are clearly reflected in our maintained 0% Suspension Rate across all student groups, a significant accomplishment when compared to the statewide average of approximately 2.9%. This underscores our strong commitment to creating a safe, supportive, and inclusive school environment. Additionally, our graduation rate was maintained at 80%,

representing a slight decrease of 0.5 percentage points from the prior year, and earned a “Yellow” performance level. This reflects relative stability in outcomes, while also indicating an opportunity to strengthen targeted supports to increase the number of students meeting graduation requirements.

However, the Dashboard also highlights areas that require focused attention. Chronic Absenteeism increased to 20.2%, a 1.2 percentage point increase from the prior year, placing this indicator in the “Red” performance level. The increase was most significant among African American students (29%), Homeless Youth (40.8%), English Learners (25.1%), and Hispanic students (22.5%). These trends indicate a need for enhanced engagement strategies, consistent monitoring, and expanded wraparound supports to improve attendance and strengthen student connection to school.

Our Academic Performance metrics show substantial growth, particularly in year-over-year change scores, even as overall performance remains below the state standard. In English Language Arts, students scored an average of 23.7 points below standard, but demonstrated significant growth of +66.8 points, resulting in a “Yellow” performance level. In Mathematics, students scored 59.2 points below standard, with notable growth of +81.4 points, also resulting in a “Yellow” performance level. Importantly, all student groups demonstrated improvement in both content areas, indicating that instructional shifts and supports are positively impacting student learning. While performance remains below standard, CalOPS Southern California has made meaningful progress in accelerating student growth and will continue refining instructional practices to sustain and expand these gains.

We recognize that these outcomes are influenced not only by instructional rigor but also by assessment participation rates, which present unique challenges in a fully online setting. In 2025, CalOPS transitioned from in-person testing to primarily remote administration of CAASPP, with in-person testing reserved for CAA and specific student needs. This shift was supported by the implementation of a 1:1 student device program, ensuring all students had access to school-issued Chromebooks monitored by our technical team.

This transition also enabled the administration of Interim Assessments at least twice annually, allowing students to build familiarity with the testing platform while providing staff with actionable data to inform instruction and address learning gaps before state testing.

We are also increasing our focus on early grade-level assessment participation to build long-term student confidence and engagement with state testing systems. Additionally, our academic and student support teams have expanded targeted interventions, including CHAMPS, credit recovery programs such as Project Success, and standards-aligned tutoring, to better support students identified through data analysis.

In conclusion, California Online Public Schools Southern California remains committed to continuous improvement through data-driven decision-making. This work is directly aligned to LCAP Goal 3: All students will graduate with the knowledge and skills needed for college and careers, as well as Goal 1: improving student academic achievement through standards-aligned instruction and targeted supports. California Online Public Schools Southern California remains committed to continuous improvement through data-driven decision-making. We will build on our strengths, address identified areas of need, and implement targeted strategies aligned to our LCAP goals to improve outcomes for all students. Through ongoing collaboration with staff, families, and community partners, we will continue to cultivate a culture of high expectations, engagement, and academic growth across all grade levels.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, California Online Public Schools Southern California qualifies for Differentiated Assistance under the following state priorities:
Priority 5: Pupil Engagement
Priority 8: Student Outcomes (College and Career Indicator)
This designation is based on the performance of the Students with Disabilities (SWD) and English Learner (EL) student groups, which received “Red” performance levels in two or more indicators, including Chronic Absenteeism and College/Career Readiness.

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 maintained at 80% (yellow), showing consistency year-over-year
-Suspension rate maintained at 0% (Blue) across all student groups
-Success of internal support programs, including a 96% 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:
-Chronic Absenteeism: SWD students at 25% and EL at 25.1%
-College and Career Indicator: Only 3.9% of EL students and 5.6% of SWD students met the “Prepared” level
-Focus Areas: Chronic Absenteeism & Postsecondary Preparation

In alignment with the CalOPS Theory for Improvement, CalOPS Southern California is committed to the following improvement priorities:
-Strengthen college and career readiness through individualized planning, expanded CTE and a-g pathways, and streamlined systems of reporting
-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 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

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.

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 Meetings and Surveys, Chronic Absenteeism survey, College and Carer Informational meetings, and curriculum feedback forms.
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, College and Carer Informational meetings, State Testing Meetings and Surveys, and curriculum feedback forms.
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Meetings and Surveys, curriculum feedback form, Chronic Absenteeism survey, 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 CalOPS 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 6) 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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 53%	The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading will be 70%	Current difference from baseline is -14.5%

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 6) 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%	In 2025-2026, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 42%	The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math will be 60%	Current difference from baseline is -15%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 7 was 8.96%	In 2024-2025, the RFEP rate through month 7 was 12.76%	In 2025-2026, the RFEP rate through month 7 was 11.46%	The desired outcome for 2026 - 2027 is an RFEP rate through month 7 of 9.4%	Current difference from baseline is 2.5%

Goal Analysis [2025-26]

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.

Overall, expenditures for Goal 1 remained closely aligned with the approved budget, with no significant variances between budgeted and estimated actual amounts. All actions were implemented as intended, allowing the LEA to deliver the full scope of services and supports outlined in Goal 1 and maintain consistency in both implementation and impact for students.

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 experienced a minimal dip in its RFEP target, decreasing from 12.76% to 11.46% but staying above baseline and demonstrating strong EL support. Diagnostic data revealed opportunities for growth: reading progress dropped from 60% to 53%, and math from 50% to 42%, 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 2026-2027, 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.	$31,618.23	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.	$7,102,829.42	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine the best strategies and methods and implement best practices to re-teach and accelerate all students in all subject areas, as needed.	$8,383,014.11	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.	$729,753.27	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.	$428,405.81	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$122,675.94	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	$72,782.36	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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%	In 2025-2026 through month 8, the average biweekly contact rate was 91.3%	The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -6%
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 2025-2026 chronic absenteeism rate after month 7 was 10.33%	The desired outcome for 2026-2027 month 7 chronic absenteeism rate	The difference from baseline is -5.61%

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 2025-2026 suspension rate was 0%	The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2025-26]

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. Chronic absenteeism declined to 10.33%, indicating a strong focus on 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.

The implementation of Goal 2 actions remained strong during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite higher-than-projected enrollment, the school maintained alignment with planned budgets while continuing to provide full access to all engagement and support services. Improved planning and internal monitoring systems supported efficient implementation of all actions without any reduction in services. The school will continue refining budget forecasting to account for enrollment variability while maintaining flexibility to meet student needs.

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, including improving absenteeism. Strengthened support systems positively impacted attendance, as evidenced by a 5.61 percentage point decrease in chronic absenteeism, from 21% to 10.33%. Contact rates improved from the 2024-2025 school year to 91.3%, signaling steady improvement in our 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 coming year, the school will build on the significant progress made in improving attendance outcomes, while continuing to refine and strengthen targeted supports. Efforts will focus on sustaining effective engagement strategies, including homeroom contact and live instruction, while further enhancing targeted interventions for SWD and EL students. Additionally, the school will continue to streamline and align resources to ensure re-engagement efforts are both efficient and responsive to all student needs.

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.	$2,490,584.27	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.	$7,120,705.91	No

Action #	Title	Description	Total Funds	Contributing
2.3	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty engaging fully with our program, school staff will follow a well-outlined escalation process. This process consists of tiers of interventions set up to assist students in finding ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	$4,724,119.18	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, and additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$129,626.38	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.	$873,489.79	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.	$91,228.64	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in the identification, placement, and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these	$150,231.42	Yes

Action #	Title	Description	Total Funds	Contributing
		students providing tools such as WiFi hotspots and other such engagement support.		
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.	$148,344.77	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 2025-2026, 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	In the summer of 2025, the summer	The desired outcome for the summer school	The difference from baseline is 11%

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%	school course pass rate was 94%	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 2024-2025 grad rate was 80.5%	The desired outcome for the 2025-2026 grad rate is 82.3%	The difference from baseline is -0.5%
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%.	In 2024-2025, the percentage of students completing a-g requirements was 49.9%.	The desired outcome of students completing a-g requirements for the 2025-2026 school year is 38.8%	The difference from baseline is 12.8%

Goal Analysis [2025-26]

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. The majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw an increased participation and pass rate (94%) due to the systemwide process being refined, and 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.

The implementation of Goal 3 actions remained stable during the 2025–2026 school year, with minimal differences between budgeted and estimated actual expenditures. Despite increased enrollment, the school effectively aligned resources to meet student demand, reflecting improved planning and readiness following prior-year transitions.

All actions were implemented as intended, with services maintained at full scale to support student college and career readiness. These results demonstrate strengthened systems and the school's ability to scale programs efficiently while remaining fiscally aligned. Moving forward, the school will continue refining budget forecasting to sustain this alignment and responsiveness to enrollment trends.

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

Graduation rates maintained at 80% with only a very slight dip of 0.5%, 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 as seen in our increased completion rate.

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.

Building on this year's progress, the school will continue to expand and refine key actions under Goal 3 to strengthen student readiness and postsecondary outcomes. Efforts will focus on sustaining effective practices such as early identification and targeted support through CHAMPS and Project Success, while enhancing access to credit recovery and summer school. The school will also continue to expand college and career pathways through a–g coursework, CTE, dual enrollment, and strengthened advising. These refinements support a continued commitment to ensuring all students are prepared for success beyond high school.

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.	$992,799.00	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$38,354.74	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.	$43,005.14	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$946,103.15	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.	$415,978.71	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.	$1,535,383.47	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$39,322.93	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.	$79,230.05	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$7,656,822.54	$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
15.404%	0.000%	$0.00	15.404%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and Alignment with Goals and Initiatives.	student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement. Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals. Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to	Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	students have the opportunity to receive high-quality support and achieve academic success.	including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically. Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			who move from higher to lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement. Long-Term Outcomes: Assessing the long-term impact of MTSS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			interventions on student outcomes beyond immediate academic achievement is crucial to student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:**	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide	are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff, regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement. Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts. Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets. Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization. Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support. Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing actions on an LEA-wide ensures that all students have access to the resources and opportunities needed to succeed academically, regardless of their background or circumstances. By taking a systemic approach to addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum, educational leaders can create an environment where every student has the support and tools they need to thrive.	California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders. Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking attendance and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:** LEA-wide	helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.	participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest. Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background. **Scope:** Limited to Unduplicated Student Group(s)	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup; it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.	Measure: By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students. English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes. Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate. Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:**	Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances. **Scope:** Limited to Unduplicated Student Group(s)	face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	students involves tracking various metrics to assess progress and outcomes. These metrics include: Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions. Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families. Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes. Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the

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

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

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

NA

Additional Concentration Grant Funding

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

NA

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

2026-27 Total Planned 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	$49,706,602.46	$7,656,822.54	15.404%	0.000%	15.404%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$30,241,593.67	$5,716,585.36	$0.00	$731,407.66	$36,689,586.69	$32,917,782.70	$3,771,803.99

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	2026-2027	$3,786.43	$27,831.80	$25,975.40			$5,642.83	$31,618.23	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide		All Schools	2026-2027	$6,887,537.80	$215,291.62	$5,826,295.09	$1,115,624.95		$160,909.38	$7,102,829.42	
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2026-2027	$8,383,014.11	$0.00	$6,851,172.93	$1,338,749.93		$193,091.25	$8,383,014.11	
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide		All Schools	2026-2027	$18,085.50	$711,667.77	$663,587.65			$66,165.62	$729,753.27	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$414,755.81	$13,650.00	$427,781.45			$624.36	$428,405.81	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2026-2027	$122,675.94	$0.00	$122,519.85			$156.09	$122,675.94	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$39,322.93	$33,459.43	$72,782.36				$72,782.36	

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	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2026-2027	$396,030.78	$2,094,553.49	$1,221,317.46	$1,254,085.56		$15,181.25	$2,490,584.27	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2026-2027	$6,633,792.74	$486,913.17	$6,047,862.43	$911,934.10		$160,909.38	$7,120,705.91	
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		2026-2027	$4,724,119.18	$0.00	$3,958,198.58	$669,374.97		$96,545.63	$4,724,119.18	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027	$129,626.38	$0.00	$129,626.38				$129,626.38	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2026-2027	$846,261.86	$27,227.93	$873,489.79				$873,489.79	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2026-2027	$91,228.64	$0.00	$91,228.64				$91,228.64	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$150,231.42	$0.00	$150,231.42				$150,231.42	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2026-2027	$50,973.29	$97,371.48	$148,344.77				$148,344.77	
3	3.1	College Preparation	All	No			All Schools	2026-2027	$985,994.17	$6,804.83	$992,799.00				$992,799.00	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$38,354.74	$38,354.74				$38,354.74	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$37,608.48	$5,396.66	$43,005.14				$43,005.14	
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	2026-2027	$932,822.08	$13,281.07	$946,103.15				$946,103.15	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2026-2027	$415,978.71	$0.00	$212,287.86	$203,690.85			$415,978.71	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2026-2027	$1,535,383.47	$0.00	$1,280,076.60	$223,125.00		$32,181.87	$1,535,383.47	
3	3.7	Dual Enrollment Options	All	No			All Schools	2026-2027	$39,322.93	$0.00	$39,322.93				$39,322.93	

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	**3.8**	Early Intervention Program Development	All	No			All Schools	2026-2027	$79,230.05	$0.00	$79,230.05				$79,230.05	

2026-27 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
$49,706,602.46	$7,656,822.54	15.404%	0.000%	15.404%	$20,476,951.60	0.000%	41.196 %	**Total:**	$20,476,951.60
								LEA-wide Total:	$19,703,636.52
								Limited Total:	$773,315.08
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$25,975.40	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$5,826,295.09	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$6,851,172.93	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			$663,587.65	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$427,781.45	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$122,519.85	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$72,782.36	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		$1,221,317.46	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,958,198.58	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$129,626.38	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$150,231.42	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,354.74	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,005.14	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$946,103.15	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,578,562.15	$37,250,651.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development for Academic Achievement	No Yes	$204,296.60	31,618.23
1	**1.2**	Diagnostic Assessments and MTSS Academic Interventions	No Yes	$8,125,132.21	7,144,806.78
1	**1.3**	Teacher Collaboration for Academic Achievement	No Yes	$9,226,336.00	8,440,942.74
1	**1.4**	Synchronous and Asynchronous Instructional Tools	No Yes	$243,308.42	710,771.57
1	**1.5**	English Learner Student Achievement	Yes	$156,082.20	431,363.12
1	**1.6**	LTEL Support	Yes	$54,432.00	123,545.02
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$64,624.00	73,041.87
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$1,697,563.01	2,480,924.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Track and Record Daily Student Participation	No	$7,495,108.27	7,166,821.46
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$4,832,100.00	4,756,896.34
2	2.4	Caretaker Engagement Support	Yes	$476,328.86	532,907.76
2	2.5	Social Emotional / Mental Health Supports	No	$884,372.22	852,849.25
2	2.6	Increasing Diversity and Inclusion	No	$101,394.99	89,003.55
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$56,441.61	151,317.34
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$61,066.48	147,101.52
3	3.1	College Preparation	No	$966,919.80	999,802.53
3	3.2	Career Preparation (CTE)	Yes	$17,472.00	38,354.74
3	3.3	AVID Program Implementation	Yes	$10,312.75	42,087.86
3	3.4	Credit Recovery and Summer Intervention	Yes	$891,206.06	952,484.53
3	3.5	Transition Plans	No	$323,400.00	418,526.28
3	3.6	Graduation Rate Progress Monitoring	No	$1,574,300.00	1,546,049.68
3	3.7	Dual Enrollment Options	No	$37,824.67	39,582.44

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	$78,540.00	79,852.22

2025-26 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)
$7,059,091.07	$20,745,316.30	$20,975,375.95	($230,059.65)	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	$146,745.85	25,975.40		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$6,305,810.88	5,860,528.74		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$7,331,856.00	6,899,809.09		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$157,660.80	646,738.09		
1	1.5	English Learner Student Achievement	Yes	$83,954.20	430,750.88		
1	1.6	LTEL Support	Yes	$36,400.00	123,391.96		
1	1.7	Foster and Homeless Academic Achievement	Yes	$50,169.00	73,041.87		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$1,007,099.09	1,211,658.18		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$4,174,548.00	3,986,329.51		
2	2.4	Caretaker Engagement Support	Yes	$476,328.86	532,907.76		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$55,752.81	151,317.34		
3	3.2	Career Preparation (CTE)	Yes	$17,472.00	38,354.74		

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	$10,312.75	42,087.86		
3	3.4	Credit Recovery and Summer Intervention	Yes	$891,206.06	952,484.53		

2025-26 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)
54,116,556.93	$7,059,091.07		13.044%	$20,975,375.95	0.000%	38.760%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Principals' Report (attached)

Section:	IV. Oral Reports
Item:	B. Principals' Report (attached)
Purpose:	FYI
Submitted by:	
Related Material:	CalOPS Principals' Report 05.12.26.pdf

California Online Public Schools

CalOPS Principals' Report

May 2025-26

Site Reports

Matthew Brockway, High School Principal

Site Administrator for Northern Region - Monterey Bay, North Bay, and Northern California

Salutations from high school, May begins the mad dash of senior activities. May 15th will be our Grad Nite celebration where we are anticipating 175 participants. Prom will come in early June, and then graduations rounding out the school year. CAASPP and CAST are in process, as of the writing of this well on our way to reaching 90%. AP testing has also begun at the beginning of May; a huge shout out to Leeann Hernandez and Carmen Kwan for working to plan and prep.

Heather Tamayo, Middle School Principal

Site Administrator for Southern Region - Southern California

Greetings from Middle School. We are incredibly proud of both our students and staff for their strong implementation of state testing this spring. Students have consistently reported feeling well prepared, thanks to the intentional support provided by teachers and the resources utilized to familiarize students with the structure and academic expectations of the assessments. At the time of this update, our general education participation rate has reached 95% in Mathematics and is within 1–2% of reaching 95% participation in ELA. Additionally, we are currently at 94% participation for the Grade 8 Science assessment. With multiple makeup testing opportunities scheduled over the next two weeks, we are confident that participation rates will exceed the 95% threshold across assessments.

On April 17, Middle School hosted an AVID college field trip to California State University, Fresno, where nine students and their families joined us for the experience. Later this month, we look forward to hosting more than 60 families for our upcoming college field trip to University of California, Davis. We are looking to increase our in-person opportunities at the Middle School level, widely viewed as a much needed element of the virtual school experience.

Marcus White, Elementary Principal

Site Administrator for Central Region - Central Valley and Central Coast

Greetings From Elementary,

Our team did an excellent job with state testing. All of our scheduled test dates have been administered. The completion percentages are encouraging. However, the work is not over yet. Teachers are now working hard to test students who were not able to complete the test during our scheduled dates. There is a realization that the end of the school year is quickly approaching. Teachers are working diligently to connect with students and help with lesson completion in any way they can. We are so proud of our team and the effort everyone puts forth to support our students.

Enrollment Update

Month for Report: March

	Elementary School	Middle School	High School	Total
Enrolled	2487	2135	4226	8848
26-27 ITR Verified	816	581	1617	3014
26-27 New Student Verified	301	180	303	784
26-27 ITR Pipeline	50	31	144	225
26-27 New Student Pipeline	190	129	246	565
Updated: May 4, 2026				

Marketing Update

- **Social Media Reach (Last 30 Days):**

	Facebook	Instagram	Google	TikTok	X	Spotify
Total Impressions	979k	299k	1.35m	870k	759k	293k

- **Digital Reach (Last 30 Days):**

- Total number of website users: 56.4k
- Total Number of Applications Submitted from users who found us through Google Ads (duplicates possible for applications that were resubmitted after corrections): 208
- Total Number of Applications Submitted from users who found us through Facebook/Instagram Ads (duplicates possible for applications that were resubmitted after corrections): 216

Engagement Activities

Recent Engagement Activities

Northern Region - *Monterey Bay, North Bay and NorCal*

- **McHenry Mansion Field Trip - Friday, April 17, 2026**
  CalOPS students and families learned about the history of Modesto, the museum, McHenry mansion and the McHenry family. Families stepped in to the past and witnessed history in different settings, such as how life was like as a cook in a kitchen, what kids wore to school, a servant in their rooms, where government officials would visit, how they would light up a room and why the chairs were so low to the ground and made with different arm rests. Our students saw one of the first recliners and scooters!
  The docents with the City of Modesto were outstanding! We thank Mrs. Green, Ms Hodges and Ms. Bullington for leading the field trip and for giving our 21st century families the opportunity to step back into the 19th in a memorable and engaging manner. We appreciate the fabulous support and enthusiasm of our families who attended
  24 students, 4 siblings, 18 adults and 3 employees attended

Central Region - *Central Valley and Central Coast*

- **Fresno College Tour - Friday, April 17, 2026**
  This Fresno College Tour will be targeting 6th to 8th grade students with high school students welcome to join.
  20 total attendees

Southern Region - *SoCal*

- **"Beyond Feathers" field trip - Tuesday, April 14, 2026**
  CalOPS families and staff enjoyed a beautiful morning in San Diego during a field trip to the San Diego River Park Foundation on April 14, 2026. This "Beyond Feathers" field trip offered families the ability to learn about the diverse life forms in and around this riparian ecosystem with a focus on birds.The trip consisted of a nature walk where we learned about a variety of plants and observed a variety of birds, a discussion about the evolution timeline and hands on exercises for

older students to identify bird bones, and where all students learned many additional aspects of birds including feathers, sight, sound, and more.
Sixteen students took part in three rotations based on their grade band along with two siblings, 11 parents and six teacher/staff chaperones

Virtual Community Building- *All Six School Locations*

- **RISE Launch Drop-In Sessions for Current Caretakers-Six Sessions Hosted**
  - Monday, April 13 4:30 PM
  - Wednesday, April 15 Noon
  - Friday, April 17 4:30 PM
  - Tuesday. April 21 Noon
  - Thursday, April 23 at 9:00 AM

- **Chat with a Principal-Wednesday**, April 15, 2026 at 11:30 AM
  Our principals hosted a well received session designed for parents to feel welcome to interact with principals in a casual group setting

- **Onboarding Webinars for 2026/2027 for Newly Enrolled Families**
  - How Does Our School Work? April 23, 2026 11:00 AM and 5:00 PM
  - 120 attendees total attended

Upcoming Engagement Activities

Northern Region - *Monterey Bay, North Bay and NorCal*

- **Northern Region End-of-Year Festival - Thursday, May 28th, 2026**
  Alameda County Fairgrounds: 4501 Pleasanton Ave., Pleasanton, CA 94566
  Target Grades: All grades are welcome (TK-12)

Central Region - *Central Valley and Central Coast*

- **Central Region End-of-Year Festival - Friday, May 29th, 2026**
  Dinosaur Caves Park: 2701 Price St, Pismo Beach, CA 93449
  Target Grades: All grades are welcome (TK-12)

Southern Region - *SoCal*

- **Southern Region End-of-Year Festival - Wednesday, May 27th, 2026**
  OC Fairgrounds: 88 Fair Dr., Costa Mesa, CA 92626
  Target Grades: All grades are welcome (TK-12)

Virtual Community Building- *All Six School Locations*

- **Onboarding Webinars for 2026/2027 for Newly Enrolled Families**
  - The Parent/Caretaker Role — May 4, 2026 — 5:00 PM
  - The Parent/Caretaker Role — May 7, 2026 — 9:30 AM
  - Socialization — May 20, 2026 — 11:00 AM and 4:00 PM
  - Special Populations Support — June 4, 2026 — 10:00 am and 5:00 PM
  - Social/Emotional Health — June 10, 2026 — 8:00 AM and 3:00 PM

Coversheet

CalOPS Financial Services Updates

Section: IV. Oral Reports
Item: D. CalOPS Financial Services Updates
Purpose: FYI
Submitted by:
Related Material: CalOps_FY26_03_Monthly Financial Update - Redacted.pdf

CHARTER IMPACT

California Online Public Schools

March Financial Update – FY25/26

Summary

		TOTAL		
	Enrollment	**7,968**	**7,968**	**0**
	ADA	**8,268**	**8,282**	**-15**
		Mar Forecast	**Feb Forecast**	**$ Variance**
Revenue	State Aid-Rev Limit	$ 112,472,875	$ 112,675,447	($202,572)
	Federal Revenue	3,049,974	2,930,485	$119,489
	Other State Revenue	20,327,201	14,662,023	$5,665,179
	Other Local Revenue	6,761,482	167,918	$6,593,564
	Total Revenue	**$ 142,611,532**	**$ 130,435,873**	**$12,175,660**
Expenses	Certificated Salaries	$ 51,612,909	$ 51,953,384	($340,475)
	Classified Salaries	2,714,863	2,732,731	($17,868)
	Benefits	20,615,345	20,677,909	($62,564)
	Books and Supplies	12,427,179	10,120,445	$2,306,734
	Subagreement Services	13,251,926	13,574,210	($322,284)
	Operations	2,116,049	2,140,805	($24,756)
	Facilities	1,581,412	1,623,132	($41,720)
	Professional Services	13,166,007	11,795,575	$1,370,432
	Depreciation	50,388	55,103	($4,715)
	Interest	0	0	$0
	Total Expenses	**$ 117,536,078**	**$ 114,673,293**	**$2,862,785**
Full Year	**Total Surplus(Deficit)**	**$ 25,075,454**	**$ 15,762,580**	**$9,312,875**
	As a % of Annual Expenses	21.3%	13.7%	
	Beginning Fund Balance (as of 7/1)	$ 27,648,218	27,648,218	$0
	Ending Fund Balance (as of 6/30)	**$ 52,723,672**	**$ 43,410,798**	**$9,312,875**
	As a % of Annual Expenses	45%	38%	
	YE Cash	**$ 43,672,582**	**$ 38,814,404**	**$4,858,178**

Highlights

- **Attendance: -15** to prior projection, based on P2 actuals
- **Revenue: +$12.2M (+9.3%)**, driven by ERC and one-time funds
- **Expenses: +$2.9M** (**+2.5%**), driven by technology purchases and professional services
- **Surplus: $25.1M** (**21%** of expenses)
- **Ending Fund balance: $53M**
- **Cash: $43.7M** (as of 3/31)

Attendance Data and Metrics

- Count-Day Enrollment: **7,979**
- Projected P2 ADA: **8,268**, **-15** to prior projection

TOTAL

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	7,968	8,500
ADA	8,268	8,330
Attendance Rate	103.8%	98.0%
Unduplicated %	58.3%	56.4%
Revenue per ADA	$17,249	$15,422
Expenses per ADA	$14,216	$14,185

SoCal

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	4,391	4,841
ADA	4,511	4,744
Attendance Rate	102.7%	98.0%
Unduplicated %	57.7%	56.2%
Revenue per ADA	$18,392	$15,412
Expenses per ADA	$14,750	$14,150

Central Valley

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	964	932
ADA	1,049	913
Attendance Rate	108.8%	98.0%
Unduplicated %	71.4%	69.7%
Revenue per ADA	$17,110	$16,614
Expenses per ADA	$13,243	$14,280

NorCal

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	1,702	1,865
ADA	1,769	1,828
Attendance Rate	103.9%	98.0%
Unduplicated %	56.1%	54.4%
Revenue per ADA	$15,493	$15,089
Expenses per ADA	$13,812	$14,171

North Bay

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	200	177
ADA	201	173
Attendance Rate	100.3%	98.0%
Unduplicated %	60.7%	57.9%
Revenue per ADA	$16,858	$15,787
Expenses per ADA	$13,430	$14,299

Monterey Bay

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	535	549
ADA	555	538
Attendance Rate	103.7%	98.0%
Unduplicated %	45.6%	44.0%
Revenue per ADA	$14,618	$14,565
Expenses per ADA	$13,798	$14,303

Central Coast

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	176	136
ADA	184	134
Attendance Rate	104.6%	98.0%
Unduplicated %	57.1%	50.5%
Revenue per ADA	$15,259	$15,150
Expenses per ADA	$12,683	$14,369

Revenue

- FY26 revenue forecasted at **$143M**; **+$12M** to prior projection, due to:
  - SoCal Closure: One-Time Funds shifted from out years into FY26 (**+$5.8M**)
  - ERC Tax Credit: **+$6.6M**

TOTAL

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 63,648,612	$ 62,368,173	$ 1,280,439	$ 112,472,875	$ 110,516,870	$ 1,956,005
Federal Revenue	1,560,366	1,827,294	(266,928)	3,049,974	2,921,310	128,664
Other State Revenue	7,716,359	8,042,547	(326,188)	20,327,201	14,859,089	5,468,112
Other Local Revenue	125,203	135,600	(10,398)	6,761,482	172,394	6,589,089
Total Revenue	**$ 73,050,539**	**$ 72,373,614**	**$ 676,926**	**$ 142,611,532**	**$ 128,469,662**	**$ 14,141,870**

Revenue

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 39,679,275	$ 36,261,208	$ 3,418,067	$ 61,175,648	$ 62,495,897	$ (1,320,249)
Federal Revenue	977,131	1,137,044	(159,913)	1,779,060	1,769,934	9,125
Other State Revenue	4,608,977	4,762,996	(154,019)	13,340,295	8,769,472	4,570,824
Other Local Revenue	60,653	65,068	(4,415)	6,666,060	81,790	6,584,270
Total Revenue	**$45,326,036**	**$42,226,316**	**$ 3,099,720**	**$ 82,961,064**	**$ 73,117,094**	**$ 9,843,970**

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 7,326,248	$ 7,053,810	$ 272,438	$ 15,444,180	$ 13,225,464	$ 2,218,716
Federal Revenue	230,966	264,511	(33,545)	389,122	385,977	3,145
Other State Revenue	784,483	833,392	(48,909)	2,100,166	1,558,426	541,739
Other Local Revenue	11,678	4,464	7,214	15,164	5,135	10,029
Total Revenue	**$ 8,353,375**	**$ 8,156,177**	**$ 197,198**	**$ 17,948,631**	**$ 15,175,002**	**$ 2,773,629**

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 10,717,672	$ 12,833,101	$ (2,115,429)	$ 23,516,580	$ 23,771,805	$ (255,225)
Federal Revenue	313,464	382,890	(69,426)	606,868	613,654	(6,786)
Other State Revenue	1,529,402	1,688,993	(159,591)	3,239,782	3,141,013	98,769
Other Local Revenue	23,383	40,256	(16,873)	40,144	51,919	(11,775)
Total Revenue	**$12,583,921**	**$14,945,240**	**$(2,361,319)**	**$ 27,403,373**	**$ 27,578,390**	**$ (175,017)**

Revenue

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 1,367,034	$ 1,271,379	$ 95,655	$ 2,813,421	$ 2,295,817	$ 517,604
Federal Revenue	38,805	42,849	(4,044)	77,569	74,796	2,773
Other State Revenue	160,130	193,583	(33,453)	485,582	366,023	119,559
Other Local Revenue	2,645	1,423	1,222	3,526	1,732	1,794
Total Revenue	**$ 1,568,613**	**$ 1,509,233**	**$ 59,380**	**$ 3,380,098**	**$ 2,738,368**	**$ 641,730**

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 3,082,310	$ 3,952,929	$ (870,619)	$ 7,089,420	$ 6,973,382	$ 116,038
Federal Revenue	-	-	-	155,196	61,653	93,543
Other State Revenue	487,442	434,500	52,942	848,113	785,569	62,544
Other Local Revenue	10,692	12,133	(1,441)	15,917	15,614	303
Total Revenue	**$ 3,580,444**	**$ 4,399,563**	**$ (819,119)**	**$ 8,108,645**	**$ 7,836,218**	**$ 272,427**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 1,476,073	$ 995,745	$ 480,328	$ 2,433,626	$ 1,754,505	$ 679,121
Federal Revenue	-	-	-	42,160	15,296	26,864
Other State Revenue	145,925	129,082	16,843	313,264	238,586	74,678
Other Local Revenue	16,152	12,256	3,896	20,671	16,203	4,468
Total Revenue	**$ 1,638,150**	**$ 1,137,084**	**$ 501,066**	**$ 2,809,721**	**$ 2,024,590**	**$ 785,131**

Expenses

- FY26 expenses projected at **$118M**; **+$2.9M** to prior projection:
  - Technology Purchases: +**$2.3M**
  - Professional Services: **+$1.4M** (Legal: +$600K and ERC Consulting: +$530K)

TOTAL

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 39,108,791	$ 38,237,599	$ (871,192)	$ 51,612,909	$ 50,983,466	$ (629,443)
Classified Salaries	1,963,015	2,227,033	264,018	2,714,863	2,969,377	254,514
Benefits	14,788,134	14,045,838	(742,296)	20,615,345	18,664,971	(1,950,374)
Books and Supplies	9,923,177	9,908,090	(15,088)	12,427,179	15,263,394	2,836,215
Subagreement Services	5,943,692	8,997,252	3,053,560	13,251,926	12,071,316	(1,180,610)
Operations	1,444,605	2,737,140	1,292,535	2,116,049	3,649,520	1,533,472
Facilities	1,260,075	1,364,767	104,692	1,581,412	1,819,689	238,277
Professional Services	7,011,656	9,032,225	2,020,569	13,166,007	12,701,382	(464,626)
Depreciation	34,320	33,425	(895)	50,388	44,566	(5,822)
Total Expenses	**$81,477,465**	**$86,583,368**	**$ 5,105,903**	**$ 117,536,078**	**$ 118,167,680**	**$ 631,602**

Expenses

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 22,069,767	$ 21,775,522	$ (294,245)	$ 28,892,367	$ 29,034,030	$ 141,663
Classified Salaries	1,108,351	1,268,249	159,898	1,518,581	1,690,999	172,418
Benefits	8,179,250	7,860,563	(318,687)	11,691,061	10,466,667	(1,224,394)
Books and Supplies	5,678,970	5,631,199	(47,771)	7,481,310	8,692,187	1,210,877
Subagreement Services	3,427,454	5,200,124	1,772,670	7,213,915	6,874,365	(339,550)
Operations	828,174	1,558,745	730,571	1,194,533	2,078,326	883,794
Facilities	724,969	777,206	52,237	893,397	1,036,275	142,878
Professional Services	3,980,253	5,088,326	1,108,073	7,636,205	7,229,684	(406,521)
Depreciation	1,626	19,035	17,409	9,799	25,380	15,581
Total Expenses	**$45,998,814**	**$49,178,969**	**$ 3,180,155**	**$ 66,531,167**	**$ 67,127,913**	**$ 596,746**

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 4,415,078	$ 4,193,714	$ (221,364)	$ 6,001,369	$ 5,591,618	$ (409,751)
Classified Salaries	221,108	244,250	23,142	316,489	325,667	9,178
Benefits	1,712,555	1,586,225	(126,330)	2,381,596	2,100,902	(280,695)
Books and Supplies	1,086,706	1,074,288	(12,418)	1,475,926	1,674,015	198,089
Subagreement Services	664,741	967,318	302,577	1,794,413	1,323,923	(470,489)
Operations	155,500	300,196	144,696	240,680	400,262	159,581
Facilities	132,171	149,681	17,510	178,011	199,575	21,563
Professional Services	710,447	996,789	286,342	1,501,514	1,422,334	(79,181)
Total Expenses	**$ 9,098,306**	**$ 9,516,128**	**$ 417,822**	**$ 13,891,899**	**$ 13,043,182**	**$ (848,716)**

Expenses

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 8,521,659	$ 8,387,427	$ (134,232)	$ 11,196,393	$ 11,183,237	$ (13,156)
Classified Salaries	428,155	488,500	60,345	588,982	651,334	62,352
Benefits	3,305,915	3,082,843	(223,072)	4,350,891	4,096,383	(254,507)
Books and Supplies	2,152,172	2,205,184	53,012	2,124,130	3,348,029	1,223,900
Subagreement Services	1,135,105	1,934,637	799,532	2,668,769	2,647,846	(20,923)
Operations	321,742	600,392	278,650	465,369	800,523	335,154
Facilities	281,321	299,362	18,041	348,556	399,149	50,594
Professional Services	1,593,728	2,049,320	455,592	2,651,674	2,764,427	112,753
Depreciation	32,694	7,332	(25,362)	35,898	9,776	(26,122)
Total Expenses	**$ 17,772,491**	**$ 19,054,997**	**$ 1,282,506**	**$ 24,430,661**	**$ 25,900,704**	**$ 1,470,043**

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 859,369	$ 794,838	$ (64,531)	$ 1,162,582	$ 1,059,784	$ (102,798)
Classified Salaries	42,952	46,293	3,341	61,183	61,724	541
Benefits	333,734	311,715	(22,018)	463,195	411,217	(51,978)
Books and Supplies	208,108	204,373	(3,735)	281,777	317,277	35,501
Subagreement Services	149,103	183,337	34,234	347,954	250,924	(97,029)
Operations	30,832	56,896	26,064	47,114	75,862	28,748
Facilities	25,124	28,369	3,245	33,811	37,826	4,014
Professional Services	134,123	184,714	50,591	293,878	264,719	(29,159)
Total Expenses	**$ 1,783,345**	**$ 1,811,231**	**$ 27,886**	**$ 2,692,947**	**$ 2,480,260**	**$ (212,688)**

Expenses

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 2,559,931	$ 2,472,657	$ (87,274)	$ 3,398,753	$ 3,296,876	$ (101,877)
Classified Salaries	128,457	144,012	15,555	178,894	192,017	13,123
Benefits	992,400	963,834	(28,566)	1,336,879	1,272,336	(64,543)
Books and Supplies	635,971	635,653	(318)	832,579	987,016	154,438
Subagreement Services	443,844	570,341	126,497	880,883	780,599	(100,284)
Operations	83,592	176,999	93,407	128,635	235,998	107,364
Facilities	76,545	88,253	11,708	98,717	117,671	18,954
Professional Services	451,170	565,806	114,636	797,614	810,008	12,395
Total Expenses	**$ 5,371,910**	**$ 5,619,718**	**$ 247,808**	**$ 7,653,957**	**$ 7,695,404**	**$ 41,447**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 682,987	$ 613,440	$ (69,547)	$ 961,445	$ 817,921	$ (143,525)
Classified Salaries	33,992	35,728	1,736	50,735	47,637	(3,098)
Benefits	264,280	240,657	(23,623)	391,723	317,465	(74,258)
Books and Supplies	161,250	157,393	(3,857)	231,458	244,868	13,411
Subagreement Services	123,445	141,496	18,051	345,992	193,658	(152,334)
Operations	24,765	43,912	19,147	39,718	58,549	18,831
Facilities	19,945	21,895	1,950	28,919	29,193	274
Professional Services	141,935	147,269	5,334	285,123	210,211	(74,912)
Total Expenses	**$ 1,452,599**	**$ 1,402,325**	**$ (50,274)**	**$ 2,335,447**	**$ 1,920,217**	**$ (415,230)**

Fund Balance

TOTAL

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (8,426,925)**	**$ (14,209,754)**	**$ 5,782,828**	**$ 25,075,454**	**$ 10,301,982**	**$14,773,472**
Beginning Fund Balance	27,648,218	27,648,218		27,648,218	27,648,218	
Ending Fund Balance	**$ 19,221,290**	**$ 13,438,464**		**$ 52,723,672**	**$ 37,950,200**	
	16.4%	*11.4%*		*44.9%*	*32.1%*	

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (672,778)**	**$ (6,952,653)**	**$ 6,279,875**	**$ 16,429,897**	**$ 5,989,181**	**$10,440,716**
Beginning Fund Balance	17,124,931	17,124,931		17,124,931	17,124,931	
Ending Fund Balance	**$ 16,452,151**	**$ 10,172,278**		**$ 33,554,828**	**$ 23,114,112**	
As a % of Annual Expenses	*24.7%*	*15.2%*		*50.4%*	*34.4%*	

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (744,931)**	**$ (1,359,951)**	**$ 615,020**	**$ 4,056,732**	**$ 2,131,820**	**$ 1,924,912**
Beginning Fund Balance	4,926,758	4,926,758		4,926,758	4,926,758	
Ending Fund Balance	**$ 4,181,827**	**$ 3,566,807**		**$ 8,983,490**	**$ 7,058,578**	
As a % of Annual Expenses	*30.1%*	*27.3%*		*64.7%*	*54.1%*	

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (5,188,570)**	**$ (4,109,757)**	**$(1,078,813)**	**$ 2,972,713**	**$ 1,677,686**	**$ 1,295,027**
Beginning Fund Balance	3,902,302	3,902,302		3,902,302	3,902,302	
Ending Fund Balance	**$ (1,286,267)**	**$ (207,455)**		**$ 6,875,014**	**$ 5,579,988**	
As a % of Annual Expenses	*-5.3%*	*-0.8%*		*28.1%*	*21.5%*	

Fund Balance

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (214,731)	$ (301,998)	$ 87,266	$ 687,151	$ 258,109	$ 429,042
Beginning Fund Balance	1,069,528	1,069,528		1,069,528	1,069,528	
Ending Fund Balance	$ 854,795	$ 767,530		$ 1,756,679	$ 1,327,636	
As a % of Annual Expenses	*31.7%*	*30.9%*		*65.2%*	*53.5%*	

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (1,791,466)	$ (1,220,155)	$ (571,311)	$ 454,688	$ 140,814	$ 313,874
Beginning Fund Balance	357,992	357,992		357,992	357,992	
Ending Fund Balance	$ (1,433,475)	$ (862,163)		$ 812,680	$ 498,806	
As a % of Annual Expenses	*-18.7%*	*-11.2%*		*10.6%*	*6.5%*	

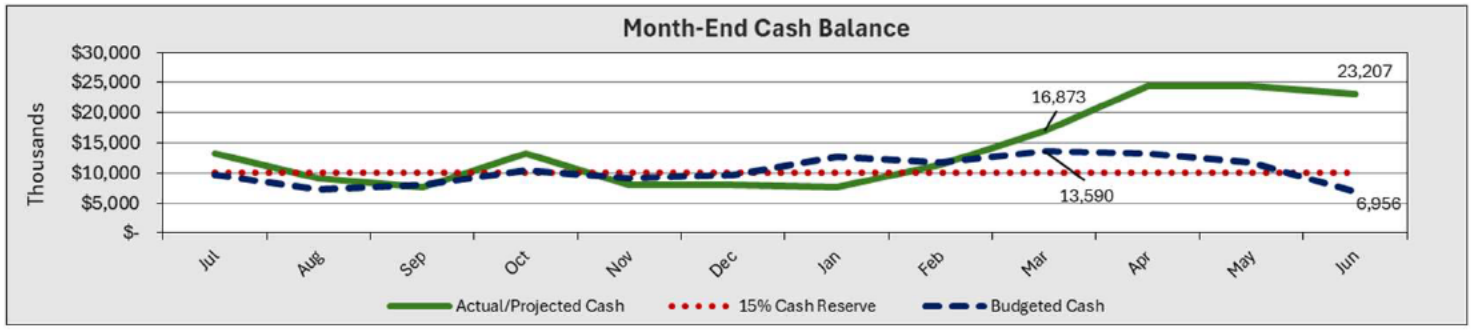
Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 185,551	$ (265,241)	$ 450,792	$ 474,274	$ 104,373	$ 369,902
Beginning Fund Balance	266,707	266,707		266,707	266,707	
Ending Fund Balance	$ 452,259	$ 1,466		$ 740,981	$ 371,080	
As a % of Annual Expenses	*19.4%*	*0.1%*		*31.7%*	*19.3%*	

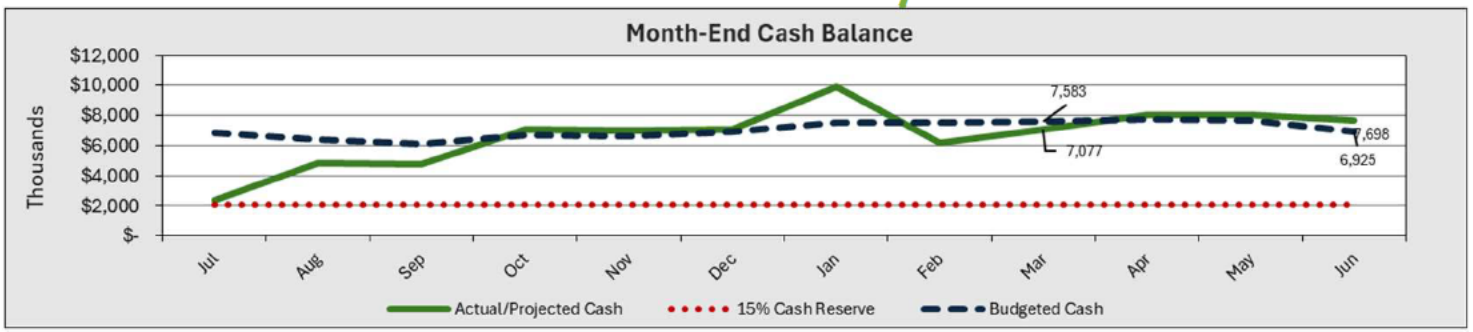
Cash Balance

- Cash as of 3/31 totaled **$34.7M**; **$43.7M** currently projected for year-end

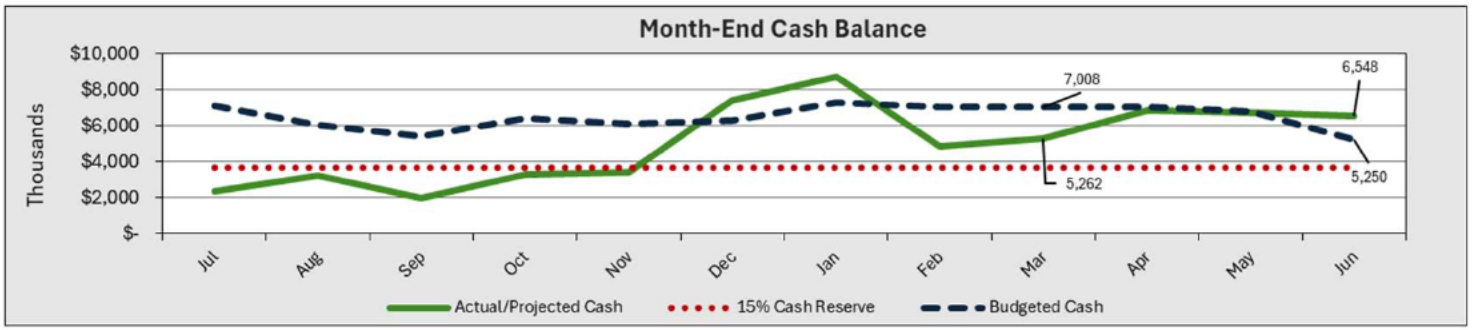
SoCal



Central Valley



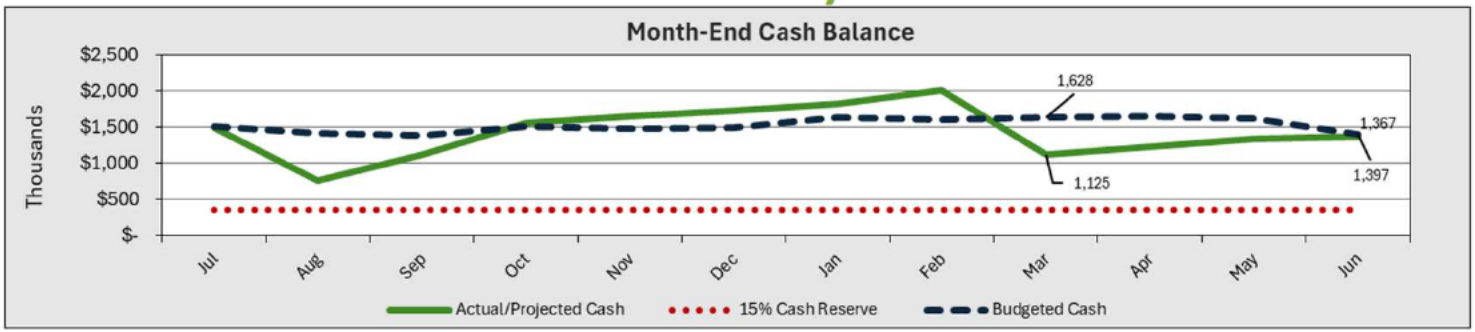
NorCal



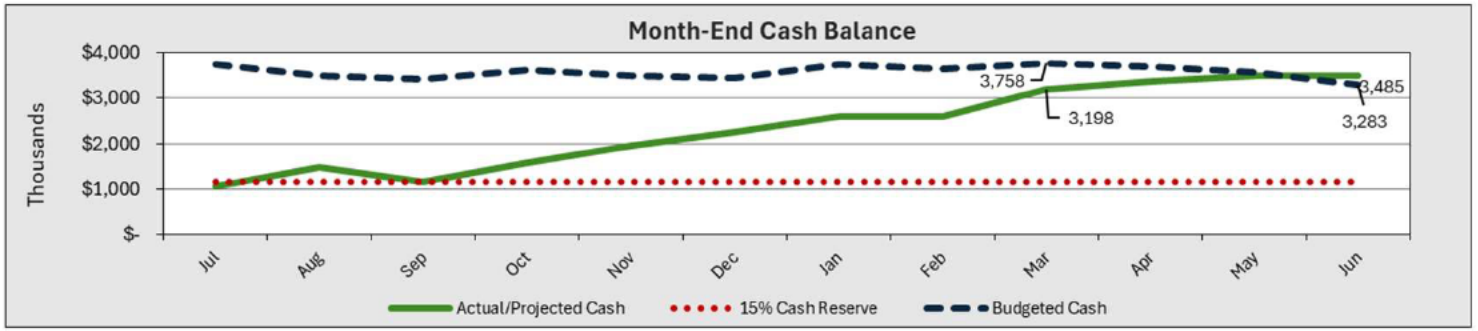
Cash Balance

- Cash as of 3/31 totaled **$34.7M**; **$43.7M** currently projected for year-end

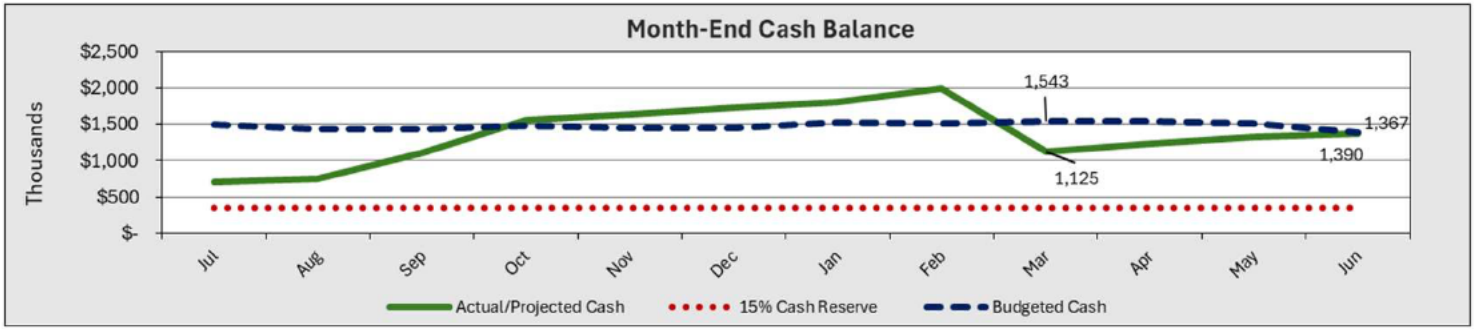
North Bay



Monterey Bay



Central Coast



Appendix

- Monthly Cash Flow / Forecast 25/26
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging
- Monthly Check Register

FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/2026

ADA = 4510.68

CHARTER IMPACT

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	4744.18
State Aid - Revenue Limit																	
8011	LCFF State Aid	597,651	597,651	1,075,772	1,075,772	1,075,772	1,075,772	1,075,772	549,636	549,636	618,427	618,427	618,427	1,061,531	10,590,247	13,995,575	(3,405,328)
8012	Education Protection Account	-	-	200,917	-	-	200,917	-	-	244,018	-	-	-	256,285	902,137	948,836	(46,699)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	130,301	130,301	130,301	130,301	130,301	-	651,505	-	651,505
8096	In Lieu of Property Taxes	-	2,402,453	-	8,008,178	-	6,406,542	3,203,271	-	11,078,943	4,471,716	4,471,716	4,471,716	4,517,225	49,031,759	47,551,486	1,480,273
		597,651	3,000,104	1,276,689	9,083,950	1,075,772	7,683,231	4,279,043	679,937	12,002,898	5,220,444	5,220,444	5,220,444	5,835,041	61,175,648	62,495,897	(1,320,249)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	624,354	624,354	562,342	62,013
8290	Title I, Part A - Basic Low Income	-	-	234,040	-	-	724,917	-	-	271	-	-	-	7,822	967,050	980,382	(13,332)
8291	Title II, Part A - Teacher Quality	-	-	-	29,793	(29,793)	-	-	-	-	-	-	-	120,579	120,579	156,662	(36,083)
8294	Title IV	-	-	-	-	17,903	-	-	-	-	-	-	-	49,174	67,077	70,549	(3,472)
		-	-	234,040	29,793	(11,890)	724,917	-	-	271	-	-	-	801,929	1,779,060	1,769,934	9,125
Other State Revenue																	
8311	State Special Education	216,936	224,527	404,148	404,148	404,148	-	808,296	404,149	404,149	322,923	322,923	322,923	241,698	4,480,968	4,480,968	-
8550	Mandated Cost	-	-	-	-	157,772	-	-	-	-	-	-	-	-	157,772	152,422	5,350
8560	State Lottery	-	-	-	-	-	341,977	-	-	355,964	267,417	-	-	266,058	1,231,417	1,295,161	(63,745)
8598	Prior Year Revenue	-	4,722	192,237	-	12,160	(136,249)	(54,821)	-	-	-	-	-	-	18,049	-	18,049
8599	Other State Revenue	17,052	17,052	30,693	125,064	56,914	56,909	57,472	68,018	35,540	33,542	33,542	6,920,292	-	7,452,089	2,840,920	4,611,169
		233,988	246,301	627,078	529,212	630,994	262,637	810,947	472,167	795,653	623,882	356,465	7,243,215	507,756	13,340,295	8,769,472	4,570,824
Other Local Revenue																	
8660	Interest Revenue	-	3,846	4,838	4,282	8,175	8,721	6,878	6,599	5,608	5,574	5,574	5,574	-	65,670	66,890	(1,221)
8690	Other Local Revenue	-	-	-	-	-	11,706	-	-	-	6,588,685	-	-	-	6,600,391	14,900	6,585,490
		-	3,846	4,838	4,282	8,175	20,427	6,878	6,599	5,608	6,594,259	5,574	5,574	-	6,666,060	81,790	6,584,270
Total Revenue		831,639	3,250,251	2,142,645	9,647,237	1,703,051	8,691,212	5,096,868	1,158,703	12,804,430	12,438,585	5,582,483	12,469,233	7,144,726	82,961,064	73,117,094	9,843,970
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	1,949,648	1,967,661	1,909,041	1,881,238	1,898,257	1,913,413	1,854,979	1,797,994	1,813,218	1,808,123	1,808,123	1,808,123	-	22,409,817	22,720,487	310,670
1175	Teachers' Extra Duty/Stipends	30,085	30,548	30,871	32,172	64,855	72,478	75,888	79,951	765,290	81,854	81,854	81,854	-	1,427,700	1,059,151	(368,549)
1200	Pupil Support Salaries	248,122	239,456	242,064	241,061	224,839	241,046	233,564	215,454	224,270	224,467	224,467	224,467	-	2,783,278	2,973,873	190,595
1300	Administrators' Salaries	206,654	206,655	206,588	196,289	192,179	195,206	200,638	197,625	190,470	159,756	159,756	159,756	-	2,271,572	2,280,518	8,946
		2,434,509	2,444,320	2,388,564	2,350,760	2,380,130	2,422,143	2,365,069	2,291,024	2,993,248	2,274,200	2,274,200	2,274,200	-	28,892,367	29,034,030	141,663
Classified Salaries																	
2200	Support Salaries	6,987	6,987	6,987	6,987	6,988	6,987	6,988	6,741	6,742	10,174	10,174	10,174	-	92,917	127,427	34,510
2300	Classified Administrators' Salaries	41,923	48,366	48,366	48,366	48,365	51,211	48,365	46,666	46,666	68,225	68,225	68,225	-	632,970	923,871	290,901
2400	Clerical and Office Staff Salaries	72,254	73,150	72,897	71,396	61,986	70,015	65,591	62,961	67,413	58,344	58,344	58,344	-	792,695	639,701	(152,994)
		121,164	128,503	128,250	126,749	117,339	128,213	120,944	116,368	120,821	136,743	136,743	136,743	-	1,518,581	1,690,999	172,418
Benefits																	
3101	STRS	423,659	425,326	413,743	407,499	327,229	259,673	411,167	399,976	517,878	420,793	420,793	420,793	890,596	5,739,124	5,545,500	(193,625)
3301	OASDI	17,249	16,756	16,976	17,015	15,147	17,232	16,902	16,057	20,822	9,161	9,161	9,161	-	181,639	104,842	(76,797)
3311	Medicare	35,680	35,892	35,041	34,507	34,595	35,656	34,374	33,562	43,716	34,061	34,061	34,061	-	425,206	445,513	20,307
3401	Health and Welfare	265,676	271,982	402,998	319,051	285,320	376,868	408,600	317,101	327,739	296,517	296,517	296,517	-	3,864,885	3,758,937	(105,948)
3501	State Unemployment	502	1,975	209	(3,165)	141	28,778	17,601	3,119	3,117	5,229	5,229	5,229	-	67,964	105,630	37,666
3601	Workers' Compensation	128,428	(33,703)	-	-	-	126,957	-	78,382	21,570	32,886	32,886	32,886	-	420,293	430,150	9,857
3901	Other Benefits	84,543	83,439	82,608	81,553	87,505	84,323	84,105	81,033	97,566	75,091	75,091	75,091	-	991,949	76,095	(915,854)
		955,737	801,667	951,575	856,460	749,937	929,487	972,749	929,230	1,032,408	873,738	873,738	873,738	890,596	11,691,061	10,466,667	(1,224,394)
Books and Supplies																	
4100	Textbooks and Core Curricula	1,843,715	183,104	76,007	25,513	11,229	7,790	113,402	20,315	34,371	28,677	28,677	28,677	-	2,401,478	3,481,924	1,080,446
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	1,096	1,096	1,096	-	3,288	14,192	10,904
4302	School Supplies	6,468	-	14,856	2,252	6,093	6,346	13,155	4,158	5,704	4,583	35,455	18,150	-	117,220	774,158	656,938
4305	Software	1,150,958	83,543	102,588	176,677	(21,380)	1,032,657	90,375	31,131	2,510	142,745	142,745	142,745	(653,457)	2,423,836	2,926,771	502,935
4310	Office Expense	-	3,031	7,087	5,261	1,046	1,486	3,647	9,401	12,406	14,890	14,890	14,890	-	88,035	192,814	104,779
4311	Business Meals	1,351	633	6,584	1,554	781	19	65	2,456	5,414	3,792	3,792	3,792	-	30,232	49,100	18,868
4400	Noncapitalized Equipment	375,172	-	27,354	626	-	7,385	-	-	182,674	-	-	1,824,009	-	2,417,220	1,253,227	(1,163,993)
		3,377,664	270,311	234,476	211,883	(2,231)	1,055,683	220,644	67,461	243,079	195,783	226,655	2,033,359	(653,457)	7,481,310	8,692,187	1,210,877

FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/2026

ADA = 4510.68

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	96,683	58,136	42,293	246,326	858,197	487,463	842,780	793,024	692,608	692,608	692,608	1,544,715	7,047,443	6,687,377	(360,066)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7,281	7,281
5105	Security	-	266	203	245	102	270	255	-	200	178	178	178	-	2,076	2,307	232
5106	Other Educational Consultants	-	-	341	-	341	-	-	329	-	-	-	-	163,386	164,397	177,400	13,004
		-	96,949	58,680	42,538	246,769	858,467	487,718	843,109	793,224	692,787	692,787	692,787	1,708,101	7,213,915	6,874,365	(339,550)
Operations and Housekeeping																	
5201	Auto and Travel	26,178	32,292	23,051	16,404	16,712	(1,039)	4,590	12,641	19,899	46,664	46,664	46,664	-	290,720	604,261	313,541
5300	Dues & Memberships	163,424	(30,034)	4,403	2,232	195	-	-	357	-	11,904	11,904	11,904	-	176,289	554,783	378,494
5400	Insurance	14,315	2,459	13,272	40,690	21,126	31,020	11,096	10,706	10,706	14,216	14,216	14,216	-	198,037	183,276	(14,761)
5501	Utilities	-	230	(809)	230	230	225	230	230	3,178	578	578	578	-	5,478	5,908	431
5502	Janitorial Services	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,609	1,396	1,396	1,396	-	16,652	19,148	2,496
5516	Miscellaneous Expense	(1,300)	-	1,300	-	-	(1,424)	-	-	1,424	130	130	130	-	389	1,681	1,292
5900	Communications	95,540	2,973	10,864	31,373	37,521	37,056	25,921	39,497	76,774	44,706	44,706	44,706	-	491,637	677,356	185,719
5901	Postage and Shipping	841	1,045	122	1,491	18	1,080	95	2,906	153	2,527	2,527	2,527	-	15,331	31,913	16,582
		300,355	10,322	53,560	93,777	77,159	68,275	43,289	67,694	113,743	122,120	122,120	122,120	-	1,194,533	2,078,326	883,794
Facilities, Repairs and Other Leases																	
5601	Rent	20,690	20,681	21,242	21,243	21,242	21,243	21,242	21,078	20,177	23,505	23,505	23,505	22,710	282,063	304,374	22,311
5602	Additional Rent	1,672	2,043	2,077	2,015	2,184	96,904	9,008	2,080	2,039	9,250	9,250	9,250	-	147,772	244,757	96,985
5603	Equipment Leases	985	-	1,069	2,366	-	2,192	751	3,963	987	1,223	1,223	1,223	-	15,983	15,843	(141)
5604	Other Leases	142,500	-	-	140,726	300	55,390	36,420	26,252	(100)	13,587	13,587	13,587	-	442,250	162,794	(279,456)
5610	Repairs and Maintenance	-	-	1,154	-	-	-	1,154	-	-	1,007	1,007	1,007	-	5,328	308,507	303,178
		165,847	22,724	25,542	166,350	23,726	175,729	68,575	53,373	23,103	48,573	48,573	48,573	22,710	893,397	1,036,275	142,878
Professional/Consulting Services																	
5801	IT	3,080	3,080	3,080	3,080	3,080	133,782	135,188	3,501	335,002	128,140	128,140	128,140	1,183,848	2,191,142	2,632,981	441,839
5802	Audit & Taxes	-	2,629	-	-	-	15,822	16,569	2,767	7,235	-	-	-	10,569	55,591	38,174	(17,417)
5803	Legal	-	8,383	14,248	24,697	31,689	39,190	2,304	56,632	378,535	45,062	45,062	45,062	-	690,863	569,030	(121,833)
5804	Professional Development	18,759	16,834	34,628	4,947	11,813	8,404	26,878	7,068	49,053	23,128	23,128	23,128	-	247,767	164,359	(83,408)
5805	General Consulting	6,810	10,115	138,309	12,367	18,962	12,782	3,791	39,424	22,843	15,233	542,327	15,233	-	838,196	169,883	(668,313)
5806	Special Activities/Field Trips	11,836	199	28,505	4,518	289	10,835	589	5,014	19,078	16,499	127,630	83,862	-	308,854	333,284	24,430
5807	Bank Charges	345	1,248	287	70	81	1,258	19,168	100	-	152	152	152	-	23,014	1,972	(21,042)
5808	Printing	-	-	-	-	-	-	-	-	-	34	34	34	-	101	436	335
5809	Other taxes and fees	66	349	3,527	209	71	346	109	21,913	3,801	2,504	2,504	2,504	-	37,902	64,841	26,939
5810	Payroll Service Fee	-	-	142	142	-	-	-	-	-	734	734	734	-	2,486	9,503	7,017
5811	Management Fee	121,910	121,910	121,910	121,910	121,909	121,910	121,910	121,910	121,910	138,268	138,268	138,268	147,227	1,659,221	1,462,342	(196,879)
5812	District Oversight Fee	-	41,187	105,909	-	47,071	-	94,142	94,142	-	52,204	52,204	52,204	72,692	611,756	624,959	13,202
5814	SPED Encroachment	1,607	9,198	15,472	15,472	15,472	-	30,944	15,524	15,901	9,688	9,688	9,688	4,507	153,160	151,299	(1,860)
5815	Public Relations/Recruitment	12,781	130,517	59,621	90,396	68,412	66,373	47,677	46,780	57,011	78,862	78,862	78,862	-	816,154	1,006,622	190,468
		177,194	345,649	525,638	277,808	318,849	410,702	499,269	414,775	1,010,369	510,507	1,148,733	577,870	1,418,842	7,636,205	7,229,684	(406,521)
Depreciation																	
6900	Depreciation Expense	181	180	181	181	181	181	180	180	181	2,724	2,724	2,724	-	9,799	25,380	15,581
		181	180	181	181	181	181	180	180	181	2,724	2,724	2,724	-	9,799	25,380	15,581
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		7,532,651	4,120,625	4,366,466	4,126,506	3,911,859	6,048,880	4,778,437	4,783,214	6,330,176	4,857,175	5,526,272	6,762,114	3,386,792	66,531,167	67,127,913	596,746
Monthly Surplus (Deficit)		(6,701,012)	(870,374)	(2,223,821)	5,520,731	(2,208,808)	2,642,332	318,431	(3,624,511)	6,474,254	7,581,410	56,211	5,707,119	3,757,934	16,429,897	5,989,181	10,440,716
															19.8%		

FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/2026

ADA = 4510.68

CHARTER IMPACT

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(6,701,012)	(870,374)	(2,223,821)	5,520,731	(2,208,808)	2,642,332	318,431	(3,624,511)	6,474,254	7,581,410	56,211	5,707,119	3,757,934	16,429,897
Cash flows from operating activities														
Depreciation/Amortization	181	180	181	181	181	181	180	180	181	2,724	2,724	2,724	-	9,799
Public Funding Receivables	2,953,850	944,148	471,915	641,560	(356,336)	465,830	-	(404,149)	404,149	-	-	-	(7,144,726)	(2,023,759)
Grants and Contributions Rec.	342	-	(108)	108	-	(203)	-	304		-	-	-	-	443
Due To/From Related Parties	7,395,048	(3,113,937)	3,941	(1,717,549)	(1,552,135)	(4,698,768)	(1,038,710)	7,435,240	(1,832,791)	-	-	-	-	880,339
Prepaid Expenses	427,026	(16,920)	(112,772)	-	(31,734)	(155,776)	(18,487)	(35,524)	(121,969)	(43,923)	(43,923)	(43,923)	-	(197,925)
Other Assets	-	-	-	-	-	1,000	-	-	-	-	-	-	-	1,000
Accounts Payable	(768,247)	(1,363)	(1,039)	-	(13)		12	-	146,953	-	-	-	3,386,792	2,763,095
Accrued Expenses	(2,218,950)	(1,103,228)	177,664	283,613	(1,482,390)	1,785,251	276,935	45,575	337,996	-	-	-	-	(1,897,534)
Other Liabilities										-	-	-	-	-
Deferred Revenue	102,500	33,375	60,075	1,029,030	309,534	33,859	50,074	342,208	60,169	-	-	(6,886,750)	-	(4,865,926)
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	1,190,738	(4,128,119)	(1,623,964)	5,757,674	(5,321,701)	73,706	(411,565)	3,759,323	5,468,942	7,540,212	15,012	(1,220,829)		
Cash, Beginning of Month	12,107,768	13,298,505	9,170,386	7,546,422	13,304,096	7,982,395	8,056,101	7,644,536	11,403,859	16,872,801	24,413,013	24,428,025		
Cash, End of Month	13,298,505	9,170,386	7,546,422	13,304,096	7,982,395	8,056,101	7,644,536	11,403,859	16,872,801	24,413,013	24,428,025	23,207,196		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
56.9%	66.6%
13,990,864	(11,127,899)

Pupil:Teacher Ratio
20.67

FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 1048.99

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 913.36	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	422,914	422,914	761,245	761,245	761,245	761,245	761,245	1,233,674	1,062,792	1,062,792	1,062,792	1,782,695	10,856,799	10,557,583	299,216
8012	Education Protection Account	-	-	-	532,929	-	-	532,930	-	-	885,893	-	-	1,927,213	3,878,965	2,003,513	1,875,452
8019	State Aid - Prior Year	-	-	-	1	-	-	-	-	(10,924)	(10,924)	(10,924)	(10,924)	(10,924)	(54,619)	-	(54,619)
8096	In Lieu of Property Taxes	-	-	-	172,849	-	53,184	53,184	53,184	53,184	60,777	60,777	60,777	195,121	763,035	664,368	98,667
		-	422,914	422,914	1,467,024	761,245	814,429	1,347,359	814,429	1,275,934	1,998,538	1,112,645	1,112,645	3,894,104	15,444,180	13,225,464	2,218,716
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	120,243	120,243	108,301	11,943
8290	Title I, Part A - Basic Low Income	-	-	-	55,312	-	-	171,390	-	-	-	-	-	-	226,702	233,573	(6,871)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	27,056	27,056	30,938	(3,882)
8294	Title IV	-	-	-	-	4,264	-	-	-	-	-	-	-	10,856	15,120	13,165	1,955
		-	-	-	55,312	4,264	-	171,390	-	-	-	-	-	158,156	389,122	385,977	3,145
Other State Revenue																	
8311	State Special Education	35,303	36,558	65,804	65,804	65,804	-	131,608	95,424	95,424	75,238	75,238	75,238	55,052	872,494	736,832	135,662
8550	Mandated Cost	-	-	-	-	-	-	28,929	-	-	-	-	-	-	28,929	27,259	1,670
8560	State Lottery	-	-	-	-	-	-	67,553	-	-	51,501	-	-	167,320	286,374	249,347	37,027
8598	Prior Year Revenue	-	-	-	(6,045)	-	271	8,093	-	-	-	-	-	-	2,319	-	2,319
8599	Other State Revenue	-	3,328	3,328	24,253	11,070	11,055	11,171	13,379	16,369	7,800	7,800	800,495	-	910,049	544,988	365,061
		35,303	39,886	69,132	84,012	76,874	11,326	247,354	108,803	111,793	134,540	83,038	875,733	222,372	2,100,166	1,558,426	541,739
Other Local Revenue																	
8660	Interest Revenue	81	19	28	33	4,502	51	54	6,860	50	224	224	224	-	12,349	2,684	9,665
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	2,815	2,815	2,451	364
		81	19	28	33	4,502	51	54	6,860	50	224	224	224	2,815	15,164	5,135	10,029
Total Revenue		35,384	462,819	492,074	1,606,381	846,885	825,806	1,766,157	930,092	1,387,777	2,133,302	1,195,907	1,988,601	4,277,447	17,948,631	15,175,002	2,773,629
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	376,905	380,390	369,050	363,701	366,933	368,371	358,607	399,553	402,955	420,398	420,398	420,398	-	4,647,660	4,375,703	(271,957)
1175	Teachers' Extra Duty/Stipends	5,817	5,907	5,968	6,220	10,034	14,013	14,672	17,767	170,065	19,031	19,031	19,031	-	307,557	203,980	(103,577)
1200	Pupil Support Salaries	47,967	46,292	46,747	46,602	43,466	46,567	45,153	47,808	49,837	52,190	52,190	52,190	-	577,009	572,734	(4,275)
1300	Administrators' Salaries	39,951	39,951	39,938	37,947	37,153	37,737	38,788	43,916	42,330	37,144	37,144	37,144	-	469,143	439,201	(29,942)
		470,640	472,540	461,703	454,470	457,586	466,688	457,220	509,044	665,187	528,764	528,764	528,764	-	6,001,369	5,591,618	(409,751)
Classified Salaries																	
2200	Support Salaries	1,351	1,351	1,350	1,351	1,351	1,351	1,351	1,499	1,499	2,366	2,366	2,366	-	19,551	24,541	4,990
2300	Classified Administrators' Salaries	8,104	9,350	9,351	9,350	9,350	9,900	9,350	10,370	10,370	15,863	15,863	15,863	-	133,083	177,927	44,844
2400	Clerical and Office Staff Salaries	13,969	14,141	14,092	13,786	11,983	13,536	12,680	13,991	14,981	13,565	13,565	13,565	-	163,855	123,199	(40,656)
		23,424	24,842	24,793	24,487	22,684	24,787	23,381	25,860	26,850	31,794	31,794	31,794	-	316,489	325,667	9,178
Benefits																	
3101	STRS	81,901	82,225	79,985	78,778	63,260	80,926	79,487	88,883	115,083	109,513	109,513	109,513	-	1,079,068	1,067,999	(11,069)
3301	OASDI	3,335	3,239	3,282	3,289	2,928	3,331	3,268	3,568	4,627	2,376	2,376	2,376	-	37,996	20,191	(17,804)
3311	Medicare	6,897	6,939	6,774	6,670	6,688	6,894	6,645	7,458	9,715	8,863	8,863	8,863	-	91,269	85,801	(5,469)
3401	Health and Welfare	52,549	55,257	79,016	62,776	56,273	98,946	84,507	71,864	74,305	68,942	68,942	68,942	-	842,318	723,928	(118,390)
3501	State Unemployment	99	383	41	53	28	5,564	3,404	694	694	5,222	5,222	5,222	-	26,627	105,486	78,859
3601	Workers' Compensation	24,827	(6,514)	-	-	-	24,543	-	17,418	4,794	8,557	8,557	8,557	-	90,740	82,842	(7,898)
3901	Other Benefits	16,344	16,130	15,970	15,765	16,917	16,302	16,226	18,007	23,298	19,540	19,540	19,540	-	213,578	14,655	(198,923)
		185,952	157,659	185,068	167,331	146,094	236,506	193,537	207,892	232,516	223,014	223,014	223,014	-	2,381,596	2,100,902	(280,695)
Books and Supplies																	
4100	Textbooks and Core Curricula	356,430	35,398	14,694	4,932	2,171	1,506	21,925	4,516	7,639	6,668	6,668	6,668	-	469,214	670,578	201,364
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	255	255	255	-	764	2,733	1,969
4302	School Supplies	18,424	-	-	107	2,533	199	2,346	2,692	3	3,292	7,515	7,515	-	44,626	149,094	104,468
4305	Software	196,585	8,895	19,830	34,155	(4,593)	199,634	17,470	6,917	1,811	33,189	33,189	33,189	(126,327)	453,943	563,662	109,719
4310	Office Expense	-	575	1,338	865	166	14	185	1,891	2,383	3,462	3,462	3,462	-	17,803	37,134	19,331
4311	Business Meals	226	161	1,000	135	91	-	133	447	1,014	882	882	882	-	5,852	9,456	3,604
4400	Noncapitalized Equipment	72,529	-	5,288	25	-	1,427	-	-	40,594	-	-	363,860	-	483,723	241,357	(242,366)
		644,194	45,029	42,150	40,219	368	202,780	42,059	16,463	53,444	47,747	51,970	415,830	(126,327)	1,475,926	1,674,015	198,089

FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 1048.99

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	3,981	14,123	4,584	44,651	144,861	87,564	163,799	200,691	161,035	161,035	161,035	608,424	1,755,783	1,287,911	(467,872)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,402	1,402
5105	Security	-	51	40	-	67	52	27	-	45	41	41	41	-	406	444	38
5106	Other Educational Consultants	-	-	66	-	66	-	-	73	-	-	-	-	38,018	38,223	34,165	(4,058)
		-	4,032	14,229	4,584	44,784	144,913	87,591	163,872	200,736	161,077	161,077	161,077	646,442	1,794,413	1,323,923	(470,489)
Operations and Housekeeping																	
5201	Auto and Travel	4,781	7,571	5,942	2,071	1,812	(203)	436	3,755	2,995	10,850	10,850	10,850	-	61,709	116,374	54,665
5300	Dues & Memberships	31,093	(7,121)	775	1,456	-	-	-	45	-	2,768	2,768	2,768	-	34,551	106,845	72,294
5400	Insurance	2,767	1,937	1,105	7,867	4,084	5,997	2,145	2,379	2,379	3,305	3,305	3,305	-	40,576	35,297	(5,279)
5501	Utilities	-	-	-	-	-	-	-	-	-	134	134	134	-	403	1,138	735
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	324	324	324	-	973	3,688	2,714
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	30	30	30	-	91	324	233
5900	Communications	18,219	219	1,745	5,710	6,890	6,841	4,645	8,367	16,653	10,394	10,394	10,394	-	100,472	130,451	29,979
5901	Postage and Shipping	-	7	19	25	-	69	3	-	20	587	587	587	-	1,905	6,146	4,241
		56,860	2,613	9,586	17,129	12,786	12,704	7,229	14,546	22,047	28,393	28,393	28,393	-	240,680	400,262	159,581
Facilities, Repairs and Other Leases																	
5601	Rent	4,007	3,998	4,107	4,106	4,106	4,106	4,107	4,205	4,484	5,465	5,465	5,465	11,960	65,581	58,619	(6,962)
5602	Additional Rent	323	336	336	440	233	18,677	879	439	379	2,151	2,151	2,151	-	28,494	47,137	18,643
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	284	284	284	-	853	3,051	2,198
5604	Other Leases	27,595	-	-	27,367	280	10,641	7,020	-	-	3,159	3,159	3,159	-	82,380	31,352	(51,028)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	234	234	234	-	702	59,415	58,713
		31,925	4,334	4,443	31,913	4,619	33,424	12,006	4,644	4,863	11,293	11,293	11,293	11,960	178,011	199,575	21,563
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	25,268	25,540	94	73,760	29,793	29,793	29,793	269,805	483,847	507,082	23,234
5802	Audit & Taxes	-	509	-	-	-	3,059	3,203	615	1,608	-	-	-	3,829	12,823	7,352	(5,471)
5803	Legal	-	1,335	2,703	5,051	6,435	7,725	239	10,434	82,745	10,477	10,477	10,477	-	148,098	109,589	(38,510)
5804	Professional Development	3,630	3,254	6,919	289	1,434	1,625	3,145	695	4,789	5,377	5,377	5,377	-	41,912	31,654	(10,258)
5805	General Consulting	1,317	1,956	26,738	2,391	3,503	2,634	733	8,760	5,075	3,542	3,542	3,542	-	63,732	32,718	(31,014)
5806	Special Activities/Field Trips	4,965	38	3,999	599	4,201	192	157	174	500	10,920	24,928	24,928	-	75,601	64,187	(11,415)
5807	Bank Charges	58	51	-	-	-	-	-	-	-	35	35	35	-	215	380	164
5808	Printing	-	-	-	-	-	-	-	-	-	8	8	8	-	23	84	60
5809	Other taxes and fees	-	34	647	8	-	5	5	1,324	823	582	582	582	-	4,592	12,488	7,895
5810	Payroll Service Fee	-	-	27	27	-	-	-	-	-	171	171	171	-	566	1,830	1,264
5811	Management Fee	25,291	25,291	25,291	25,291	25,292	25,291	25,291	25,291	25,291	29,914	29,914	29,914	-	317,363	303,500	(13,863)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	19,985	11,126	11,126	112,204	154,442	132,255	(22,187)
5814	SPED Encroachment	314	1,569	2,613	2,613	2,613	-	5,226	3,628	3,698	2,257	2,257	2,257	737	29,782	25,354	(4,428)
5815	Public Relations/Recruitment	2,471	22,912	12,252	17,476	13,225	12,832	9,168	10,395	12,778	18,336	18,336	18,336	-	168,517	193,864	25,347
		38,046	56,949	81,189	53,745	56,703	78,631	72,707	61,410	211,067	131,398	136,548	136,548	386,575	1,501,514	1,422,334	(79,181)
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	633	633	633	-	1,900	4,888	2,988
		-	-	-	-	-	-	-	-	-	633	633	633	-	1,900	4,888	2,988
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		1,451,041	767,998	823,161	793,878	745,624	1,200,433	895,730	1,003,731	1,416,710	1,164,113	1,173,486	1,537,346	918,649	13,891,899	13,043,182	(848,716)
Monthly Surplus (Deficit)		(1,415,657)	(305,179)	(331,087)	812,503	101,261	(374,627)	870,427	(73,639)	(28,933)	969,189	22,421	451,256	3,358,798	4,056,733	2,131,820	1,924,913
															22.6%		

FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 1048.99

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(1,415,657)	(305,179)	(331,087)	812,503	101,261	(374,627)	870,427	(73,639)	(28,933)	969,189	22,421	451,256	3,358,798	4,056,733
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	633	633	633	-	1,900
Public Funding Receivables	712,585	2,113,123	(432,874)	673,918	(884,037)	(897,779)	1,911,925	(869,469)	(373,126)	-	-	-	(4,277,447)	(2,323,181)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-		-	-	-	-	-
Due To/From Related Parties	(3,643,302)	786,000	828,633	788,159	748,605	1,168,996	(36,879)	(2,742,832)	1,286,270	-	-	-	-	(816,350)
Prepaid Expenses	73,576	-	(21,802)	-	(6,135)	(30,115)	(3,574)	(7,945)	(27,104)	(10,212)	(10,212)	(10,212)	-	(53,736)
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(136,561)	(266)	-	-	(2)	-	2	-	22,008	-	-	-	918,649	803,830
Accrued Expenses	(200,160)	(163,726)	(109,775)	-	(3,114)	(2,613)	-	3,628	7,295	-	-	-	-	(468,465)
Other Liabilities										-	-	-	-	-
Deferred Revenue	-	18,869	6,631	(6,326)	37,196	191,012	50,654	(7,388)	4,490	-	-	(792,695)	-	(497,557)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(4,609,519)	2,448,821	(60,274)	2,268,254	(6,226)	54,874	2,792,555	(3,697,645)	890,900	959,610	12,842	(351,018)		
Cash, Beginning of Month	6,995,218	2,385,699	4,834,520	4,774,246	7,042,500	7,036,274	7,091,148	9,883,703	6,186,058	7,076,958	8,036,568	8,049,410		
Cash, End of Month	2,385,699	4,834,520	4,774,246	7,042,500	7,036,274	7,091,148	9,883,703	6,186,058	7,076,958	8,036,568	8,049,410	7,698,392		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
55.2%	64.2%
2,731,492	(2,834,629)

Pupil:Teacher Ratio
20.67

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY25-26

Revised 04/20/26

ADA = 1768.76

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 1827.70	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	656,274	656,274	1,181,293	1,181,293	1,181,294	1,181,294	1,181,293	1,445,339	1,144,470	1,144,470	1,144,470	1,759,017	13,856,780	19,829,109	(5,972,329)
8012	Education Protection Account	-	-	-	1,036,482	-	-	1,036,482	-	-	1,584,659	-	-	2,697,030	6,354,653	365,540	5,989,113
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(19,646)	(19,646)	(19,646)	(19,646)	(19,646)	(98,230)	-	(98,230)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	539,349	539,349	539,349	1,785,332	3,403,377	3,577,156	(173,779)
		-	656,274	656,274	2,217,775	1,181,293	1,181,294	2,217,776	1,181,293	1,425,693	3,248,831	1,664,172	1,664,172	6,221,732	23,516,580	23,771,805	(255,225)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	240,487	240,487	209,132	31,355
8290	Title I, Part A - Basic Low Income	-	-	-	73,498	-	-	227,748	-	-	-	-	-	416	301,662	329,178	(27,516)
8291	Title II, Part A - Teacher Quality	-	-	-	10,795	(10,795)	-	-	-	-	-	-	-	43,689	43,689	53,712	(10,023)
8294	Title IV	-	-	-	-	6,011	-	6,111	-	-	-	-	-	8,812	20,934	21,632	(698)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	96	-	-	-	-	-	-	96	-	96
		-	-	-	84,293	(4,784)	-	233,955	-	-	-	-	-	293,404	606,868	613,654	(6,786)
Other State Revenue																	
8311	State Special Education	76,479	79,182	142,528	142,528	142,528	-	285,056	142,528	142,528	114,401	114,401	114,401	86,273	1,582,832	1,547,228	35,604
8550	Mandated Cost	-	-	-	-	-	61,052	-	-	-	-	-	-	-	61,052	54,423	6,629
8560	State Lottery	-	-	-	-	-	-	130,814	-	-	103,003	-	-	249,055	482,871	498,962	(16,091)
8598	Prior Year Revenue	-	-	-	34,496	4,464	-	(34,022)	-	-	-	-	-	-	4,938	-	4,938
8599	Other State Revenue	-	6,514	6,514	48,085	21,840	21,809	22,041	25,138	27,300	13,153	13,153	902,542	-	1,108,088	1,040,400	67,688
		76,479	85,696	149,042	225,109	168,832	82,861	403,889	167,666	169,828	230,556	127,553	1,016,942	335,328	3,239,782	3,141,013	98,769
Other Local Revenue																	
8660	Interest Revenue	-	-	-	-	12,079	-	-	-	11,304	3,888	3,888	3,888	-	35,046	46,651	(11,605)
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	5,098	5,098	5,268	(170)
		-	-	-	-	12,079	-	-	-	11,304	3,888	3,888	3,888	5,098	40,144	51,919	(11,775)
Total Revenue		76,479	741,970	805,316	2,527,177	1,357,420	1,264,155	2,855,620	1,348,959	1,606,825	3,483,275	1,795,613	2,685,002	6,855,562	27,403,373	27,578,390	(175,017)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	750,438	757,327	734,749	724,041	730,638	733,398	713,958	704,134	710,094	708,857	708,857	708,857	-	8,685,347	8,751,406	66,058
1175	Teachers' Extra Duty/Stipends	11,579	11,756	11,880	12,382	19,974	27,895	29,207	31,313	299,706	32,090	32,090	32,090	-	551,962	407,961	(144,002)
1200	Pupil Support Salaries	95,498	92,164	93,068	92,781	86,537	92,711	89,896	84,252	87,829	88,000	88,000	88,000	-	1,078,737	1,145,467	66,731
1300	Administrators' Salaries	79,539	79,538	79,512	75,549	73,968	75,132	77,223	77,394	74,599	62,631	62,631	62,631	-	880,346	878,403	(1,944)
		937,054	940,785	919,209	904,753	911,117	929,136	910,284	897,093	1,172,228	891,578	891,578	891,578	-	11,196,393	11,183,237	(13,156)
Classified Salaries																	
2200	Support Salaries	2,689	2,690	2,690	2,689	2,689	2,689	2,690	2,640	2,640	3,989	3,989	3,989	-	36,072	49,082	13,010
2300	Classified Administrators' Salaries	16,136	18,615	18,615	18,615	18,615	19,711	18,615	18,275	18,275	26,747	26,747	26,747	-	245,713	355,854	110,141
2400	Clerical and Office Staff Salaries	27,809	28,155	28,057	27,447	23,857	26,948	25,245	24,658	26,401	22,873	22,873	22,873	-	307,196	246,398	(60,799)
		46,634	49,460	49,362	48,751	45,161	49,348	46,550	45,573	47,316	53,609	53,609	53,609	-	588,982	651,334	62,352
Benefits																	
3101	STRS	163,062	163,702	159,245	156,841	125,947	161,119	158,253	156,638	202,812	166,892	166,892	166,892	-	1,948,294	2,135,998	187,704
3301	OASDI	6,639	6,449	6,533	6,547	5,830	6,632	6,505	6,288	8,155	3,630	3,630	3,630	-	70,469	40,383	(30,086)
3311	Medicare	13,733	13,814	13,487	13,281	13,315	13,723	13,230	13,144	17,120	13,508	13,508	13,508	-	165,372	171,601	6,229
3401	Health and Welfare	104,116	107,419	157,317	124,985	112,037	196,996	168,247	126,754	130,961	116,246	116,246	116,246	-	1,577,571	1,447,856	(129,716)
3501	State Unemployment	195	763	82	104	57	11,078	6,777	1,223	1,223	5,225	5,225	5,225	-	37,177	105,552	68,375
3601	Workers' Compensation	49,430	(12,969)	-	-	-	48,864	-	30,696	8,448	13,043	13,043	13,043	-	163,597	165,684	2,087
3901	Other Benefits	32,540	32,114	31,795	31,387	33,679	32,455	32,305	31,734	41,059	29,781	29,781	29,781	-	388,411	29,310	(359,101)
		369,715	311,292	368,459	333,145	290,865	470,867	385,317	366,477	409,778	348,325	348,325	348,325	-	4,350,891	4,096,383	(254,507)
Books and Supplies																	
4100	Textbooks and Core Curricula	709,619	70,475	29,254	9,820	4,322	2,999	43,647	7,956	13,460	11,243	11,243	11,243	-	925,280	1,341,157	415,877
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	430	430	430	-	1,289	5,466	4,177
4302	School Supplies	36,813	-	992	78	4,283	372	4,721	70	36	7,578	7,578	(16,567)	-	45,955	298,188	252,233
4305	Software	392,939	17,708	39,484	68,000	(9,145)	397,454	34,784	12,191	3,192	55,962	55,962	55,962	(251,506)	872,986	1,127,325	254,339
4310	Office Expense	-	1,546	3,190	2,320	475	156	442	3,582	4,627	5,837	5,837	5,837	-	33,850	74,267	40,417
4311	Business Meals	477	916	2,090	1,046	3,685	22	24	664	2,028	1,487	1,487	1,487	-	15,412	18,912	3,501
4400	Noncapitalized Equipment	144,398	-	10,528	50	-	2,843	-	-	71,539	-	-	-	-	229,358	482,714	253,356
		1,284,246	90,645	85,538	81,314	3,620	403,846	83,618	24,463	94,882	82,536	82,536	58,391	(251,506)	2,124,130	3,348,029	1,223,900

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY25-26

Revised 04/20/26

ADA = 1768.76

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	20,089	22,152	12,853	91,071	305,773	183,350	353,689	145,185	271,530	271,530	271,530	654,806	2,603,559	2,575,823	(27,736)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,804	2,804
5105	Security	-	103	78	-	133	104	55	-	78	70	70	70	-	761	889	128
5106	Other Educational Consultants	-	-	131	-	132	-	-	129	-	-	-	-	64,058	64,450	68,330	3,880
		-	20,192	22,361	12,853	91,336	305,877	183,405	353,818	145,263	271,600	271,600	271,600	718,864	2,668,769	2,647,846	(20,923)
Operations and Housekeeping																	
5201	Auto and Travel	9,077	10,700	8,291	8,194	5,434	82	868	5,794	7,460	18,294	18,294	18,294	-	110,783	232,747	121,965
5300	Dues & Memberships	62,792	(14,176)	1,542	1,640	-	-	-	80	-	4,667	4,667	4,667	-	65,878	213,690	147,811
5400	Insurance	5,509	3,855	2,200	15,661	8,131	11,939	4,271	4,193	4,193	5,573	5,573	5,573	-	76,672	70,594	(6,078)
5501	Utilities	459	500	447	336	233	279	663	871	632	227	227	227	-	5,100	2,276	(2,824)
5502	Janitorial Services	-	2,265	533	533	533	533	533	533	533	547	547	547	-	7,637	7,375	(262)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	51	51	51	-	153	647	495
5900	Communications	36,272	1,521	4,978	13,082	14,802	14,894	10,631	16,043	30,642	17,527	17,527	17,527	-	195,445	260,902	65,457
5901	Postage and Shipping	1,097	14	(979)	69	145	290	20	-	75	990	990	990	-	3,702	12,292	8,589
		115,206	4,679	17,012	39,515	29,278	28,017	16,986	27,514	43,535	47,876	47,876	47,876	-	465,369	800,523	335,154
Facilities, Repairs and Other Leases																	
5601	Rent	7,944	7,960	8,176	8,176	8,176	8,175	8,176	8,143	7,902	9,215	9,215	9,215	10,107	110,580	117,238	6,658
5602	Additional Rent	644	670	669	644	695	37,185	1,751	644	668	3,626	3,626	3,626	-	54,449	94,275	39,826
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	480	480	480	-	1,439	6,102	4,663
5604	Other Leases	54,715	-	-	55,674	122	21,184	19,404	12,993	-	5,327	5,327	5,327	-	180,072	62,705	(117,368)
5610	Repairs and Maintenance	1,250	(1,250)	-	-	-	76	-	-	755	395	395	395	-	2,015	118,830	116,815
		64,553	7,380	8,845	64,494	8,993	66,620	29,331	21,780	9,325	19,043	19,043	19,043	10,107	348,556	399,149	50,594
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	50,305	50,847	165	129,988	50,236	50,236	50,236	472,327	854,341	1,014,163	159,823
5802	Audit & Taxes	-	1,012	-	-	-	6,090	6,377	1,083	2,833	-	-	-	4,380	21,775	14,704	(7,071)
5803	Legal	-	2,946	6,640	9,663	12,181	14,673	1,345	18,664	146,019	17,666	17,666	17,666	-	265,129	219,177	(45,952)
5804	Professional Development	7,208	6,479	13,328	575	2,855	3,235	6,262	1,224	8,440	9,067	9,067	9,067	-	76,807	63,307	(13,499)
5805	General Consulting	2,621	3,893	53,233	4,760	6,974	5,243	1,459	15,439	8,945	5,972	5,972	5,972	-	120,482	65,435	(55,047)
5806	Special Activities/Field Trips	4,507	77	25,520	1,193	(551)	11,843	16	6	19,838	-	-	58,634	-	121,083	128,373	7,290
5807	Bank Charges	124	4	-	-	-	86	95	110	119	60	60	60	-	717	759	42
5808	Printing	-	-	-	-	-	-	-	-	-	13	13	13	-	40	168	128
5809	Other taxes and fees	-	68	1,288	15	-	10	11	2,333	1,450	982	982	982	-	8,120	24,975	16,856
5810	Payroll Service Fee	-	-	55	55	-	-	-	-	-	288	288	288	-	973	3,660	2,687
5811	Management Fee	46,060	46,060	46,060	46,060	46,060	46,060	46,060	46,060	46,060	45,672	45,672	45,672	-	551,557	551,568	11
5812	District Oversight Fee	-	-	-	-	-	206,796	-	-	-	32,488	16,642	16,642	(37,402)	235,166	237,718	2,552
5814	SPED Encroachment	614	3,317	5,557	5,557	5,557	-	11,114	5,611	5,755	3,432	3,432	3,432	1,322	54,700	52,691	(2,009)
5815	Public Relations/Recruitment	4,919	56,406	41,052	34,792	26,330	25,547	18,359	18,320	22,309	30,917	30,917	30,917	-	340,785	387,728	46,942
		66,053	120,262	192,733	102,670	99,406	369,888	141,945	109,015	391,756	196,793	180,946	239,580	440,627	2,651,674	2,764,427	112,753
Depreciation																	
6900	Depreciation Expense	4,670	4,670	4,671	4,670	4,671	4,671	4,671	-	-	1,068	1,068	1,068	-	35,898	9,776	(26,122)
		4,670	4,670	4,671	4,670	4,671	4,671	4,671	-	-	1,068	1,068	1,068	-	35,898	9,776	(26,122)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		2,888,131	1,549,365	1,668,190	1,592,165	1,484,447	2,628,270	1,802,107	1,845,733	2,314,083	1,912,428	1,896,581	1,931,070	918,091	24,430,661	25,900,704	1,470,043
Monthly Surplus (Deficit)		(2,811,652)	(807,395)	(862,874)	935,012	(127,027)	(1,364,115)	1,053,513	(496,774)	(707,258)	1,570,848	(100,968)	753,932	5,937,471	2,972,713	1,677,686	1,295,027
															10.8%		

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY25-26

Revised 04/20/26

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	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(2,811,652)	(807,395)	(862,874)	935,012	(127,027)	(1,364,115)	1,053,513	(496,774)	(707,258)	1,570,848	(100,968)	753,932	5,937,471	2,972,713
Cash flows from operating activities														
Depreciation/Amortization	4,670	4,670	4,671	4,670	4,671	4,671	4,671	-	-	1,068	1,068	1,068	-	35,898
Public Funding Receivables	3,700,321	339,409	-	179,761	(127,871)	3,027,730	21,249	(142,528)	142,528	-	-	-	(6,855,562)	285,037
Grants and Contributions Rec.	2,626	-	-	-	-	-	-	-		-	-	-	-	2,626
Due To/From Related Parties	(4,791,592)	1,583,093	(318,742)	203,624	116,370	2,357,256	289,363	(3,157,132)	909,533	-	-	-	-	(2,808,227)
Prepaid Expenses	147,477	-	(43,405)	-	(12,214)	(59,956)	(7,116)	(13,906)	(47,766)	(17,220)	(17,220)	(17,220)	-	(88,545)
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(233,083)	(518)	(1,734)	533	179	-	5	-	43,048	-	-	-	918,091	726,521
Accrued Expenses	(9,756)	(283,883)	(40,364)	(72,655)	(82,259)	(78,212)	(57,712)	(67,044)	(78,265)	-	-	-	-	(770,150)
Other Liabilities										-	-	-	-	-
Deferred Revenue	-	36,749	12,588	27,365	383,817	91,155	12,344	15,639	129,728	-	-	(889,389)	-	(180,004)
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	(3,990,989)	872,125	(1,249,860)	1,278,310	155,666	3,978,529	1,316,317	(3,861,745)	391,548	1,554,696	(117,120)	(151,608)		
Cash, Beginning of Month	6,372,509	2,381,519	3,253,645	2,003,785	3,282,095	3,437,761	7,416,290	8,732,607	4,870,862	5,262,410	6,817,106	6,699,986		
Cash, End of Month	**2,381,519**	**3,253,645**	**2,003,785**	**3,282,095**	**3,437,761**	**7,416,290**	**8,732,607**	**4,870,862**	**5,262,410**	**6,817,106**	**6,699,986**	**6,548,378**		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
64.7%	73.3%
6,766,170	(1,842,091)

Pupil:Teacher Ratio
20.67

FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 200.51

CHARTER IMPACT

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	173.46
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	62,275	62,275	112,095	112,095	112,095	112,095	112,095	191,729	202,146	202,146	202,146	212,565	1,695,756	1,400,052	295,704
8012	Education Protection Account	-	-	-	7,662	-	-	7,662	-	-	10,026	-	-	14,753	40,102	34,692	5,410
8019	State Aid - Prior Year	-	-	(4,730)	-	-	-	42,282	-	946	946	946	946	946	42,282	-	42,282
8096	In Lieu of Property Taxes	-	-	45,151	90,302	60,201	60,201	60,201	60,201	60,201	102,832	102,832	102,832	248,294	993,246	861,073	132,173
		-	62,275	102,696	210,059	172,296	172,296	222,240	172,296	252,876	315,949	305,923	305,923	476,557	2,771,386	2,295,817	475,569
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	22,790	22,790	19,818	2,971
8290	Title I, Part A - Basic Low Income	-	-	-	8,858	-	-	27,447	-	-	-	-	-	-	36,305	37,552	(1,247)
8291	Title II, Part A - Teacher Quality	-	-	-	1,101	(1,101)	-	-	-	-	-	-	-	4,454	4,454	5,297	(843)
8294	Title IV	-	-	-	-	2,500	-	-	-	-	-	-	-	11,520	14,020	12,128	1,891
		-	-	-	9,959	1,399	-	27,447	-	-	-	-	-	38,764	77,569	74,796	2,773
Other State Revenue																	
8311	State Special Education	7,241	7,498	13,496	13,496	13,496	-	26,992	19,109	19,109	15,064	15,064	15,064	11,020	176,649	140,554	36,095
8550	Mandated Cost	-	-	-	-	-	6,132	-	-	-	-	-	-	-	6,132	5,607	525
8560	State Lottery	-	-	-	-	-	-	13,431	-	-	9,761	-	-	31,547	54,739	47,355	7,385
8598	Prior Year Revenue	-	-	-	-	1,405	335	(49)	-	-	-	-	-	-	1,691	-	1,691
8599	Other State Revenue	-	651	651	4,657	2,140	2,137	2,159	2,660	3,384	-	1,491	226,441	-	246,371	172,507	73,864
		7,241	8,149	14,147	18,153	17,041	8,604	42,533	21,769	22,493	24,825	16,555	241,505	42,567	485,582	366,023	119,559
Other Local Revenue																	
8660	Interest Revenue	10	4	1,477	4	6	8	1,120	7	8	103	103	103	-	2,954	1,238	1,717
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	572	572	495	77
		10	4	1,477	4	6	8	1,120	7	8	103	103	103	572	3,526	1,732	1,794
Total Revenue		7,251	70,428	118,320	238,175	190,741	180,908	293,340	194,072	275,377	340,877	322,582	547,532	558,459	3,338,063	2,738,368	599,695
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	71,955	72,624	70,459	69,432	70,055	70,329	68,465	81,880	82,579	80,357	80,357	80,357	-	898,850	829,331	(69,519)
1175	Teachers' Extra Duty/Stipends	1,112	1,129	1,141	1,189	1,917	2,677	2,802	3,639	34,848	3,638	3,638	3,638	-	61,365	38,661	(22,705)
1200	Pupil Support Salaries	9,158	8,838	8,925	8,897	8,299	8,891	8,621	9,797	10,213	9,976	9,976	9,976	-	111,566	108,551	(3,015)
1300	Administrators' Salaries	7,627	7,627	7,625	7,245	7,093	7,205	7,405	8,999	8,674	7,100	7,100	7,100	-	90,800	83,242	(7,558)
		89,852	90,218	88,149	86,763	87,363	89,101	87,293	104,315	136,315	101,071	101,071	101,071	-	1,162,582	1,059,784	(102,798)
Classified Salaries																	
2200	Support Salaries	258	258	258	258	258	258	258	307	307	452	452	452	-	3,776	4,651	876
2300	Classified Administrators' Salaries	1,547	1,785	1,785	1,785	1,785	1,890	1,785	2,125	2,125	3,032	3,032	3,032	-	25,709	33,723	8,013
2400	Clerical and Office Staff Salaries	2,667	2,700	2,691	2,632	2,288	2,584	2,421	2,867	3,070	2,593	2,593	2,593	-	31,698	23,350	(8,348)
		4,472	4,743	4,734	4,675	4,331	4,732	4,464	5,299	5,502	6,077	6,077	6,077	-	61,183	61,724	541
Benefits																	
3101	STRS	15,636	15,699	15,271	15,041	12,078	15,451	15,175	18,214	23,583	20,655	20,655	20,655	-	208,113	202,419	(5,695)
3301	OASDI	637	618	627	628	559	636	624	731	948	449	449	449	-	7,355	3,827	(3,528)
3311	Medicare	1,317	1,325	1,293	1,274	1,277	1,316	1,268	1,529	1,991	1,672	1,672	1,672	-	17,604	16,262	(1,342)
3401	Health and Welfare	10,133	11,073	15,082	11,982	10,740	18,887	16,130	14,724	15,230	13,178	13,178	13,178	-	163,513	137,207	(26,306)
3501	State Unemployment	19	73	8	10	5	1,062	650	142	142	1,900	1,900	1,900	-	7,813	33,024	25,211
3601	Workers' Compensation	4,740	(1,244)	-	-	-	4,686	-	3,569	982	1,614	1,614	1,614	-	17,576	15,701	(1,875)
3901	Other Benefits	3,121	3,080	3,049	3,010	3,230	3,112	3,098	3,690	4,774	3,686	3,686	3,686	-	41,222	2,778	(38,444)
		35,602	30,624	35,330	31,944	27,890	45,150	36,946	42,599	47,651	43,154	43,154	43,154	-	463,195	411,217	(51,978)
Books and Supplies																	
4100	Textbooks and Core Curricula	68,046	6,757	2,804	942	414	287	4,183	923	1,565	1,274	1,274	1,274	-	89,744	127,095	37,351
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	49	49	49	-	146	518	372
4302	School Supplies	3,366	-	-	4	18	31	427	1	1	11	11	11	3,388	7,272	28,258	20,986
4305	Software	38,059	1,698	3,785	6,520	(877)	38,112	3,337	1,420	371	6,344	6,344	6,344	(24,117)	87,340	106,831	19,492
4310	Office Expense	-	112	257	162	32	3	35	388	488	662	662	662	-	3,462	7,038	3,576
4311	Business Meals	45	63	180	166	17	-	2	24	487	169	169	169	-	1,490	1,792	302
4400	Noncapitalized Equipment	13,846	-	1,010	5	-	273	-	-	8,319	-	-	68,871	-	92,323	45,745	(46,578)
		123,362	8,630	8,036	7,798	(396)	38,705	7,986	2,756	11,231	8,509	8,509	77,380	(20,729)	281,777	317,277	35,501

FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

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Subagreement Services																	
5102	Special Education	-	1,267	1,424	545	7,230	34,937	28,550	45,987	29,068	30,781	30,781	30,781	99,217	340,569	244,099	(96,470)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	266	266
5105	Security	-	10	7	-	13	10	5	-	9	8	8	8	-	78	84	6
5106	Other Educational Consultants	-	-	13	-	13	-	-	15	-	-	-	-	7,266	7,306	6,475	(831)
		-	1,277	1,445	545	7,255	34,947	28,555	46,002	29,077	30,789	30,789	30,789	106,483	347,954	250,924	(97,029)
Operations and Housekeeping																	
5201	Auto and Travel	854	754	798	816	329	(52)	83	945	574	2,074	2,074	2,074	-	11,323	22,056	10,733
5300	Dues & Memberships	6,136	(1,359)	148	1,306	-	-	-	9	-	529	529	529	-	7,827	20,250	12,423
5400	Insurance	528	370	211	1,502	780	1,145	410	488	488	632	632	632	-	7,815	6,690	(1,125)
5501	Utilities	-	-	-	-	-	-	-	-	-	26	26	26	-	77	216	139
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	62	62	62	-	186	699	513
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	6	6	6	-	17	61	44
5900	Communications	3,478	42	333	1,090	1,315	1,303	868	1,714	3,412	1,987	1,987	1,987	-	19,517	24,724	5,208
5901	Postage and Shipping	-	1	4	5	-	-	1	-	4	112	112	112	-	351	1,165	814
		10,997	(192)	1,494	4,718	2,424	2,395	1,361	3,156	4,478	5,427	5,427	5,427	-	47,114	75,862	28,748
Facilities, Repairs and Other Leases																	
5601	Rent	771	763	784	784	784	784	784	817	919	1,045	1,045	1,045	2,212	12,536	11,110	(1,425)
5602	Additional Rent	62	64	64	62	67	3,566	168	62	78	411	411	411	-	5,425	8,934	3,509
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	54	54	54	-	163	578	415
5604	Other Leases	5,190	-	-	5,181	-	2,031	1,340	-	-	604	604	604	-	15,554	5,942	(9,612)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	45	45	45	-	134	11,261	11,127
		6,023	827	848	6,027	851	6,381	2,292	878	997	2,159	2,159	2,159	2,212	33,811	37,826	4,014
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	4,824	4,876	19	15,115	5,695	5,695	5,695	50,537	92,456	96,108	3,652
5802	Audit & Taxes	-	97	-	-	-	584	612	126	329	-	-	-	703	2,451	1,393	(1,057)
5803	Legal	-	255	516	911	1,168	1,407	46	2,138	16,917	2,003	2,003	2,003	-	29,366	20,770	(8,596)
5804	Professional Development	697	621	1,278	55	274	310	600	142	997	1,028	1,028	1,028	-	8,058	5,999	(2,059)
5805	General Consulting	251	373	5,105	456	669	503	140	1,795	1,040	677	677	677	-	12,363	6,201	(6,162)
5806	Special Activities/Field Trips	457	7	129	114	(53)	37	2	1	102	44	44	44	13,181	14,111	12,165	(1,945)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	7	7	7	-	20	72	52
5808	Printing	-	-	-	-	-	-	-	-	-	1	1	1	-	4	16	11
5809	Other taxes and fees	-	6	124	1	-	1	1	271	169	111	111	111	-	907	2,367	1,460
5810	Payroll Service Fee	-	-	5	5	-	-	-	-	-	33	33	33	-	108	347	239
5811	Management Fee	4,577	4,577	4,577	4,577	4,577	4,577	4,577	4,577	4,577	5,563	5,563	5,563	8,878	66,761	54,767	(11,994)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	3,159	3,059	3,059	18,436	27,714	22,958	(4,756)
5814	SPED Encroachment	61	317	530	530	530	-	1,060	731	745	452	452	452	123	5,983	4,811	(1,172)
5815	Public Relations/Recruitment	472	4,374	2,167	3,336	2,525	2,450	1,750	2,130	2,594	3,505	3,505	3,505	-	32,313	36,743	4,430
		6,515	10,628	14,431	9,987	9,690	14,692	13,663	11,931	42,585	22,279	22,178	22,178	91,858	292,617	264,719	(27,898)
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	121	121	121	1,090	1,453	926	(526)
		-	-	-	-	-	-	-	-	-	121	121	121	1,090	1,453	926	(526)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		276,823	146,756	154,466	152,457	139,407	236,104	182,560	216,936	277,835	219,586	219,485	288,357	180,914	2,691,686	2,480,260	(211,427)
Monthly Surplus (Deficit)		(269,571)	(76,328)	(36,146)	85,718	51,334	(55,196)	110,780	(22,864)	(2,459)	121,292	103,096	259,175	377,545	646,377	258,109	388,268
															19.4%		

FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 200.51

CHARTER IMPACT

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(269,571)	(76,328)	(36,146)	85,718	51,334	(55,196)	110,780	(22,864)	(2,459)	121,292	103,096	259,175	377,545	646,377	Cert.	Instr.
Cash flows from operating activities															58.1%	67.4%
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	121	121	121	1,090	1,453	605,770	(421,698)
Public Funding Receivables	64,672	353,133	-	15,621	2,116	(177,738)	179,569	(192,575)	206,044	-	-	-	(558,459)	(107,617)		
Grants and Contributions Rec.	-	-	-	-	-	-		-		-	-	-	-	-		
Due To/From Related Parties	(22,305)	149,025	(469,238)	150,238	142,472	234,371	162,248	(566,079)	258,296	-	-	-	-	39,028		
Prepaid Expenses	13,923	-	(4,162)	-	(1,171)	(5,749)	(683)	(1,634)	(5,554)	(1,952)	(1,952)	(1,952)	-	(10,886)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(31,282)	(53)	-	-	(1)	-	1	-	7,827	-	-	-	180,914	157,406	Pupil:Teacher Ratio	
Accrued Expenses	(209)	(18,193)	(19,816)	-	(2,169)	(530)	86	731	(817)	-	-	-	-	(40,917)	20.67	
Other Liabilities										-	-	-	-	-		
Deferred Revenue	-	3,517	1,230	12,778	38,329	10,334	1,226	(1,490)	15,455	-	-	(224,950)	-	(143,571)		
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	(244,772)	411,101	(528,132)	264,355	230,910	5,492	453,227	(783,911)	478,792	119,461	101,265	32,394				
Cash, Beginning of Month	1,732,942	1,488,170	1,899,271	1,371,139	1,635,494	1,866,404	1,871,896	2,325,123	1,541,212	2,020,005	2,139,465	2,240,731				
Cash, End of Month	1,488,170	1,899,271	1,371,139	1,635,494	1,866,404	1,871,896	2,325,123	1,541,212	2,020,005	2,139,465	2,240,731	2,273,125				

FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 554.70

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	538.02
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	130,325	130,325	234,586	234,586	234,586	234,586	234,586	296,957	326,933	326,933	326,933	356,909	3,068,245	3,050,425	17,820
8012	Education Protection Account	-	-	-	22,717	-	-	22,716	-	-	27,735	-	-	37,772	110,940	107,604	3,336
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(29,161)	(29,161)	(29,161)	(29,161)	(29,161)	(145,805)	-	(145,805)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	1,335,501	-	450,973	450,973	450,973	1,352,919	4,041,339	3,815,353	225,986
		-	130,325	130,325	257,303	234,586	234,586	257,302	1,570,087	267,796	776,480	748,745	748,745	1,718,439	7,074,719	6,973,382	101,337
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	70,897	70,897	61,653	9,244
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	73,652	73,652	-	73,652
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	10,647	10,647	-	10,647
		-	-	-	-	-	-	-	-	-	-	-	-	155,196	155,196	61,653	93,543
Other State Revenue																	
8311	State Special Education	24,803	25,669	46,205	46,205	46,205	-	92,410	46,204	46,204	36,435	36,435	36,435	26,666	509,876	498,407	11,469
8550	Mandated Cost	-	-	-	-	-	18,686	-	-	-	-	-	-	-	18,686	17,579	1,107
8560	State Lottery	-	-	-	-	-	-	38,863	-	-	30,366	-	-	82,204	151,433	146,879	4,554
8598	Prior Year Revenue	-	-	-	20,388	2,876	1,546	(22,753)	-	-	-	-	-	-	2,057	-	2,057
8599	Other State Revenue	-	1,928	1,928	14,261	6,472	6,463	6,531	7,599	8,749	4,125	4,125	103,880	-	166,061	122,704	43,357
		24,803	27,597	48,133	80,854	55,553	26,695	115,051	53,803	54,953	70,926	40,560	140,315	108,870	848,113	785,569	62,544
Other Local Revenue																	
8660	Interest Revenue	-	643	867	408	677	793	482	4,143	2,679	1,160	1,160	1,160	-	14,172	13,922	251
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	1,744	1,744	1,692	52
		-	643	867	408	677	793	482	4,143	2,679	1,160	1,160	1,160	1,744	15,917	15,614	303
Total Revenue		24,803	158,565	179,325	338,565	290,816	262,074	372,835	1,628,033	325,428	848,566	790,465	890,220	1,984,249	8,093,944	7,836,218	257,726
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	222,727	224,781	218,079	214,901	216,828	217,679	211,908	219,431	221,292	222,304	222,304	222,304	-	2,634,539	2,579,960	(54,579)
1175	Teachers' Extra Duty/Stipends	3,437	3,489	3,526	3,675	5,929	8,279	8,669	9,757	93,397	10,064	10,064	10,064	-	170,349	120,269	(50,080)
1200	Pupil Support Salaries	28,344	27,355	27,623	27,538	25,685	27,518	26,682	26,256	27,370	27,598	27,598	27,598	-	327,164	337,690	10,526
1300	Administrators' Salaries	23,608	23,607	23,600	22,423	21,954	22,299	22,920	24,118	23,247	19,642	19,642	19,642	-	266,701	258,958	(7,743)
		278,116	279,232	272,828	268,537	270,396	275,775	270,179	279,562	365,306	279,607	279,607	279,607	-	3,398,753	3,296,876	(101,877)
Classified Salaries																	
2200	Support Salaries	798	798	799	799	798	798	798	823	823	1,251	1,251	1,251	-	10,987	14,470	3,483
2300	Classified Administrators' Salaries	4,789	5,526	5,525	5,525	5,525	5,850	5,525	5,695	5,695	8,388	8,388	8,388	-	74,819	104,908	30,088
2400	Clerical and Office Staff Salaries	8,254	8,356	8,327	8,146	7,081	7,999	7,493	7,684	8,228	7,173	7,173	7,173	-	93,088	72,639	(20,448)
		13,841	14,680	14,651	14,470	13,404	14,647	13,816	14,202	14,746	16,812	16,812	16,812	-	178,894	192,017	13,123
Benefits																	
3101	STRS	48,398	48,588	47,265	46,552	37,382	47,821	46,970	48,814	63,202	54,072	54,072	54,072	-	597,208	629,703	32,496
3301	OASDI	1,971	1,914	1,939	1,943	1,731	1,969	1,931	1,959	2,541	1,176	1,176	1,176	-	21,425	11,905	(9,520)
3311	Medicare	4,076	4,100	4,004	3,942	3,952	4,073	3,927	4,096	5,336	4,377	4,377	4,377	-	50,636	50,589	(47)
3401	Health and Welfare	30,851	31,620	46,693	37,097	33,254	58,471	49,937	39,486	40,809	36,456	36,456	36,456	-	477,586	426,835	(50,751)
3501	State Unemployment	58	226	24	31	17	3,288	2,012	381	381	4,872	4,872	4,872	-	21,035	95,818	74,783
3601	Workers' Compensation	14,671	(3,849)	-	-	-	14,503	-	9,566	2,632	4,226	4,226	4,226	-	50,200	48,844	(1,355)
3901	Other Benefits	9,658	9,531	9,437	9,316	9,996	9,633	9,588	9,890	12,796	9,649	9,649	9,649	-	118,791	8,641	(110,150)
		109,683	92,130	109,362	98,881	86,332	139,758	114,365	114,192	127,697	114,826	114,826	114,826	-	1,336,879	1,272,336	(64,543)
Books and Supplies																	
4100	Textbooks and Core Curricula	210,618	20,918	8,683	2,914	1,283	890	12,954	2,479	4,194	3,526	3,526	3,526	-	275,510	395,380	119,870
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	135	135	135	-	404	1,612	1,207
4302	School Supplies	10,097	-	-	32	55	97	1,322	4	2	71	71	71	9,648	21,470	87,907	66,438
4305	Software	117,355	5,255	11,718	20,183	(2,714)	117,965	10,323	3,799	995	17,550	17,550	17,550	(74,648)	262,881	332,341	69,460
4310	Office Expense	-	340	791	501	98	9	110	1,039	1,308	1,831	1,831	1,831	-	9,688	21,894	12,206
4311	Business Meals	130	59	555	79	54	-	7	3	332	466	466	466	-	2,618	5,575	2,958
4400	Noncapitalized Equipment	42,858	-	3,125	15	-	843	-	-	22,294	-	-	130,476	60,397	260,007	142,307	(117,701)
		381,058	26,572	24,872	23,724	(1,224)	119,804	24,716	7,324	29,125	23,578	23,578	154,054	(4,603)	832,579	987,016	154,438

FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 554.70

		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 Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	10,288	10,364	927	24,677	116,851	63,230	134,538	82,685	85,155	85,155	85,155	161,415	860,439	759,366	(101,073)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	827	827
5105	Security	-	31	23	-	39	31	17	-	25	22	22	22	-	232	262	30
5106	Other Educational Consultants	-	-	39	-	39	-	-	40	-	-	-	-	20,094	20,212	20,144	(68)
		-	10,319	10,426	927	24,755	116,882	63,247	134,578	82,710	85,176	85,176	85,176	181,509	880,883	780,599	(100,284)
Operations and Housekeeping																	
5201	Auto and Travel	2,485	1,185	2,018	133	1,193	(161)	258	550	1,434	5,737	5,737	5,737	-	26,307	68,615	42,308
5300	Dues & Memberships	18,956	(4,207)	458	1,380	-	-	-	25	-	1,464	1,464	1,464	-	21,003	62,997	41,994
5400	Insurance	1,635	1,144	653	4,648	2,414	3,543	1,267	1,306	1,306	1,748	1,748	1,748	-	23,159	20,811	(2,348)
5501	Utilities	-	-	-	-	-	-	-	-	-	71	71	71	-	213	671	458
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	172	172	172	-	515	2,174	1,660
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	16	16	16	-	48	191	143
5900	Communications	10,766	130	1,031	3,374	4,071	4,031	2,780	4,596	9,146	5,496	5,496	5,496	-	56,414	76,915	20,501
5901	Postage and Shipping	-	4	12	15	-	-	2	-	11	311	311	311	-	976	3,624	2,648
		33,842	(1,744)	4,172	9,550	7,678	7,413	4,307	6,477	11,897	15,014	15,014	15,014	-	128,635	235,998	107,364
Facilities, Repairs and Other Leases																	
5601	Rent	2,354	2,363	2,426	2,426	2,426	2,426	2,427	2,443	2,462	2,890	2,890	2,890	4,256	34,679	34,562	(117)
5602	Additional Rent	191	198	199	191	206	11,037	520	191	209	1,137	1,137	1,137	-	16,354	27,793	11,439
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	150	150	150	-	451	1,799	1,348
5604	Other Leases	15,380	-	-	16,036	-	6,287	4,147	-	-	1,671	1,671	1,671	-	46,862	18,486	(28,376)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	124	124	124	-	371	35,032	34,660
		17,925	2,561	2,625	18,653	2,632	19,750	7,094	2,634	2,671	5,972	5,972	5,972	4,256	98,717	117,671	18,954
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	14,931	15,091	51	40,507	15,755	15,755	15,755	145,859	263,703	298,981	35,278
5802	Audit & Taxes	-	300	-	-	-	1,807	1,893	338	883	-	-	-	-	5,221	4,335	(886)
5803	Legal	-	789	1,598	2,821	3,616	4,355	141	5,730	46,323	5,540	5,540	5,540	-	81,994	64,615	(17,379)
5804	Professional Development	2,138	1,923	3,956	171	847	960	1,859	382	2,630	2,843	2,843	2,843	-	23,396	18,663	(4,733)
5805	General Consulting	777	1,155	15,799	1,412	2,070	1,556	433	4,811	2,787	1,873	1,873	1,873	-	36,418	19,291	(17,128)
5806	Special Activities/Field Trips	1,329	23	401	355	(163)	114	5	2	275	263	263	263	35,776	38,906	37,845	(1,061)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	19	19	19	-	56	224	168
5808	Printing	-	-	-	-	-	-	-	-	-	4	4	4	-	12	49	37
5809	Other taxes and fees	-	20	383	4	-	3	3	727	452	308	308	308	-	2,515	7,363	4,847
5810	Payroll Service Fee	-	-	16	16	-	-	-	-	-	90	90	90	-	303	1,079	776
5811	Management Fee	13,089	13,089	13,089	13,089	13,089	13,089	13,089	13,089	13,089	13,490	13,490	13,490	3,608	161,879	156,724	(5,155)
5812	District Oversight Fee	-	-	-	-	-	-	-	63,357	-	7,765	7,487	7,487	(15,350)	70,747	69,734	(1,013)
5814	SPED Encroachment	182	1,048	1,762	1,762	1,762	-	3,524	1,807	1,849	1,093	1,093	1,093	448	17,423	16,802	(621)
5815	Public Relations/Recruitment	1,461	13,539	6,708	10,327	7,815	7,583	5,417	5,709	6,952	9,696	9,696	9,696	-	94,599	114,304	19,705
		18,976	31,886	43,712	29,957	29,036	44,398	41,455	96,003	115,747	58,739	58,461	58,461	170,341	797,172	810,008	12,836
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	335	335	335	-	1,005	2,882	1,877
		-	-	-	-	-	-	-	-	-	335	335	335	-	1,005	2,882	1,877
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		853,441	455,636	482,648	464,699	433,009	738,427	539,179	654,972	749,899	600,061	599,783	730,259	351,503	7,653,516	7,695,404	41,888
Monthly Surplus (Deficit)		(828,638)	(297,071)	(303,323)	(126,134)	(142,193)	(476,353)	(166,344)	973,061	(424,471)	248,505	190,682	159,961	1,632,746	440,428	140,814	299,614
															5.4%		

FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 554.70

	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 Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(828,638)	(297,071)	(303,323)	(126,134)	(142,193)	(476,353)	(166,344)	973,061	(424,471)	248,505	190,682	159,961	1,632,746	440,428
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	335	335	335	-	1,005
Public Funding Receivables	115,268	357,945	-	93,352	(46,026)	46,205	5,852	214,280	284,260	-	-	-	(1,984,249)	(913,113)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-		-	-	-	-	-
Due To/From Related Parties	853,658	483,855	(13,852)	461,127	440,834	728,516	501,833	(1,166,875)	692,782	-	-	-	-	2,981,878
Prepaid Expenses	42,817	-	(12,882)	-	(3,625)	(17,795)	(2,112)	(4,345)	(14,885)	(5,400)	(5,400)	(5,400)	-	(29,028)
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(163,282)	(152)	-	-	(1)	-	1	-	11,522	-	-	-	351,503	199,591
Accrued Expenses	(1,277)	(112,638)	-	-	(10,607)	(1,762)	6,547	1,807	(1,807)	-	-	-	-	(119,737)
Other Liabilities										-	-	-	-	-
Deferred Revenue	-	10,772	3,497	(4,498)	123,117	18,847	3,232	(4,130)	45,700	-	-	(99,755)	-	96,782
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	18,546	442,711	(326,560)	423,847	361,499	297,658	349,009	13,798	593,101	243,440	185,616	55,141		
Cash, Beginning of Month	1,024,778	1,043,324	1,486,035	1,159,475	1,583,322	1,944,821	2,242,479	2,591,488	2,605,286	3,198,387	3,441,827	3,627,443		
Cash, End of Month	1,043,324	1,486,035	1,159,475	1,583,322	1,944,821	2,242,479	2,591,488	2,605,286	3,198,387	3,441,827	3,627,443	3,682,584		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
68.2%	79.4%
2,284,637	(47,986)

Pupil:Teacher Ratio
20.67

FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 184.14

CHARTER IMPACT

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	133.64
State Aid - Revenue Limit																	
8011	LCFF State Aid	33,836	33,836	60,905	60,905	60,905	60,905	60,905	165,429	165,429	151,671	151,671	151,671	137,912	1,295,979	703,539	592,440
8012	Education Protection Account	-	-	5,801	-	-	5,801	-	-	13,880	-	-	-	11,346	36,828	26,727	10,101
8019	State Aid - Prior Year	-	-	-	-	-	-	-	(3,145)	(3,145)	(3,145)	(3,145)	(3,145)	-	(15,725)	-	(15,725)
8096	In Lieu of Property Taxes	-	-	-	270,582	8,771	-	-	-	474,473	139,532	139,532	139,532	(55,877)	1,116,544	1,024,239	92,305
		33,836	33,836	66,706	331,487	69,676	66,706	60,905	162,284	650,637	288,057	288,057	288,057	93,381	2,433,626	1,754,505	679,121
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	17,589	17,589	15,296	2,293
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	21,733	21,733	-	21,733
8291	Title II, Part A - Teacher Quality	-	-	701	-	(701)	-	-	-	-	-	-	-	2,838	2,838	-	2,838
		-	-	701	-	(701)	-	-	-	-	-	-	-	42,160	42,160	15,296	26,864
Other State Revenue																	
8311	State Special Education	5,981	6,190	11,141	11,141	11,141	-	22,282	17,588	17,588	13,872	13,872	13,872	10,157	154,825	120,077	34,748
8550	Mandated Cost	-	-	-	-	4,636	-	-	-	-	-	-	-	-	4,636	4,281	355
8560	State Lottery	-	-	-	-	-	10,093	-	-	10,506	7,533	-	-	22,138	50,270	36,483	13,787
8598	Prior Year Revenue	-	-	3,200	-	348	(1,752)	(673)	-	-	-	-	-	-	1,123	-	1,123
8599	Other State Revenue	492	492	886	3,542	1,625	1,623	1,639	3,073	3,143	1,369	1,369	83,156	-	102,409	77,745	24,665
		6,473	6,682	15,227	14,683	17,750	9,964	23,248	20,661	31,237	22,775	15,242	97,028	32,294	313,264	238,586	74,678
Other Local Revenue																	
8660	Interest Revenue	-	927	-	3,863	-	-	11,362	-	-	1,316	1,316	1,316	-	20,099	15,788	4,311
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	572	572	415	157
		-	927	-	3,863	-	-	11,362	-	-	1,316	1,316	1,316	572	20,671	16,203	4,468
Total Revenue		40,309	41,445	82,634	350,033	86,725	76,670	95,515	182,945	681,874	312,148	304,615	386,401	168,407	2,809,721	2,024,590	785,131
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	54,807	55,313	53,663	52,881	53,355	53,564	52,153	72,037	72,655	73,797	73,797	73,797	-	741,819	640,061	(101,757)
1175	Teachers' Extra Duty/Stipends	847	860	870	907	1,460	2,038	2,136	3,201	30,665	3,341	3,341	3,341	-	53,006	29,837	(23,169)
1200	Pupil Support Salaries	6,975	6,732	6,797	6,776	6,320	6,772	6,567	8,619	8,985	9,161	9,161	9,161	-	92,027	83,777	(8,250)
1300	Administrators' Salaries	5,811	5,810	5,809	5,519	5,403	5,488	5,641	7,919	7,632	6,520	6,520	6,520	-	74,593	64,245	(10,348)
		68,440	68,715	67,139	66,083	66,538	67,862	66,497	91,776	119,937	92,819	92,819	92,819	-	961,445	817,921	(143,525)
Classified Salaries																	
2200	Support Salaries	196	196	196	196	197	197	197	270	270	415	415	415	-	3,161	3,590	429
2300	Classified Administrators' Salaries	1,179	1,360	1,360	1,360	1,360	1,439	1,360	1,870	1,870	2,785	2,785	2,785	-	21,512	26,026	4,515
2400	Clerical and Office Staff Salaries	2,031	2,056	2,049	2,005	1,742	1,969	1,844	2,522	2,701	2,381	2,381	2,381	-	26,063	18,021	(8,042)
		3,406	3,612	3,605	3,561	3,299	3,605	3,401	4,662	4,841	5,581	5,581	5,581	-	50,735	47,637	(3,098)
Benefits																	
3101	STRS	11,910	11,957	11,631	11,455	9,198	11,767	11,560	16,025	20,749	21,064	21,064	21,064	-	179,445	156,223	(23,222)
3301	OASDI	485	471	478	479	426	485	476	643	834	457	457	457	-	6,147	2,954	(3,194)
3311	Medicare	1,003	1,009	985	969	972	1,002	966	1,345	1,752	1,705	1,705	1,705	-	15,117	12,551	(2,567)
3401	Health and Welfare	7,623	7,941	11,491	9,129	8,183	14,390	12,291	12,944	13,399	12,102	12,102	12,102	-	133,697	105,893	(27,804)
3501	State Unemployment	15	56	6	8	5	809	495	125	125	1,749	1,749	1,749	-	6,891	25,583	18,692
3601	Workers' Compensation	3,611	(948)	-	-	-	3,570	-	3,141	864	1,646	1,646	1,646	-	15,176	12,118	(3,058)
3901	Other Benefits	2,377	2,346	2,322	2,293	2,459	2,371	2,360	3,246	4,201	3,758	3,758	3,758	-	35,250	2,144	(33,106)
		27,024	22,832	26,913	24,333	21,243	34,394	28,148	37,469	41,924	42,481	42,481	42,481	-	391,723	317,465	(74,258)
Books and Supplies																	
4100	Textbooks and Core Curricula	51,844	5,148	2,136	717	317	219	3,189	814	1,377	1,170	1,170	1,170	-	69,272	98,090	28,817
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	45	45	45	-	134	400	266
4302	School Supplies	3,303	-	-	4	14	24	675	1	1	27	27	27	3,263	7,367	21,809	14,442
4305	Software	29,334	1,294	2,886	4,968	(668)	29,037	2,542	1,249	326	5,826	5,826	5,826	(18,375)	70,071	82,450	12,379
4310	Office Expense	-	83	195	123	24	2	26	341	430	608	608	608	-	3,047	5,432	2,385
4311	Business Meals	32	29	136	38	13	-	2	24	149	155	155	155	-	887	1,383	496
4400	Noncapitalized Equipment	10,550	-	770	4	-	208	-	-	7,320	-	-	61,827	-	80,679	35,305	(45,374)
		95,063	6,554	6,123	5,854	(300)	29,490	6,434	2,429	9,603	7,831	7,831	69,658	(15,112)	231,458	244,868	13,411

FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 184.14

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	932	130	95	5,182	21,534	17,955	33,248	44,293	28,268	28,268	28,268	131,044	339,218	188,391	(150,827)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	205	205
5105	Security	-	7	6	-	10	8	4	-	8	7	7	7	-	65	65	0
5106	Other Educational Consultants	-	-	10	-	10	-	-	13	-	-	-	-	6,677	6,710	4,998	(1,712)
		-	939	146	95	5,202	21,542	17,959	33,261	44,301	28,275	28,275	28,275	137,721	345,992	193,658	(152,334)
Operations and Housekeeping																	
5201	Auto and Travel	621	1,138	497	777	251	(40)	64	393	583	1,905	1,905	1,905	-	9,998	17,023	7,025
5300	Dues & Memberships	4,506	(1,036)	112	1,297	-	-	-	8	-	486	486	486	-	6,345	15,629	9,284
5400	Insurance	403	282	161	1,144	594	873	312	429	429	580	580	580	-	6,368	5,163	(1,205)
5501	Utilities	-	-	-	-	-	-	-	-	-	24	24	24	-	71	166	96
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	57	57	57	-	171	539	369
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	5	5	5	-	16	47	31
5900	Communications	2,650	32	254	831	1,002	994	680	1,508	3,003	1,825	1,825	1,825	-	16,428	19,082	2,654
5901	Postage and Shipping	-	1	3	4	-	-	1	-	4	103	103	103	-	322	899	577
		8,180	417	1,027	4,053	1,847	1,827	1,057	2,338	4,019	4,984	4,984	4,984	-	39,718	58,549	18,831
Facilities, Repairs and Other Leases																	
5601	Rent	582	582	597	598	598	598	597	647	808	959	959	959	3,027	11,512	8,575	(2,938)
5602	Additional Rent	47	49	49	47	50	2,716	128	47	69	378	378	378	-	4,335	6,895	2,560
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	50	50	50	-	150	446	297
5604	Other Leases	4,620	-	-	3,947	-	1,548	1,021	-	-	555	555	555	-	12,800	4,586	(8,214)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	41	41	41	-	123	8,691	8,568
		5,249	631	646	4,592	648	4,862	1,746	694	877	1,982	1,982	1,982	3,027	28,919	29,193	274
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	3,675	3,715	17	13,301	5,230	5,230	5,230	44,736	81,134	74,174	(6,960)
5802	Audit & Taxes	-	74	-	-	-	445	466	111	290	-	-	-	-	1,386	1,075	(311)
5803	Legal	-	194	393	694	889	1,072	35	1,882	14,963	1,839	1,839	1,839	-	25,639	16,030	(9,609)
5804	Professional Development	527	474	973	42	209	34,177	457	125	864	944	944	944	-	40,680	4,630	(36,050)
5805	General Consulting	192	284	3,890	348	510	383	107	1,579	915	622	622	622	-	10,073	4,786	(5,287)
5806	Special Activities/Field Trips	332	6	98	87	(41)	28	1	1	90	100	100	100	11,870	12,771	9,389	(3,382)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	6	6	6	-	19	56	37
5808	Printing	-	-	-	-	-	-	-	-	-	1	1	1	-	4	12	8
5809	Other taxes and fees	-	5	94	1	-	1	1	239	148	102	102	102	-	796	1,827	1,031
5810	Payroll Service Fee	-	-	4	4	-	-	-	-	-	30	30	30	-	98	268	170
5811	Management Fee	3,383	3,383	3,383	3,383	4,552	3,383	3,383	3,383	3,383	4,683	4,683	4,683	10,530	56,194	48,000	(8,194)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	2,881	2,881	2,881	15,695	24,336	17,545	(6,791)
5814	SPED Encroachment	46	255	427	427	427	-	854	669	679	416	416	416	140	5,172	4,061	(1,111)
5815	Public Relations/Recruitment	359	3,332	1,652	2,542	1,923	1,866	1,333	1,874	2,283	3,219	3,219	3,219	-	26,820	28,358	1,538
		4,839	8,007	10,914	7,528	8,469	45,030	10,352	9,880	36,916	20,072	20,072	20,072	82,970	285,123	210,211	(74,912)
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	111	111	111	-	334	715	381
		-	-	-	-	-	-	-	-	-	111	111	111	-	334	715	381
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		212,201	111,707	116,513	116,099	106,946	208,612	135,594	182,509	262,418	204,138	204,138	265,965	208,606	2,335,447	1,920,217	(415,230)
Monthly Surplus (Deficit)		(171,892)	(70,262)	(33,879)	233,934	(20,221)	(131,942)	(40,079)	436	419,456	108,010	100,477	120,436	(40,199)	474,274	104,373	369,902
															16.9%		

FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY25-26

Revised 04/21/26

ADA = 184.14

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(171,892)	(70,262)	(33,879)	233,934	(20,221)	(131,942)	(40,079)	436	419,456	108,010	100,477	120,436	(40,199)	474,274
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	111	111	111	-	334
Public Funding Receivables	142,317	38,127	423,325	74,264	(11,141)	12,546	-	(17,588)	17,588	-	-	-	(168,407)	511,031
Grants and Contributions Rec.	-	250	-	-	3,559	-	-	-		-	-	-	-	3,809
Due To/From Related Parties	208,493	111,963	(30,743)	114,402	103,852	209,627	122,145	197,677	(1,314,090)	-	-	-	-	(276,674)
Prepaid Expenses	12,089	-	(3,171)	-	(892)	(4,380)	(520)	(1,447)	(4,888)	(1,793)	(1,793)	(1,793)	-	(8,587)
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(15,523)	(38)	-	-	-	-	-	-	6,093	-	-	-	208,606	199,138
Accrued Expenses	(18,233)	(35,965)	-	-	427	(427)	1	669	(1,343)	-	-	-	-	(54,871)
Other Liabilities							673			-	-	-	-	673
Deferred Revenue	2,722	866	4,585	26,146	5,757	822	1,153	9,370	219	-	-	(81,787)	-	(30,147)
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	159,973	44,941	360,117	448,746	81,341	86,246	83,373	189,117	(876,965)	106,328	98,795	36,968		
Cash, Beginning of Month	547,711	707,685	752,625	1,112,742	1,561,488	1,642,829	1,729,075	1,812,448	2,001,565	1,124,600	1,230,928	1,329,723		
Cash, End of Month	707,685	752,625	1,112,742	1,561,488	1,642,829	1,729,075	1,812,448	2,001,565	1,124,600	1,230,928	1,329,723	1,366,692		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
59.5%	68.6%
547,441	(321,685)

Pupil:Teacher Ratio
11.84

Southern California

Budget vs Actual

For the period ended March 31, 2026

	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	$ 549,636	$ 1,040,233	$ (490,597)	$ 7,673,434	$ 7,397,214	$ 276,220	$ 13,995,575
Economic Protection Account Funding	244,018	195,910	48,108	645,852	587,730	58,122	948,836
State Aid - Prior Year	130,301	0	130,301	260,602	0	260,602	0
In Lieu of Property Taxes	11,078,943	5,498,163	5,580,780	31,099,387	28,276,264	2,823,123	47,551,486
Total State Aid - Revenue Limit	12,002,898	6,734,306	5,268,592	39,679,275	36,261,208	3,418,067	62,495,897
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	562,342
Title I, Part A - Basic Low Income	271	0	271	959,228	980,382	(21,154)	980,382
Title II, Part A - Teacher Quality	0	0	0	0	156,662	(156,662)	156,662
Title V, Part B - Charter School Grants	0	0	0	17,903	0	17,903	70,548
Total Federal Revenue	271	0	271	977,131	1,137,044	(159,913)	1,769,934
Other State Revenue							
State Special Education - AB602	404,149	403,287	862	3,270,501	2,867,820	402,681	4,480,969
State - Mandated Cost Reimbursement	0	0	0	157,772	152,422	5,350	152,422
State - State Lottery	355,964	0	355,964	697,941	267,417	430,524	1,295,161
Prior Year Revenues	0	0	0	18,048	0	18,048	0
State - Other State Revenue	35,540	35,278	262	464,715	1,475,337	(1,010,622)	2,840,920
Total Other State Revenue	795,653	438,565	357,088	4,608,977	4,762,996	(154,019)	8,769,472
Other Local Revenue							
Interest Revenue	5,608	5,574	33	48,947	50,168	(1,221)	66,890
Other Local Revenue	0	0	0	11,707	0	11,707	0
ASB Fundraising	0	0	0	0	14,900	(14,901)	14,901
Total Other Local Revenue	5,608	5,574	33	60,654	65,068	(4,415)	81,791
Total Revenue	**12,804,430**	**7,178,445**	**5,625,984**	**45,326,037**	**42,226,316**	**3,099,720**	**73,117,094**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	1,813,218	1,893,374	(80,156)	16,985,449	17,040,365	(54,916)	22,720,487
Certificated Teachers' Extra Duties/Stipends	765,290	88,263	677,027	1,182,139	794,364	387,775	1,059,151
Certificated Pupil Support Salaries	224,270	247,822	(23,552)	2,109,874	2,230,405	(120,530)	2,973,873
Certificated Supervisors' and Administrators' Salaries	190,470	190,043	427	1,792,304	1,710,388	81,915	2,280,519
Total Certificated Salaries	2,993,248	2,419,502	573,746	22,069,766	21,775,522	294,244	29,034,030
Classified Salaries							
Classified Support Salaries	6,742	10,619	(3,877)	62,395	95,571	(33,176)	127,427
Classified Supervisors' and Administrators' Salaries	46,666	76,990	(30,324)	428,295	692,903	(264,609)	923,871
Clerical, Technical, and Office Staff Salaries	67,413	53,308	14,105	617,662	479,775	137,887	639,701
Total Classified Salaries	120,821	140,917	(20,096)	1,108,352	1,268,249	(159,898)	1,690,999
Benefits							
State Teachers' Retirement System, certificated positions	517,878	462,125	55,753	3,586,151	4,159,125	(572,974)	5,545,499
OASDI/Medicare/Alternative, certificated positions	20,822	8,737	12,085	154,156	78,632	75,525	104,842
Medicare certificated positions	43,716	37,126	6,590	323,022	334,134	(11,113)	445,513
Health and Welfare Benefits, certificated positions	327,739	313,245	14,494	2,975,336	2,819,203	156,134	3,758,938
State Unemployment Insurance, certificated positions	3,117	10,563	(7,446)	52,278	89,786	(37,508)	105,630
Workers' Compensation Insurance, certificated positions	21,570	35,846	(14,276)	321,634	322,613	(979)	430,150
Other Benefits, certificated positions	97,566	6,341	91,225	766,674	57,071	709,603	76,095
Total Benefits	1,032,408	873,983	158,425	8,179,251	7,860,564	318,688	10,466,667
Books & Supplies							
Textbooks and Core Curricula Materials	34,371	290,160	(255,789)	2,315,447	2,611,443	(295,996)	3,481,924
Books and Other Reference Materials	0	1,183	(1,183)	0	10,644	(10,644)	14,192
School Supplies	5,704	1,134	4,569	59,032	275,579	(216,547)	774,158
Software	2,510	243,898	(241,387)	2,649,058	2,195,078	453,980	2,926,771
Office Expense	12,406	16,068	(3,661)	43,367	144,611	(101,244)	192,814
Business Meals	5,414	4,091	1,322	18,856	36,825	(17,969)	49,101
Noncapitalized Equipment	182,674	0	182,674	593,212	357,018	236,193	1,253,227
Total Books & Supplies	243,079	556,534	(313,455)	5,678,972	5,631,198	47,773	8,692,187

Southern California

Budget vs Actual

For the period ended March 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	793,024	557,282	235,742	3,424,900	5,015,533	(1,590,632)	6,687,377
Substitute Teacher	0	606	(607)	0	5,460	(5,460)	7,280
Security	200	193	8	1,542	1,731	(189)	2,308
Other Educational Consultants	0	0	0	1,012	177,400	(176,388)	177,400
Total Subagreement Services	793,224	558,081	235,143	3,427,454	5,200,124	(1,772,669)	6,874,365
Professional/Consulting Services							
IT	335,002	219,415	115,587	622,872	1,974,736	(1,351,863)	2,632,980
Audit and Tax	7,235	0	7,235	45,022	38,174	6,847	38,175
Legal	378,535	47,419	331,116	555,678	426,772	128,906	569,030
Professional Development	49,053	13,697	35,357	178,384	123,270	55,115	164,359
General Consulting	22,843	14,156	8,685	265,403	127,412	137,990	169,883
Special Activities	19,078	668	18,411	80,863	40,029	40,834	333,283
Bank Charges	0	164	(164)	22,557	1,479	21,078	1,972
Printing	0	36	(37)	0	327	(327)	436
Other Taxes and Fees	3,801	5,404	(1,602)	30,391	48,631	(18,240)	64,841
Payroll Service Fee	0	792	(792)	284	7,127	(6,842)	9,502
Management Fee	121,910	121,861	49	1,097,190	1,096,756	433	1,462,342
District Oversight Fee	0	67,343	(67,343)	382,451	362,612	19,839	624,959
SELPA Fees	15,901	12,099	3,802	119,590	86,035	33,555	151,300
Public Relations	57,011	83,885	(26,874)	579,567	754,966	(175,399)	1,006,622
Total Professional/Consulting Services	1,010,369	586,939	423,430	3,980,252	5,088,326	(1,108,074)	7,229,684
Facilities, Repairs & Other Leases							
Rent	20,177	25,365	(5,187)	188,838	228,281	(39,443)	304,374
Additional Rent	2,039	20,396	(18,358)	120,022	183,568	(63,546)	244,757
Equipment Leases	987	1,320	(334)	12,312	11,882	430	15,843
Other Leases	(100)	13,567	(13,666)	401,488	122,095	279,393	162,794
Repairs and Maintenance	0	25,709	(25,709)	2,308	231,381	(229,072)	308,507
Total Facilities, Repairs & Other Leases	23,103	86,357	(63,254)	724,968	777,207	(52,238)	1,036,275
Operations & Housekeeping							
Auto and Travel Expense	19,899	50,355	(30,456)	150,728	453,195	(302,468)	604,261
Dues & Memberships	0	46,232	(46,232)	140,579	416,088	(275,509)	554,783
Insurance	10,706	15,273	(4,567)	155,390	137,457	17,933	183,276
Utilities	3,178	492	2,686	3,744	4,431	(687)	5,909
Janitorial/Trash Removal	1,609	1,596	14	12,465	14,361	(1,896)	19,148
Miscellaneous Expense	1,424	140	1,284	0	1,261	(1,261)	1,680
Communications	76,774	56,446	20,327	357,519	508,017	(150,498)	677,357
Postage and Shipping	153	2,659	(2,506)	7,750	23,934	(16,184)	31,912
Total Operations & Housekeeping	113,743	173,193	(59,450)	828,175	1,558,744	(730,570)	2,078,326
Depreciation							
Depreciation Expense	181	2,115	(1,935)	1,626	19,035	(17,409)	25,380
Total Depreciation	181	2,115	(1,935)	1,626	19,035	(17,409)	25,380
Total Expenses	**6,330,176**	**5,397,621**	**932,554**	**45,998,816**	**49,178,969**	**(3,180,153)**	**67,127,913**
Change in Net Assets	**6,474,254**	**1,780,824**	**4,693,430**	**(672,780)**	**(6,952,653)**	**6,279,873**	**5,989,181**
Net Assets, Beginning of Period	**9,977,897**			**17,124,931**			
Net Assets, End of Period	**$ 16,452,151**			**$ 16,452,151**			

Central Valley

Budget vs Actual

For the period ended March 31, 2026

	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	$ 1,233,674	$ 920,450	$ 313,224	$ 5,885,729	$ 6,545,421	$ (659,692)	$ 10,557,583
Economic Protection Account Funding	0	37,730	(37,730)	1,065,859	113,190	952,669	2,003,513
State Aid - Prior Year	(10,924)	0	(10,924)	(10,923)	0	(10,923)	0
In Lieu of Property Taxes	53,184	76,844	(23,660)	385,585	395,199	(9,614)	664,368
Total State Aid - Revenue Limit	1,275,934	1,035,024	240,910	7,326,250	7,053,810	272,440	13,225,464
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	108,301
Title I, Part A - Basic Low Income	0	0	0	226,702	233,573	(6,871)	233,573
Title II, Part A - Teacher Quality	0	0	0	0	30,938	(30,938)	30,938
Title V, Part B - Charter School Grants	0	0	0	4,264	0	4,264	13,165
Total Federal Revenue	0	0	0	230,966	264,511	(33,545)	385,977
Other State Revenue							
State Special Education - AB602	95,424	66,315	29,109	591,729	471,573	120,156	736,832
State - Mandated Cost Reimbursement	0	0	0	28,929	27,259	1,670	27,259
State - State Lottery	0	0	0	67,553	51,501	16,052	249,347
Prior Year Revenues	0	0	0	2,319	0	2,318	0
State - Other State Revenue	16,369	6,792	9,578	93,950	283,059	(189,108)	544,988
Total Other State Revenue	111,793	73,107	38,687	784,480	833,392	(48,912)	1,558,426
Other Local Revenue							
Interest Revenue	50	224	(175)	11,680	2,013	9,667	2,684
ASB Fundraising	0	0	0	0	2,451	(2,451)	2,451
Total Other Local Revenue	50	224	(175)	11,680	4,464	7,216	5,135
Total Revenue	**1,387,777**	**1,108,355**	**279,422**	**8,353,376**	**8,156,177**	**197,199**	**15,175,002**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	402,955	364,642	38,313	3,386,465	3,281,777	104,688	4,375,703
Certificated Teachers' Extra Duties/Stipends	170,065	16,998	153,066	250,463	152,986	97,477	203,980
Certificated Pupil Support Salaries	49,837	47,728	2,110	420,439	429,550	(9,110)	572,734
Certificated Supervisors' and Administrators' Salaries	42,330	36,600	5,730	357,711	329,401	28,310	439,201
Total Certificated Salaries	665,187	465,968	199,219	4,415,078	4,193,714	221,365	5,591,618
Classified Salaries							
Classified Support Salaries	1,499	2,045	(547)	12,452	18,406	(5,954)	24,541
Classified Supervisors' and Administrators' Salaries	10,370	14,828	(4,457)	85,496	133,445	(47,949)	177,927
Clerical, Technical, and Office Staff Salaries	14,981	10,266	4,714	123,159	92,399	30,759	123,199
Total Classified Salaries	26,850	27,139	(290)	221,107	244,250	(23,144)	325,667
Benefits							
State Teachers' Retirement System, certificated positions	115,083	89,000	26,084	750,529	800,999	(50,470)	1,067,999
OASDI/Medicare/Alternative, certificated positions	4,627	1,683	2,945	30,867	15,144	15,723	20,192
Medicare certificated positions	9,715	7,150	2,564	64,680	64,350	330	85,800
Health and Welfare Benefits, certificated positions	74,305	60,327	13,978	635,493	542,946	92,547	723,928
State Unemployment Insurance, certificated positions	694	10,549	(9,854)	10,959	89,663	(78,704)	105,486
Workers' Compensation Insurance, certificated positions	4,794	6,903	(2,110)	65,069	62,131	2,938	82,842
Other Benefits, certificated positions	23,298	1,221	22,077	154,959	10,992	143,968	14,655
Total Benefits	232,516	176,833	55,684	1,712,556	1,586,225	126,332	2,100,902
Books & Supplies							
Textbooks and Core Curricula Materials	7,638	55,882	(48,243)	449,207	502,933	(53,728)	670,578
Books and Other Reference Materials	0	228	(228)	0	2,050	(2,050)	2,733
School Supplies	3	700	(697)	26,304	48,865	(22,560)	149,094
Software	1,812	46,971	(45,161)	480,709	422,746	57,963	563,663
Office Expense	2,383	3,095	(711)	7,419	27,851	(20,432)	37,133
Business Meals	1,014	788	226	3,205	7,092	(3,887)	9,456
Noncapitalized Equipment	40,594	0	40,594	119,864	62,751	57,113	241,358
Total Books & Supplies	53,444	107,664	(54,220)	1,086,708	1,074,288	12,419	1,674,015
Subagreement Services							
Special Education	200,691	107,326	93,365	664,255	965,934	(301,679)	1,287,911
Substitute Teacher	0	117	(117)	0	1,051	(1,052)	1,402
Security	45	37	8	282	334	(51)	445
Other Educational Consultants	0	0	0	205	0	205	34,165
Total Subagreement Services	200,736	107,480	93,256	664,742	967,319	(302,577)	1,323,923

Central Valley

Budget vs Actual

For the period ended March 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	73,760	42,257	31,504	124,661	380,311	(255,650)	507,081
Audit and Tax	1,608	0	1,607	8,993	7,352	1,641	7,352
Legal	82,745	9,132	73,613	116,668	82,191	34,477	109,589
Professional Development	4,789	2,638	2,151	25,780	23,740	2,040	31,653
General Consulting	5,075	2,726	2,349	53,106	24,539	28,568	32,718
Special Activities	500	380	120	14,826	9,862	4,963	64,187
Bank Charges	0	31	(31)	109	285	(175)	379
Printing	0	7	(7)	0	63	(63)	84
Other Taxes and Fees	823	1,041	(218)	2,846	9,365	(6,520)	12,488
Payroll Service Fee	0	152	(152)	55	1,373	(1,318)	1,830
Management Fee	25,291	25,292	(1)	227,619	227,625	(6)	303,500
District Oversight Fee	0	10,350	(10,350)	0	70,538	(70,538)	132,255
SELPA Fees	3,698	1,990	1,708	22,274	14,147	8,127	25,354
Public Relations	12,778	16,155	(3,377)	113,510	145,398	(31,889)	193,863
Total Professional/Consulting Services	211,067	112,151	98,916	710,447	996,789	(286,343)	1,422,333
Facilities, Repairs & Other Leases							
Rent	4,484	4,885	(401)	37,225	43,964	(6,738)	58,619
Additional Rent	379	3,928	(3,549)	22,044	35,353	(13,310)	47,138
Equipment Leases	0	254	(254)	0	2,289	(2,288)	3,051
Other Leases	0	2,613	(2,613)	72,902	23,514	49,388	31,352
Repairs and Maintenance	0	4,951	(4,951)	0	44,561	(44,561)	59,415
Total Facilities, Repairs & Other Leases	4,863	16,631	(11,768)	132,171	149,681	(17,509)	199,575
Operations & Housekeeping							
Auto and Travel Expense	2,995	9,698	(6,703)	29,159	87,280	(58,122)	116,374
Dues & Memberships	0	8,904	(8,904)	26,248	80,134	(53,885)	106,845
Insurance	2,379	2,941	(562)	30,659	26,473	4,186	35,297
Utilities	0	95	(95)	0	853	(853)	1,137
Janitorial/Trash Removal	0	307	(307)	0	2,766	(2,766)	3,688
Miscellaneous Expense	0	27	(27)	0	243	(243)	324
Communications	16,653	10,871	5,782	69,290	97,838	(28,548)	130,451
Postage and Shipping	20	512	(493)	142	4,609	(4,467)	6,146
Total Operations & Housekeeping	22,047	33,355	(11,309)	155,498	300,196	(144,698)	400,262
Depreciation							
Depreciation Expense	0	408	(407)	0	3,666	(3,666)	4,887
Total Depreciation	0	408	(407)	0	3,666	(3,666)	4,887
Total Expenses	**1,416,710**	**1,047,629**	**369,081**	**9,098,307**	**9,516,128**	**(417,821)**	**13,043,182**
Change in Net Assets	**(28,933)**	**60,726**	**(89,658)**	**(744,931)**	**(1,359,951)**	**615,020**	**2,131,820**
Net Assets, Beginning of Period	**4,210,760**			**4,926,758**			
Net Assets, End of Period	**$ 4,181,827**			**$ 4,181,827**			

Northern California

Budget vs Actual

For the period ended March 31, 2026

	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	$ 1,445,339	$ 1,473,749	$ (28,410)	$ 8,664,354	$ 10,479,992	$ (1,815,638)	$ 19,829,109
Economic Protection Account Funding	0	75,460	(75,460)	2,072,964	226,380	1,846,584	365,540
State Aid - Prior Year	(19,646)	0	(19,646)	(19,646)	0	(19,646)	0
In Lieu of Property Taxes	0	413,531	(413,531)	0	2,126,729	(2,126,729)	3,577,156
Total State Aid - Revenue Limit	1,425,693	1,962,740	(537,047)	10,717,672	12,833,101	(2,115,429)	23,771,805
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	209,132
Title I, Part A - Basic Low Income	0	0	0	301,246	329,178	(27,932)	329,178
Title II, Part A - Teacher Quality	0	0	0	0	53,712	(53,712)	53,712
Title V, Part B - Charter School Grants	0	0	0	12,122	0	12,122	21,632
Federal - Prior Year Adjustments	0	0	0	96	0	96	0
Total Federal Revenue	0	0	0	313,464	382,890	(69,426)	613,654
Other State Revenue							
State Special Education - AB602	142,528	139,250	3,278	1,153,357	990,226	163,131	1,547,228
State - Mandated Cost Reimbursement	0	0	0	61,052	54,423	6,629	54,422
State - State Lottery	0	0	0	130,814	103,003	27,812	498,962
Prior Year Revenues	0	0	0	4,938	0	4,937	0
State - Other State Revenue	27,300	13,591	13,709	179,241	541,341	(362,100)	1,040,400
Total Other State Revenue	169,828	152,841	16,987	1,529,402	1,688,993	(159,591)	3,141,012
Other Local Revenue							
Interest Revenue	11,304	3,888	7,416	23,383	34,988	(11,605)	46,651
ASB Fundraising	0	0	0	0	5,268	(5,268)	5,268
Total Other Local Revenue	11,304	3,888	7,416	23,383	40,256	(16,873)	51,919
Total Revenue	**1,606,825**	**2,119,469**	**(512,644)**	**12,583,921**	**14,945,240**	**(2,361,319)**	**27,578,390**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	710,094	729,284	(19,190)	6,558,777	6,563,554	(4,777)	8,751,406
Certificated Teachers' Extra Duties/Stipends	299,706	33,997	265,710	455,692	305,971	149,721	407,960
Certificated Pupil Support Salaries	87,829	95,455	(7,627)	814,737	859,100	(44,363)	1,145,468
Certificated Supervisors' and Administrators' Salaries	74,599	73,200	1,398	692,453	658,802	33,650	878,403
Total Certificated Salaries	1,172,228	931,936	240,291	8,521,659	8,387,427	134,231	11,183,237
Classified Salaries							
Classified Support Salaries	2,640	4,091	(1,450)	24,105	36,812	(12,705)	49,081
Classified Supervisors' and Administrators' Salaries	18,275	29,654	(11,379)	165,474	266,890	(101,418)	355,854
Clerical, Technical, and Office Staff Salaries	26,401	20,533	5,868	238,576	184,799	53,778	246,398
Total Classified Salaries	47,316	54,278	(6,961)	428,155	488,501	(60,345)	651,333
Benefits							
State Teachers' Retirement System, certificated positions	202,812	178,000	24,812	1,447,619	1,601,998	(154,380)	2,135,998
OASDI/Medicare/Alternative, certificated positions	8,155	3,365	4,790	59,579	30,287	29,293	40,383
Medicare certificated positions	17,120	14,300	2,820	124,847	128,701	(3,854)	171,601
Health and Welfare Benefits, certificated positions	130,961	120,655	10,306	1,228,832	1,085,892	142,940	1,447,856
State Unemployment Insurance, certificated positions	1,223	10,555	(9,332)	21,501	89,719	(68,218)	105,552
Workers' Compensation Insurance, certificated positions	8,448	13,807	(5,359)	124,469	124,263	206	165,684
Other Benefits, certificated positions	41,059	2,443	38,616	299,068	21,982	277,085	29,310
Total Benefits	409,778	343,125	66,653	3,305,915	3,082,842	223,072	4,096,384
Books & Supplies							
Textbooks and Core Curricula Materials	13,460	111,763	(98,302)	891,551	1,005,868	(114,316)	1,341,156
Books and Other Reference Materials	0	455	(456)	0	4,100	(4,100)	5,467
School Supplies	36	52,592	(52,556)	47,365	150,665	(103,300)	298,188
Software	3,192	93,943	(90,752)	956,609	845,493	111,115	1,127,324
Office Expense	4,627	6,189	(1,562)	16,337	55,701	(39,363)	74,268
Business Meals	2,028	1,576	452	10,952	14,184	(3,232)	18,912
Noncapitalized Equipment	71,539	0	71,539	229,359	129,173	100,186	482,714
Total Books & Supplies	94,882	266,518	(171,637)	2,152,173	2,205,184	(53,010)	3,348,029
Subagreement Services							
Special Education	145,185	214,652	(69,466)	1,134,161	1,931,867	(797,706)	2,575,823
Substitute Teacher	0	234	(234)	0	2,103	(2,103)	2,804
Security	78	74	5	552	667	(115)	889
Other Educational Consultants	0	0	0	392	0	392	68,330

Northern California

Budget vs Actual

For the period ended March 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	145,263	214,960	(69,695)	1,135,105	1,934,637	(799,532)	2,647,846
Professional/Consulting Services							
IT	129,988	84,514	45,474	231,304	760,622	(529,318)	1,014,164
Audit and Tax	2,833	0	2,833	17,396	14,704	2,691	14,704
Legal	146,019	18,264	127,754	212,132	164,383	47,750	219,177
Professional Development	8,440	5,276	3,164	49,604	47,481	2,124	63,307
General Consulting	8,945	5,453	3,492	102,569	49,076	53,492	65,435
Special Activities	19,838	0	19,838	62,447	128,373	(65,926)	128,373
Bank Charges	119	63	56	540	569	(30)	760
Printing	0	14	(14)	0	126	(126)	167
Other Taxes and Fees	1,450	2,081	(631)	5,175	18,732	(13,556)	24,976
Payroll Service Fee	0	305	(305)	109	2,745	(2,636)	3,660
Management Fee	46,060	45,964	96	414,540	413,676	864	551,568
District Oversight Fee	0	19,628	(19,628)	206,796	128,331	78,465	237,718
SELPA Fees	5,755	4,177	1,578	43,082	29,707	13,375	52,691
Public Relations	22,309	32,311	(10,002)	248,035	290,795	(42,761)	387,727
Total Professional/Consulting Services	391,756	218,050	173,705	1,593,729	2,049,320	(455,592)	2,764,427
Facilities, Repairs & Other Leases							
Rent	7,902	9,770	(1,868)	72,827	87,929	(15,100)	117,238
Additional Rent	668	7,856	(7,188)	43,568	70,706	(27,138)	94,275
Equipment Leases	0	508	(508)	0	4,577	(4,577)	6,102
Other Leases	0	5,226	(5,226)	164,093	47,028	117,064	62,705
Repairs and Maintenance	755	9,902	(9,148)	830	89,122	(88,292)	118,829
Total Facilities, Repairs & Other Leases	9,325	33,262	(23,938)	281,318	299,362	(18,043)	399,149
Operations & Housekeeping							
Auto and Travel Expense	7,460	19,396	(11,935)	55,903	174,561	(118,658)	232,748
Dues & Memberships	0	17,807	(17,807)	51,878	160,267	(108,389)	213,689
Insurance	4,193	5,883	(1,690)	59,952	52,945	7,007	70,594
Utilities	632	190	443	4,418	1,707	2,711	2,276
Janitorial/Trash Removal	533	615	(82)	5,996	5,532	465	7,375
Miscellaneous Expense	0	53	(54)	0	485	(486)	648
Communications	30,642	21,742	8,899	142,867	195,677	(52,810)	260,902
Postage and Shipping	75	1,025	(949)	729	9,219	(8,489)	12,292
Total Operations & Housekeeping	43,535	66,711	(23,175)	321,743	600,393	(278,649)	800,524
Depreciation							
Depreciation Expense	0	814	(814)	32,693	7,331	25,361	9,775
Total Depreciation	0	814	(814)	32,693	7,331	25,361	9,775
Total Expenses	**2,314,083**	**2,129,654**	**184,429**	**17,772,490**	**19,054,997**	**(1,282,507)**	**25,900,704**
Change in Net Assets	**(707,258)**	**(10,186)**	**(697,073)**	**(5,188,569)**	**(4,109,757)**	**(1,078,812)**	**1,677,686**
Net Assets, Beginning of Period	**(579,009)**			**3,902,302**			
Net Assets, End of Period	**$ (1,286,267)**			**$ (1,286,267)**			

North Bay

Budget vs Actual

For the period ended March 31, 2026

	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	$ 191,729	$ 103,887	$ 87,842	$ 876,754	$ 738,750	$ 138,004	$ 1,400,052
Economic Protection Account Funding	0	7,151	(7,151)	15,324	21,453	(6,129)	34,692
State Aid - Prior Year	946	0	946	38,498	0	38,498	0
In Lieu of Property Taxes	60,201	99,395	(39,194)	436,458	511,176	(74,718)	861,073
Total State Aid - Revenue Limit	252,876	210,433	42,443	1,367,034	1,271,379	95,655	2,295,817
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	19,818
Title I, Part A - Basic Low Income	0	0	0	36,305	37,552	(1,247)	37,552
Title II, Part A - Teacher Quality	0	0	0	0	5,297	(5,297)	5,297
Title V, Part B - Charter School Grants	0	0	0	2,500	0	2,500	12,129
Total Federal Revenue	0	0	0	38,805	42,849	(4,044)	74,796
Other State Revenue							
State Special Education - AB602	19,109	12,650	6,459	120,437	89,954	30,483	140,554
State - Mandated Cost Reimbursement	0	0	0	6,132	5,607	525	5,607
State - State Lottery	0	0	0	13,431	9,761	3,670	47,354
Prior Year Revenues	0	0	0	1,691	0	1,691	0
State - Other State Revenue	3,384	1,290	2,094	18,439	88,260	(69,822)	172,508
Total Other State Revenue	22,493	13,940	8,553	160,130	193,582	(33,453)	366,023
Other Local Revenue							
Interest Revenue	8	103	(95)	2,644	928	1,717	1,237
ASB Fundraising	0	0	0	0	495	(495)	495
Total Other Local Revenue	8	103	(95)	2,644	1,423	1,222	1,732
Total Revenue	**275,377**	**224,476**	**50,901**	**1,568,613**	**1,509,233**	**59,380**	**2,738,368**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	82,579	69,111	13,468	657,778	621,998	35,780	829,331
Certificated Teachers' Extra Duties/Stipends	34,848	3,222	31,627	50,452	28,995	21,457	38,660
Certificated Pupil Support Salaries	10,213	9,046	1,167	81,639	81,414	225	108,551
Certificated Supervisors' and Administrators' Salaries	8,675	6,936	1,737	69,500	62,431	7,069	83,242
Total Certificated Salaries	136,315	88,315	47,999	859,369	794,838	64,531	1,059,784
Classified Salaries							
Classified Support Salaries	307	388	(80)	2,419	3,489	(1,069)	4,652
Classified Supervisors' and Administrators' Salaries	2,125	2,810	(686)	16,613	25,292	(8,679)	33,722
Clerical, Technical, and Office Staff Salaries	3,070	1,946	1,125	23,920	17,512	6,407	23,350
Total Classified Salaries	5,502	5,144	359	42,952	46,293	(3,341)	61,724
Benefits							
State Teachers' Retirement System, certificated positions	23,583	16,868	6,715	146,148	151,814	(5,666)	202,419
OASDI/Medicare/Alternative, certificated positions	948	319	629	6,008	2,870	3,138	3,827
Medicare certificated positions	1,991	1,355	636	12,589	12,197	392	16,262
Health and Welfare Benefits, certificated positions	15,229	11,434	3,795	123,978	102,905	21,074	137,206
State Unemployment Insurance, certificated positions	143	3,303	(3,160)	2,112	28,070	(25,959)	33,025
Workers' Compensation Insurance, certificated positions	982	1,308	(326)	12,734	11,776	957	15,701
Other Benefits, certificated positions	4,774	232	4,543	30,165	2,084	28,082	2,777
Total Benefits	47,650	34,819	12,832	333,734	311,716	22,018	411,217
Books & Supplies							
Textbooks and Core Curricula Materials	1,565	10,591	(9,026)	85,927	95,321	(9,394)	127,096
Books and Other Reference Materials	0	43	(44)	0	389	(388)	518
School Supplies	1	38	(37)	3,850	9,693	(5,844)	28,258
Software	371	8,903	(8,532)	92,423	80,123	12,299	106,831
Office Expense	488	586	(98)	1,472	5,279	(3,805)	7,038
Business Meals	488	150	338	985	1,344	(360)	1,792
Noncapitalized Equipment	8,318	0	8,318	23,452	12,224	11,228	45,745
Total Books & Supplies	11,231	20,311	(9,081)	208,109	204,373	3,736	317,278
Subagreement Services							
Special Education	29,068	20,341	8,727	149,008	183,074	(34,066)	244,099
Substitute Teacher	0	22	(22)	0	199	(199)	266
Security	9	7	2	55	64	(9)	84
Other Educational Consultants	0	0	0	40	0	40	6,475
Total Subagreement Services	29,077	20,370	8,707	149,103	183,337	(34,234)	250,924

North Bay

Budget vs Actual

For the period ended March 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	15,115	8,009	7,106	24,833	72,080	(47,247)	96,108
Audit and Tax	330	0	329	1,748	1,394	355	1,393
Legal	16,917	1,731	15,186	23,359	15,578	7,780	20,771
Professional Development	996	500	497	4,975	4,499	476	5,999
General Consulting	1,040	517	523	10,332	4,651	5,681	6,201
Special Activities	103	24	79	797	365	432	12,166
Bank Charges	0	6	(6)	0	54	(54)	72
Printing	0	2	(2)	0	12	(12)	16
Other Taxes and Fees	169	197	(28)	573	1,775	(1,202)	2,366
Payroll Service Fee	0	29	(29)	10	260	(250)	347
Management Fee	4,577	4,564	13	41,194	41,076	118	54,768
District Oversight Fee	0	2,104	(2,105)	0	12,714	(12,714)	22,958
SELPA Fees	745	380	366	4,504	2,698	1,805	4,811
Public Relations	2,594	3,062	(468)	21,798	27,558	(5,759)	36,743
Total Professional/Consulting Services	42,586	21,125	21,461	134,123	184,714	(50,591)	264,719
Facilities, Repairs & Other Leases							
Rent	918	925	(7)	7,190	8,332	(1,142)	11,110
Additional Rent	78	745	(667)	4,192	6,701	(2,509)	8,934
Equipment Leases	0	48	(48)	0	433	(434)	579
Other Leases	0	495	(495)	13,742	4,457	9,286	5,942
Repairs and Maintenance	0	939	(939)	0	8,446	(8,446)	11,261
Total Facilities, Repairs & Other Leases	996	3,152	(2,156)	25,124	28,369	(3,245)	37,826
Operations & Housekeeping							
Auto and Travel Expense	574	1,838	(1,263)	5,102	16,542	(11,440)	22,056
Dues & Memberships	0	1,687	(1,688)	6,240	15,188	(8,948)	20,250
Insurance	488	558	(70)	5,919	5,017	902	6,690
Utilities	0	18	(18)	0	162	(162)	216
Janitorial/Trash Removal	0	58	(58)	0	524	(524)	699
Miscellaneous Expense	0	5	(5)	0	46	(46)	61
Communications	3,412	2,060	1,352	13,557	18,543	(4,987)	24,725
Postage and Shipping	4	97	(93)	14	874	(859)	1,164
Total Operations & Housekeeping	4,478	6,321	(1,843)	30,832	56,896	(26,064)	75,861
Depreciation							
Depreciation Expense	0	78	(77)	0	695	(695)	927
Total Depreciation	0	78	(77)	0	695	(695)	927
Total Expenses	**277,835**	**199,635**	**78,201**	**1,783,346**	**1,811,231**	**(27,885)**	**2,480,260**
Change in Net Assets	**(2,459)**	**24,841**	**(27,300)**	**(214,732)**	**(301,998)**	**87,265**	**258,108**
Net Assets, Beginning of Period	**857,254**			**1,069,528**			
Net Assets, End of Period	**$ 854,795**			**$ 854,795**			

Monterey Bay

Budget vs Actual

For the period ended March 31, 2026

	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	$ 296,957	$ 227,038	$ 69,919	$ 1,730,537	$ 1,614,493	$ 116,044	$ 3,050,425
Economic Protection Account Funding	0	22,246	(22,246)	45,433	66,738	(21,305)	107,604
State Aid - Prior Year	(29,161)	0	(29,161)	(29,161)	0	(29,161)	0
In Lieu of Property Taxes	0	441,719	(441,719)	1,335,501	2,271,698	(936,197)	3,815,353
Total State Aid - Revenue Limit	267,796	691,003	(423,207)	3,082,310	3,952,929	(870,619)	6,973,382
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	61,653
Total Federal Revenue	0	0	0	0	0	0	61,653
Other State Revenue							
State Special Education - AB602	46,204	44,857	1,347	373,905	318,981	54,924	498,407
State - Mandated Cost Reimbursement	0	0	0	18,686	17,578	1,108	17,579
State - State Lottery	0	0	0	38,863	30,366	8,497	146,879
Prior Year Revenues	0	0	0	2,056	0	2,056	0
State - Other State Revenue	8,749	4,001	4,748	53,932	67,576	(13,644)	122,704
Total Other State Revenue	54,953	48,858	6,095	487,442	434,501	52,941	785,569
Other Local Revenue							
Interest Revenue	2,679	1,160	1,519	10,692	10,441	251	13,922
ASB Fundraising	0	0	0	0	1,692	(1,692)	1,692
Total Other Local Revenue	2,679	1,160	1,519	10,692	12,133	(1,441)	15,614
Total Revenue	**325,428**	**741,021**	**(415,593)**	**3,580,444**	**4,399,563**	**(819,119)**	**7,836,218**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	221,292	214,997	6,296	1,967,626	1,934,970	32,656	2,579,960
Certificated Teachers' Extra Duties/Stipends	93,397	10,022	83,374	140,158	90,202	49,957	120,269
Certificated Pupil Support Salaries	27,370	28,141	(771)	244,371	253,267	(8,897)	337,689
Certificated Supervisors' and Administrators' Salaries	23,247	21,580	1,668	207,777	194,218	13,559	258,958
Total Certificated Salaries	365,306	274,740	90,567	2,559,932	2,472,657	87,275	3,296,876
Classified Salaries							
Classified Support Salaries	823	1,205	(383)	7,233	10,852	(3,619)	14,470
Classified Supervisors' and Administrators' Salaries	5,695	8,743	(3,048)	49,655	78,681	(29,026)	104,907
Clerical, Technical, and Office Staff Salaries	8,228	6,053	2,175	71,568	54,479	17,089	72,640
Total Classified Salaries	14,746	16,001	(1,256)	128,456	144,012	(15,556)	192,017
Benefits							
State Teachers' Retirement System, certificated positions	63,202	52,475	10,727	434,993	472,278	(37,285)	629,703
OASDI/Medicare/Alternative, certificated positions	2,541	992	1,549	17,898	8,929	8,969	11,905
Medicare certificated positions	5,336	4,216	1,119	37,504	37,941	(437)	50,589
Health and Welfare Benefits, certificated positions	40,809	35,570	5,240	368,220	320,127	48,093	426,835
State Unemployment Insurance, certificated positions	381	9,582	(9,201)	6,418	81,445	(75,027)	95,818
Workers' Compensation Insurance, certificated positions	2,632	4,070	(1,437)	37,523	36,634	889	48,845
Other Benefits, certificated positions	12,796	720	12,075	89,843	6,480	83,363	8,641
Total Benefits	127,697	107,625	20,072	992,399	963,834	28,565	1,272,336
Books & Supplies							
Textbooks and Core Curricula Materials	4,194	32,948	(28,754)	264,933	296,535	(31,602)	395,379
Books and Other Reference Materials	0	135	(134)	0	1,209	(1,208)	1,612
School Supplies	2	300	(299)	11,610	27,761	(16,152)	87,907
Software	995	27,695	(26,701)	284,882	249,256	35,626	332,341
Office Expense	1,308	1,825	(516)	4,195	16,421	(12,225)	21,895
Business Meals	332	465	(132)	1,220	4,181	(2,962)	5,575
Noncapitalized Equipment	22,294	0	22,293	69,135	40,290	28,845	142,307
Total Books & Supplies	29,125	63,368	(34,243)	635,975	635,653	322	987,016
Subagreement Services							
Special Education	82,685	63,280	19,405	443,560	569,525	(125,964)	759,366
Substitute Teacher	0	69	(69)	0	620	(620)	826
Security	25	22	3	165	196	(32)	262
Other Educational Consultants	0	0	0	119	0	118	20,145

Monterey Bay

Budget vs Actual

For the period ended March 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	82,710	63,371	19,339	443,844	570,341	(126,498)	780,599
Professional/Consulting Services							
IT	40,507	24,915	15,592	70,581	224,236	(153,654)	298,982
Audit and Tax	883	0	883	5,221	4,334	887	4,335
Legal	46,323	5,384	40,939	65,373	48,461	16,912	64,614
Professional Development	2,630	1,556	1,074	14,864	13,998	866	18,664
General Consulting	2,787	1,607	1,180	30,804	14,468	16,336	19,290
Special Activities	275	182	92	2,338	1,403	935	37,845
Bank Charges	0	19	(18)	0	168	(168)	224
Printing	0	4	(4)	0	37	(37)	49
Other Taxes and Fees	452	614	(162)	1,592	5,522	(3,930)	7,363
Payroll Service Fee	0	90	(90)	32	809	(777)	1,079
Management Fee	13,089	13,060	29	117,801	117,543	258	156,725
District Oversight Fee	0	6,910	(6,910)	63,357	39,530	23,827	69,733
SELPA Fees	1,849	1,346	503	13,696	9,569	4,127	16,802
Public Relations	6,952	9,525	(2,573)	65,509	85,728	(20,219)	114,304
Total Professional/Consulting Services	115,747	65,212	50,535	451,168	565,806	(114,637)	810,009
Facilities, Repairs & Other Leases							
Rent	2,462	2,880	(418)	21,756	25,922	(4,166)	34,562
Additional Rent	209	2,316	(2,108)	12,941	20,844	(7,904)	27,793
Equipment Leases	0	150	(150)	0	1,350	(1,349)	1,799
Other Leases	0	1,541	(1,540)	41,851	13,864	27,987	18,486
Repairs and Maintenance	0	2,919	(2,919)	0	26,273	(26,274)	35,031
Total Facilities, Repairs & Other Leases	2,671	9,806	(7,135)	76,548	88,253	(11,706)	117,671
Operations & Housekeeping							
Auto and Travel Expense	1,434	5,718	(4,284)	9,094	51,462	(42,366)	68,615
Dues & Memberships	0	5,250	(5,250)	16,611	47,247	(30,637)	62,997
Insurance	1,306	1,734	(428)	17,919	15,609	2,310	20,811
Utilities	0	56	(55)	0	503	(503)	671
Janitorial/Trash Removal	0	181	(182)	0	1,630	(1,631)	2,174
Miscellaneous Expense	0	16	(16)	0	144	(143)	191
Communications	9,146	6,410	2,736	39,923	57,686	(17,763)	76,915
Postage and Shipping	11	302	(291)	43	2,718	(2,675)	3,624
Total Operations & Housekeeping	11,897	19,667	(7,770)	83,590	176,999	(93,408)	235,998
Depreciation							
Depreciation Expense	0	240	(240)	0	2,161	(2,162)	2,882
Total Depreciation	0	240	(240)	0	2,161	(2,162)	2,882
Total Expenses	**749,899**	**620,030**	**129,869**	**5,371,912**	**5,619,716**	**(247,805)**	**7,695,404**
Change in Net Assets	**(424,471)**	**120,991**	**(545,462)**	**(1,791,468)**	**(1,220,153)**	**(571,315)**	**140,814**
Net Assets, Beginning of Period	**(1,009,004)**			**357,992**			
Net Assets, End of Period	**$ (1,433,475)**			**$ (1,433,475)**			

Central Coast

Budget vs Actual

For the period ended March 31, 2026

	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	$ 165,429	$ 52,042	$ 113,387	$ 703,055	$ 370,076	$ 332,979	$ 703,539
Economic Protection Account Funding	13,880	5,519	8,361	25,482	16,557	8,925	26,727
State Aid - Prior Year	(3,145)	0	(3,145)	(6,290)	0	(6,290)	0
In Lieu of Property Taxes	474,473	118,439	356,034	753,826	609,112	144,714	1,024,239
Total State Aid - Revenue Limit	650,637	176,000	474,637	1,476,073	995,745	480,328	1,754,505
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	15,296
Total Federal Revenue	0	0	0	0	0	0	15,296
Other State Revenue							
State Special Education - AB602	17,588	10,807	6,781	103,052	76,850	26,202	120,077
State - Mandated Cost Reimbursement	0	0	0	4,636	4,281	355	4,281
State - State Lottery	10,506	0	10,507	20,599	7,534	13,066	36,483
Prior Year Revenues	0	0	0	1,123	0	1,122	0
State - Other State Revenue	3,143	993	2,149	16,513	40,418	(23,904)	77,745
Total Other State Revenue	31,237	11,800	19,437	145,923	129,083	16,841	238,586
Other Local Revenue							
Interest Revenue	0	1,316	(1,316)	16,152	11,840	4,311	15,787
ASB Fundraising	0	0	0	0	416	(416)	416
Total Other Local Revenue	0	1,316	(1,316)	16,152	12,256	3,896	16,203
Total Revenue	**681,874**	**189,116**	**492,758**	**1,638,148**	**1,137,084**	**501,065**	**2,024,590**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	72,655	53,338	19,317	520,429	480,046	40,384	640,061
Certificated Teachers' Extra Duties/Stipends	30,665	2,487	28,178	42,983	22,378	20,604	29,837
Certificated Pupil Support Salaries	8,985	6,981	2,003	64,543	62,833	1,711	83,778
Certificated Supervisors' and Administrators' Salaries	7,632	5,354	2,279	55,032	48,183	6,848	64,244
Total Certificated Salaries	119,937	68,160	51,777	682,987	613,440	69,547	817,920
Classified Salaries							
Classified Support Salaries	270	299	(29)	1,916	2,693	(777)	3,590
Classified Supervisors' and Administrators' Salaries	1,870	2,169	(299)	13,157	19,519	(6,363)	26,027
Clerical, Technical, and Office Staff Salaries	2,701	1,502	1,199	18,919	13,516	5,403	18,021
Total Classified Salaries	4,841	3,970	871	33,992	35,728	(1,737)	47,638
Benefits							
State Teachers' Retirement System, certificated positions	20,749	13,018	7,731	116,254	117,167	(913)	156,223
OASDI/Medicare/Alternative, certificated positions	834	247	588	4,774	2,216	2,560	2,953
Medicare certificated positions	1,752	1,045	706	10,005	9,412	591	12,551
Health and Welfare Benefits, certificated positions	13,399	8,825	4,574	97,391	79,420	17,971	105,893
State Unemployment Insurance, certificated positions	125	2,558	(2,433)	1,641	21,746	(20,104)	25,583
Workers' Compensation Insurance, certificated positions	864	1,010	(146)	10,240	9,089	1,151	12,118
Other Benefits, certificated positions	4,201	179	4,022	23,975	1,607	22,367	2,144
Total Benefits	41,924	26,882	15,042	264,280	240,657	23,623	317,465
Books & Supplies							
Textbooks and Core Curricula Materials	1,377	8,174	(6,796)	65,762	73,567	(7,804)	98,090
Books and Other Reference Materials	0	33	(34)	0	300	(300)	400
School Supplies	1	65	(64)	4,022	6,561	(2,539)	21,809
Software	326	6,871	(6,544)	70,965	61,838	9,127	82,450
Office Expense	430	453	(23)	1,226	4,074	(2,848)	5,432
Business Meals	149	115	33	423	1,037	(614)	1,383
Noncapitalized Equipment	7,320	0	7,321	18,851	10,016	8,835	35,304
Total Books & Supplies	9,603	15,711	(6,108)	161,249	157,393	3,857	244,868
Subagreement Services							
Special Education	44,293	15,699	28,594	123,369	141,293	(17,923)	188,391
Substitute Teacher	0	17	(17)	0	153	(154)	205
Security	8	6	2	43	49	(6)	65
Other Educational Consultants	0	0	0	33	0	33	4,998
Total Subagreement Services	44,301	15,722	28,579	123,445	141,495	(18,050)	193,659

Central Coast

Budget vs Actual

For the period ended March 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	13,301	6,181	7,120	20,708	55,630	(34,923)	74,174
Audit and Tax	290	0	290	1,385	1,076	310	1,075
Legal	14,963	1,336	13,627	20,123	12,022	8,101	16,030
Professional Development	864	385	478	37,849	3,473	34,376	4,630
General Consulting	915	399	516	8,206	3,589	4,617	4,786
Special Activities	90	39	52	604	325	278	9,389
Bank Charges	0	4	(5)	0	42	(41)	56
Printing	0	1	(1)	0	9	(10)	12
Other Taxes and Fees	148	153	(4)	488	1,370	(881)	1,827
Payroll Service Fee	0	22	(22)	8	201	(193)	268
Management Fee	3,383	4,000	(617)	31,616	36,000	(4,384)	48,000
District Oversight Fee	0	1,760	(1,760)	0	9,957	(9,958)	17,545
SELPA Fees	679	324	355	3,784	2,306	1,479	4,061
Public Relations	2,283	2,363	(80)	17,166	21,268	(4,102)	28,358
Total Professional/Consulting Services	36,916	16,967	19,949	141,937	147,268	(5,331)	210,211
Facilities, Repairs & Other Leases							
Rent	808	715	94	5,604	6,431	(826)	8,574
Additional Rent	69	574	(507)	3,203	5,171	(1,969)	6,895
Equipment Leases	0	38	(37)	0	335	(335)	446
Other Leases	0	382	(382)	11,136	3,439	7,697	4,586
Repairs and Maintenance	0	724	(724)	0	6,518	(6,518)	8,691
Total Facilities, Repairs & Other Leases	877	2,433	(1,556)	19,943	21,894	(1,951)	29,192
Operations & Housekeeping							
Auto and Travel Expense	583	1,419	(836)	4,284	12,767	(8,483)	17,023
Dues & Memberships	0	1,302	(1,302)	4,888	11,722	(6,834)	15,629
Insurance	429	430	(1)	4,626	3,872	753	5,163
Utilities	0	14	(14)	0	125	(124)	166
Janitorial/Trash Removal	0	45	(45)	0	405	(405)	540
Miscellaneous Expense	0	4	(4)	0	35	(35)	47
Communications	3,003	1,590	1,413	10,954	14,312	(3,357)	19,082
Postage and Shipping	4	75	(71)	12	674	(663)	899
Total Operations & Housekeeping	4,019	4,879	(860)	24,764	43,912	(19,148)	58,549
Depreciation							
Depreciation Expense	0	60	(60)	0	536	(536)	715
Total Depreciation	0	60	(60)	0	536	(536)	715
Total Expenses	**262,418**	**154,784**	**107,634**	**1,452,597**	**1,402,323**	**50,274**	**1,920,217**
Change in Net Assets	**419,456**	**34,332**	**385,124**	**185,551**	**(265,239)**	**450,791**	**104,373**
Net Assets, Beginning of Period	**32,802**			**266,707**			
Net Assets, End of Period	**$ 452,259**			**$ 452,259**			

California Online Public Schools

Statement of Financial Position

March 31, 2026

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
Assets							
Current Assets							
Cash & Cash Equivalents	$ 16,872,801	$ 7,076,958	$ 5,262,410	$ 2,020,005	$ 3,198,387	$ 1,124,600	$ 35,555,160
Accounts Receivable	73,120	0	0	0	0	0	73,121
Public Funding Receivables	381,268	1,252,727	105,505	2,067	7,086	45,646	1,794,300
Due To/From Related Parties	10,390,599	(2,175,838)	(2,878,499)	(616,660)	(4,197,226)	(522,375)	0
Prepaid Expenses	615,210	109,139	210,601	21,346	63,957	17,296	1,037,548
Total Current Assets	28,332,998	6,262,986	2,700,017	1,426,758	(927,796)	665,167	38,460,129
Long-term Assets							
Property & Equipment, Net	16,080	0	0	0	0	0	16,080
Right-of-Use Asset, Net	939,949	121,283	318,370	30,320	90,963	15,161	1,516,048
Deposits	20,287	100	0	0	0	0	20,387
Total Long-term Assets	976,316	121,383	318,370	30,320	90,963	15,161	1,552,515
Total Assets	**$ 29,309,314**	**$ 6,384,369**	**$ 3,018,387**	**$ 1,457,078**	**$ (836,833)**	**$ 680,328**	**$ 40,012,644**
Liabilities							
Current Liabilities							
Accounts Payable	$ 144,010	$ 22,007	$ 42,031	$ 7,827	$ 11,522	$ 6,093	$ 233,490
Accrued Liabilities	2,533,109	50,498	620,749	81,919	63,904	0	3,350,178
Deferred Revenue	9,213,904	2,005,373	3,314,633	481,371	427,719	206,393	15,649,393
Operating Lease Liability, Current Portion	229,547	29,621	77,750	7,405	22,216	3,702	370,242
Total Current Liabilities	12,120,570	2,107,499	4,055,163	578,522	525,361	216,188	19,603,303
Long-term Liabilities							
Operating Lease Liability, Net of Current Portic	736,594	95,044	249,492	23,761	71,282	11,881	1,188,052
Total Long-term Liabilities	736,594	95,044	249,492	23,761	71,282	11,881	1,188,052
Total Liabilities	**12,857,164**	**2,202,543**	**4,304,655**	**602,283**	**596,643**	**228,069**	**20,791,355**
Net Assets, End of Period	**16,452,151**	**4,181,827**	**(1,286,267)**	**854,795**	**(1,433,475)**	**452,259**	**19,221,289**
Liabilities & Net Assets	**$ 29,309,314**	**$ 6,384,369**	**$ 3,018,387**	**$ 1,457,078**	**$ (836,833)**	**$ 680,328**	**$ 40,012,644**

California Online Public Schools

Statement of Cash Flows

For the period ended March 31, 2026

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
Cash Flows from Operating Activites							
Change in Net Assets	$ 6,474,254	$ (28,933)	$ (707,258)	$ (2,459)	$ (424,471)	$ 419,456	$ 5,730,590
Adjustments							
Depreciation	180	0	0	0	0	0	180
(Increase) Decrease in Operating Assets							
Public Funding Receivables	404,149	(373,126)	142,528	206,044	284,260	17,588	681,443
Due from Related Parties	(1,832,791)	1,286,270	909,533	258,296	692,782	(1,314,090)	0
Prepaid Expenses	(121,969)	(27,104)	(47,766)	(5,554)	(14,885)	(4,888)	(222,167)
Increase (Decrease) in Operating Liabilities							
Accounts Payable	146,953	22,008	43,048	7,827	11,522	6,093	237,450
Accrued Expenses	337,996	7,295	(78,265)	(817)	(1,807)	(1,343)	263,060
Deferred Revenue	60,169	4,490	129,728	15,455	45,700	219	255,762
Total Cash Flows from Operating Activites	**5,468,941**	**890,900**	**391,548**	**478,792**	**593,101**	**(876,965)**	**6,946,318**
Change in Cash and Cash Equivalents	**5,468,941**	**890,900**	**391,548**	**478,792**	**593,101**	**(876,965)**	**6,946,318**
Cash & Cash Equivalents, Beginning of Period	**11,403,859**	**6,186,058**	**4,870,862**	**1,541,212**	**2,605,286**	**2,001,565**	**28,608,843**
Cash & Cash Equivalents, End of Period	**$ 16,872,801**	**$ 7,076,958**	**$ 5,262,410**	**$ 2,020,005**	**$ 3,198,387**	**$ 1,124,600**	**$ 35,555,160**

Southern California

Accounts Payable Aging

For the period ended March 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Adapted Childs Play LLC	CalOPS0026	03/30/2026	$ -	$ 1,635	$ -	$ -	$ -	$ 1,635
Amergis Healthcare Staffing Inc	E18850020679	03/05/2026	-	8,508	-	-	-	8,508
Amergis Healthcare Staffing Inc	E18849980679	03/05/2026	-	8,163	-	-	-	8,163
Cornerstone Educational Solutions	INV-1975	04/02/2026	25,722	-	-	-	-	25,722
Cvent, Inc	4110384877	04/22/2026	575	-	-	-	-	575
Effectual Educational Consulting Services	13656	03/02/2026	-	8,876	-	-	-	8,876
Effectual Educational Consulting Services	13655	03/02/2026	-	26,313	-	-	-	26,313
Elevation Solutions	0696909	03/19/2026	-	8,193	-	-	-	8,193
Every Special Child LLC	Inv#514-02025-26	03/20/2026	-	1,135	-	-	-	1,135
Every Special Child LLC	Inv#515-02025-26	03/21/2026	-	1,445	-	-	-	1,445
GHA Technologies Inc	2015598	04/16/2026	53	-	-	-	-	53
Language Line Services, Inc.	11851515	03/30/2026	-	8,213	-	-	-	8,213
Mother Earth Flowers	0085841	03/02/2026	-	2,941	-	-	-	2,941
Partners in Special Education	CINV-00089584	03/03/2026	-	304	-	-	-	304
Pitney Bowes Inc	3107747671	04/12/2026	65	-	-	-	-	65
School Services of California Inc.	0146278-IN	03/30/2026	-	368	-	-	-	368
School Services of California Inc.	0146277-IN	03/30/2026	-	1,012	-	-	-	1,012
SOFTMSP LLC	1085	04/10/2026	124	-	-	-	-	124
SOFTMSP LLC	1084	04/10/2026	1,952	-	-	-	-	1,952
T-Mobile	TMOB032226-1262	04/19/2026	37,226	-	-	-	-	37,226
T-Mobile - 0979	TMOB032226-0979	04/19/2026	136	-	-	-	-	136
US Bank Equipment Finance	577737703	04/08/2026	64	-	-	-	-	64
US Bank Equipment Finance	577737703	04/08/2026	161	-	-	-	-	161
US Bank Equipment Finance	577737703	04/08/2026	826	-	-	-	-	826
Total Outstanding Invoices			**$ 66,905**	**$ 77,105**	**$ -**	**$ -**	**$ -**	**$ 144,010**

Central Valley

Accounts Payable Aging

For the period ended March 31, 2026

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
Amergis Healthcare Staffing Inc	E18849980679	03/05/2026	$ -	$ 1,814	$ -	$ -	$ -	$ 1,814
Amergis Healthcare Staffing Inc	E18850020679	03/05/2026	-	1,891	-	-	-	1,891
Cvent, Inc	4110384877	04/22/2026	128	-	-	-	-	128
Effectual Educational Consulting Services	13647	03/02/2026	-	3,869	-	-	-	3,869
Effectual Educational Consulting Services	13648	03/02/2026	-	784	-	-	-	784
Elevation Solutions	0696909	03/19/2026	-	1,821	-	-	-	1,821
Every Special Child LLC	Inv#514-02025-26	03/20/2026	-	252	-	-	-	252
Every Special Child LLC	Inv#515-02025-26	03/21/2026	-	321	-	-	-	321
GHA Technologies Inc	2015598	04/16/2026	12	-	-	-	-	12
Language Line Services, Inc.	11851515	03/30/2026	-	1,825	-	-	-	1,825
School Services of California Inc.	0146278-IN	03/30/2026	-	82	-	-	-	82
School Services of California Inc.	0146277-IN	03/30/2026	-	225	-	-	-	225
SOFTMSP LLC	1085	04/10/2026	27	-	-	-	-	27
SOFTMSP LLC	1084	04/10/2026	434	-	-	-	-	434
Specialized Therapy Services Inc	COPS03- 0226	04/20/2026	220	-	-	-	-	220
T-Mobile	TMOB032226-1262	04/19/2026	8,273	-	-	-	-	8,273
T-Mobile - 0979	TMOB032226-0979	04/19/2026	30	-	-	-	-	30
Total Outstanding Invoices			**$ 9,124**	**$ 12,884**	**$ -**	**$ -**	**$ -**	**$ 22,007**

Northern California

Accounts Payable Aging

For the period ended March 31, 2026

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
Alvin Medina	001	06/16/2026	$ 1,000	$ -	$ -	$ -	$ -	$ 1,000
Amergis Healthcare Staffing Inc	E18850020679	03/05/2026	-	3,332	-	-	-	3,332
Amergis Healthcare Staffing Inc	E18849980679	03/05/2026	-	3,197	-	-	-	3,197
Cvent, Inc	4110384877	04/22/2026	225	-	-	-	-	225
DHH Educational Solutions	1148	04/05/2026	1,799	-	-	-	-	1,799
Effectual Educational Consulting Services	13651	03/02/2026	-	6,681	-	-	-	6,681
Effectual Educational Consulting Services	13652	03/02/2026	-	1,232	-	-	-	1,232
Elevation Solutions	0696909	03/19/2026	-	3,208	-	-	-	3,208
Every Special Child LLC	Inv#515-02025-26	03/21/2026	-	566	-	-	-	566
Every Special Child LLC	Inv#514-02025-26	03/20/2026	-	445	-	-	-	445
GHA Technologies Inc	2015598	04/16/2026	21	-	-	-	-	21
Language Line Services, Inc.	11851515	03/30/2026	-	3,216	-	-	-	3,216
Partners in Special Education	CINV-00089583	03/03/2026	-	800	-	-	-	800
Pitney Bowes Global Financial Services LL(	3107747725	04/12/2026	41	-	-	-	-	41
Primo Brands / Blue Triton Brands Inc.	06C8720059058	03/30/2026	-	149	-	-	-	149
Purchase Power-6016	PITN081725-6016	09/14/2025	-	-	-	-	(1,017)	(1,017)
School Services of California Inc.	0146277-IN	03/30/2026	-	396	-	-	-	396
School Services of California Inc.	0146278-IN	03/30/2026	-	144	-	-	-	144
SOFTMSP LLC	1084	04/10/2026	765	-	-	-	-	765
SOFTMSP LLC	1085	04/10/2026	48	-	-	-	-	48
Specialized Therapy Services Inc	COPS06- 0226	04/20/2026	1,151	-	-	-	-	1,151
T-Mobile	TMOB032226-1262	04/19/2026	14,579	-	-	-	-	14,579
T-Mobile - 0979	TMOB032226-0979	04/19/2026	53	-	-	-	-	53
Total Outstanding Invoices			**$ 19,682**	**$ 23,365**	**$ -**	**$ -**	**$ (1,017)**	**$ 42,031**

North Bay

Accounts Payable Aging

For the period ended March 31, 2026

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
Amergis Healthcare Staffing Inc	E18849980679	03/05/2026	$ -	$ 372	$ -	$ -	$ -	$ 372
Amergis Healthcare Staffing Inc	E18850020679	03/05/2026	-	387	-	-	-	387
Cvent, Inc	4110384877	04/22/2026	26	-	-	-	-	26
Effectual Educational Consulting Services	13654	03/02/2026	-	896	-	-	-	896
Effectual Educational Consulting Services	13653	03/02/2026	-	3,420	-	-	-	3,420
Elevation Solutions	0696909	03/19/2026	-	373	-	-	-	373
Every Special Child LLC	Inv#514-02025-26	03/20/2026	-	52	-	-	-	52
Every Special Child LLC	Inv#515-02025-26	03/21/2026	-	66	-	-	-	66
GHA Technologies Inc	2015598	04/16/2026	2	-	-	-	-	2
Language Line Services, Inc.	11851515	03/30/2026	-	374	-	-	-	374
School Services of California Inc.	0146278-IN	03/30/2026	-	17	-	-	-	17
School Services of California Inc.	0146277-IN	03/30/2026	-	46	-	-	-	46
SOFTMSP LLC	1084	04/10/2026	89	-	-	-	-	89
SOFTMSP LLC	1085	04/10/2026	6	-	-	-	-	6
T-Mobile	TMOB032226-1262	04/19/2026	1,695	-	-	-	-	1,695
T-Mobile - 0979	TMOB032226-0979	04/19/2026	6	-	-	-	-	6
Total Outstanding Invoices			**$ 1,825**	**$ 6,003**	**$ -**	**$ -**	**$ -**	**$ 7,827**

Monterey Bay

Accounts Payable Aging

For the period ended March 31, 2026

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
Amergis Healthcare Staffing Inc	E18849980679	03/05/2026	$ -	$ 996	$ -	$ -	$ -	$ 996
Amergis Healthcare Staffing Inc	E18850020679	03/05/2026	-	1,038	-	-	-	1,038
Cvent, Inc	4110384877	04/22/2026	70	-	-	-	-	70
Effectual Educational Consulting Services	13649	03/02/2026	-	198	-	-	-	198
Effectual Educational Consulting Services	13650	03/02/2026	-	1,680	-	-	-	1,680
Elevation Solutions	0696909	03/19/2026	-	1,000	-	-	-	1,000
Every Special Child LLC	Inv#514-02025-26	03/20/2026	-	139	-	-	-	139
Every Special Child LLC	Inv#515-02025-26	03/21/2026	-	176	-	-	-	176
GHA Technologies Inc	2015598	04/16/2026	7	-	-	-	-	7
Language Line Services, Inc.	11851515	03/30/2026	-	1,002	-	-	-	1,002
School Services of California Inc.	0146277-IN	03/30/2026	-	123	-	-	-	123
School Services of California Inc.	0146278-IN	03/30/2026	-	45	-	-	-	45
SOFTMSP LLC	1085	04/10/2026	15	-	-	-	-	15
SOFTMSP LLC	1084	04/10/2026	238	-	-	-	-	238
Specialized Therapy Services Inc	COPS04- 0226	04/20/2026	235	-	-	-	-	235
T-Mobile	TMOB032226-1262	04/19/2026	4,543	-	-	-	-	4,543
T-Mobile - 0979	TMOB032226-0979	04/19/2026	17	-	-	-	-	17
Total Outstanding Invoices			**$ 5,125**	**$ 6,397**	**$ -**	**$ -**	**$ -**	**$ 11,522**

Central Coast

Accounts Payable Aging

For the period ended March 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Adapted Childs Play LLC	CalOPS0026	03/30/2026	$ -	$ 609	$ -	$ -	$ -	$ 609
Amergis Healthcare Staffing Inc	E18850020679	03/05/2026	-	341	-	-	-	341
Amergis Healthcare Staffing Inc	E18849980679	03/05/2026	-	327	-	-	-	327
Cvent, Inc	4110384877	04/22/2026	23	-	-	-	-	23
Effectual Educational Consulting Services	13710	03/02/2026	-	2,394	-	-	-	2,394
Elevation Solutions	0696909	03/19/2026	-	328	-	-	-	328
Every Special Child LLC	Inv#514-02025-26	03/20/2026	-	46	-	-	-	46
Every Special Child LLC	Inv#515-02025-26	03/21/2026	-	58	-	-	-	58
GHA Technologies Inc	2015598	04/16/2026	2	-	-	-	-	2
Language Line Services, Inc.	11851515	03/30/2026	-	329	-	-	-	329
School Services of California Inc.	0146278-IN	03/30/2026	-	15	-	-	-	15
School Services of California Inc.	0146277-IN	03/30/2026	-	41	-	-	-	41
SOFTMSP LLC	1085	04/10/2026	5	-	-	-	-	5
SOFTMSP LLC	1084	04/10/2026	78	-	-	-	-	78
T-Mobile	TMOB032226-1262	04/19/2026	1,492	-	-	-	-	1,492
T-Mobile - 0979	TMOB032226-0979	04/19/2026	5	-	-	-	-	5
Total Outstanding Invoices			**$ 1,606**	**$ 4,487**	**$ -**	**$ -**	**$ -**	**$ 6,093**

Southern California

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20861	Access Language	SpEd Svcs - 01/26	03/03/2026	$ 4,200.00
20862	California Academic Decathlon - Sacramento	Academic Decathlon - 03/14/26	03/03/2026	1,200.00
20863	Charter Impact, LLC	Business Mgmt Svcs - 03/26	03/03/2026	214,310.00
20864	Cornerstone Educational Solutions	SpEd Svcs - 01/26	03/03/2026	24,615.98
20865	Department of Health Care Services	FYE 06/30/14 - Audit Svcs	03/03/2026	2,765.00
20866	Eric Armin Inc	Curriculum	03/03/2026	8,849.56
20867	Everway LLC	Comprehensive Literacy Software - 11/25/25 - 11/24/26	03/03/2026	2,754.00
20868	Every Special Child LLC	SpEd Svcs - 02/26	03/03/2026	5,828.00
20869	FeldCare Connects	SpEd Svcs - 01/26	03/03/2026	190.00
20870	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 12/25	03/03/2026	123,520.30
20871	Talkpath Live	SpEd Svcs - 01/26	03/03/2026	544.50
20872	Vivant Strategies Group, Inc.	Leadership Program	03/03/2026	37,500.00
20873	Womble Bond Dickinson (US) LLP	Legal Svcs - 01/26	03/03/2026	120.00
20874	Adapted Childs Play LLC	SpEd Svcs - 01/26	03/12/2026	4,140.00
20875	CliftonLarsonAllen LLP	Audit Svcs - 12/31/25	03/12/2026	8,050.00
20876	Concur Technologies Inc	Travel and Expense with TripLink - 03/26	03/12/2026	9,494.12
20877	Cox Business	Communication Svcs - 03/26	03/12/2026	1,298.95
20878	Crown Facility Solutions Inc	Janitorial Svcs - 03/26	03/12/2026	1,609.50
20879	Docufree Corporation	Document Storage Svcs - 02/26	03/12/2026	835.00
20880	Edmentum	Curriculum	03/12/2026	9,885.00
20881	GHA Technologies Inc	Adobe Acrobat Pro - 3 Months (15)	03/12/2026	324,766.18
20882	Newfront	Consulting Svcs - 03/26	03/12/2026	2,655.20
20883	Party Pals	Inflatables for EOY SoCal Festival - 05/27/26	03/12/2026	10,650.00
20884	T-Mobile	Communication Svcs	03/12/2026	67,807.77
20885	T-Mobile - 0979	Communication Svcs	03/12/2026	242.10
20886	Top Hat Balloon Werks LLC	Balloons for EOY SoCal Festival - 05/27/26	03/12/2026	2,685.95
20887	Zoom Communications Inc	Communication Svcs - 03/26	03/12/2026	392.23
20888	Barnes & Noble College Booksellers, LLC	Curriculum	03/16/2026	5,385.26
20889	CliftonLarsonAllen LLP	Audit Svcs	03/16/2026	2,362.50
20890	Corodata Records Management Inc.	Storage Rental - 02/26	03/16/2026	332.57
20891	CSC	Consulting Svcs	03/16/2026	1,432.46
20892	Department of Justice	Fingerprinting Svcs - 02/26	03/16/2026	96.00
20893	Dustin Thompson Photography	Graduation Photographer	03/16/2026	500.00
20894	Edmentum	Curriculum	03/16/2026	21,300.00
20895	Law Offices of Young, Minney & Corr LLP	Legal Svcs	03/16/2026	57,294.48
20896	Philadelphia Insurance Companies	Insurance Premium - 10/01/25-26	03/16/2026	19,501.46
20897	Richard Glerman	Prom Photographer	03/16/2026	850.00
20898	SMWD	Utility Svcs - 02/03/26 - 03/03/26	03/16/2026	229.99
20899	Ventris Learning LLC	Curriculum	03/16/2026	678.83
20900	[redacted]	Reimb. - Mileage SpEd - 01/26	03/16/2026	174.00
20901	San Diego Gas & Electric	Utility Svcs - 02/03/26 - 03/04/26	03/18/2026	5.00
20902	Alexander Morrison + Fehr LLP Client Trust Account	Settlement Agreement	03/20/2026	257,729.65
20903	Kara Mannix	Settlement Agreement	03/20/2026	367,270.35
20904	Access Language	SpEd Svcs - 02/26	03/23/2026	4,200.00
20905	AT&T	Communication Svcs - 02/07/26 - 03/06/26	03/23/2026	537.21
20906	Behavioral Autism Therapies	SpEd Svcs - 01/26	03/23/2026	190.00
20907	Bromberg & Associates, LLC	SpEd Svcs	03/23/2026	15,320.00
20908	Center for Accessible Technology	SpEd Svcs - 02/26	03/23/2026	720.00
20909	Center for Effective Philanthropy Inc	CALOPS Fee for YouthTruth Student Survey	03/23/2026	6,650.00
20910	Corodata Shredding Inc.	Shredding Svcs - 02/26	03/23/2026	70.01
20911	FeldCare Connects	SpEd Svcs - 02/26 - 03/26	03/23/2026	1,252.00
20913	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 01/26	03/23/2026	145,645.89
20914	Newfront Retirement Services	Retirement Ins - 11/25 - 01/26	03/23/2026	9,271.24
20915	Preferred Choice Printing	Office Supplies	03/23/2026	91.35
20916	Stonefire Grill, Inc.	Prom Catering - 05/23/25	03/23/2026	675.72
20917	The Hartford	Workers Compensation - 07/01/25 - 07/01/26	03/23/2026	39,290.38
20918	Vista Higher Learning	Curriculum	03/23/2026	899.50
20919	Womble Bond Dickinson (US) LLP	Legal Svcs - 02/26	03/23/2026	675.00
ACH	James Stockdale	Board member Cellphone Stipend - 03/26	03/03/2026	40.00
ACH	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	5,071.99
ACH	Mindful Neuron Center PC	SpEd Svcs - 01/26	03/03/2026	751.30
ACH	Marshall Cavendish Corporation	Curriculum	03/03/2026	204.87
ACH	Marshall Cavendish Corporation	Curriculum	03/06/2026	2,453.29
ACH	Documo Inc.	Office Supplies	03/09/2026	543.31
ACH	Law Offices of Michelle Won, PC	Legal Svcs - 02/26	03/09/2026	630.00
ACH	School Services of California Inc.	Consulting Svcs - 01/26	03/12/2026	1,005.00
ACH	SOFTMSP LLC	IT Svcs	03/12/2026	468,573.08
ACH	Marshall Cavendish Corporation	Curriculum	03/12/2026	15,403.45
ACH	Gympass US LLC	Gym Subscription Benefit - 02/28/26 - 03/27/26	03/12/2026	6,214.43

Southern California

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	Brandastic, Inc.	Marketing Svcs	03/12/2026	21,000.00
ACH	Netrix LLC	IT Svcs - 03/26	03/12/2026	3,080.00
ACH	Branche Jones	Consulting Svcs - 02/26	03/12/2026	4,000.00
ACH	Carrot Fertility Inc	Employee Benefit - 04/26	03/12/2026	3,790.80
ACH	SOFTMSP LLC	SW Development & Licensing - 05/01/25 - 04/30/27	03/16/2026	283,333.32
ACH	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	178,290.52
ACH	Total Transportation Logistics Inc	Storage Svcs - 02/26	03/16/2026	17,220.77
ACH	MetLife	MetLife Benefits - 03/26	03/20/2026	88,320.85
ACH	Konnect	BYO: Compensation Support	03/20/2026	15,000.00
ACH	InterPres Corporation	Cam - 04/26	03/20/2026	32,152.92
ACH	Victoria Acton	Reimb - Meals - 03/07/24 - 03/10/24	03/23/2026	225.03
ACH	El Paseo Childrens Center Inc.	SpEd Svcs - 12/25	03/23/2026	371,536.59
ACH	Brandastic, Inc.	Marketing Svcs	03/23/2026	420.00
ACH	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/23/2026	360.00
ACH	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	23,297.50
ACH	NJA Therapy Services, Inc.	SpEd Svcs - 02/26	03/23/2026	6,340.00
ACH	Juntos Con Speech Therapy	SpEd Svcs - 02/26	03/23/2026	300.00
ACH	PHMG	Marketing Svcs - 03/15/26 - 04/14/26	03/23/2026	1,502.18
ACH	Hyatt Regency Newport Beach West	BTS 2026 - Initial Deposit	03/24/2026	80,500.00
VOID	Victoria Acton	Reimb - Meals - 03/07/24 - 03/10/24	03/23/2026	VOID
VOID	City of Downey	PFT Testing Rental Fee - 03/26/25	03/25/2026	VOID
VOID	Marshall Cavendish Corporation	Curriculum	03/06/2026	VOID
			Total Disbursements	**3,463,101.39**

Central Valley

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40176	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	$ 275.00
40177	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	190.00
40178	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	1,200.73
40179	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	5,386.25
40180	El Paseo Childrens Center Inc.	SpEd Svcs - 01/26	03/23/2026	124,215.76
40181	Speak! Speech & Language Therapy, Inc.	SpEd Svcs - 02/26	03/23/2026	570.00
			Total Disbursements	**$ 131,837.74**

Northern California

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60553	Access Language	SpEd Svcs - 01/26	03/03/2026	$ 4,252.50
60554	Alameda County Agricultural Fair Association	EOY 25/26 Festival - 05/28/26	03/03/2026	7,277.00
60555	Ayres Carpet and Tile Cleaning	Maintenance Svcs	03/03/2026	754.50
60556	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 03/26	03/03/2026	533.00
60557	Speak! Speech & Language Therapy, Inc.	SpEd Svcs - 01/26	03/03/2026	220.00
60558	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	564.00
60559	PG&E	Utility Svcs - 01/28/26 - 02/26/26	03/12/2026	384.48
60560	Charter Communications	Communication Svcs - 03/26	03/16/2026	209.98
60561	Corodata Shredding Inc	Shredding Svcs - 02/26	03/16/2026	53.61
60562	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	532.00
60563	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	8,519.10
60564	Sulthan Mubarak Syed	SpEd Svcs - 10/25 - 01/26	03/16/2026	6,421.54
60565	AT&T - 6652	Communication Svcs - 03/07/26 - 04/06/26	03/23/2026	1,084.28
60566	Denon & Doyle Entertainment	Classic Photo Booth - 05/28/26	03/23/2026	1,595.00
60567	[redacted]	SpEd Svcs - 12/25	03/23/2026	665.00
60568	The Fun and Game Experts	Jumpers - 05/28/26	03/23/2026	9,085.00
ACH	Chase Bank - 7975	Bank Fee	03/16/2026	119.09
ACH	Modesto Irrigation District	Modesto Utilities	03/25/2026	247.73
			Total Disbursements	**$ 42,517.81**

North Bay

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30122	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	$ 368.97
30123	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	1,372.50
30124	El Paseo Childrens Center Inc.	SpEd Svcs - 01/26	03/23/2026	14,779.84
			Total Disbursements	**$ 16,521.31**

Monterey Bay

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20147	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	$ 141.00
20148	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	985.00
20149	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	2,147.91
20150	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	4,303.25
20151	El Paseo Childrens Center Inc.	SpEd Svcs - 12/25	03/23/2026	50,378.57
20152	Seven Bridges Speech Pathology Inc	SpEd Svcs - 02/26	03/23/2026	675.00
			Total Disbursements	**$ 58,630.73**

Central Coast

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70091	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	$ 76.00
70092	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/16/2026	221.00
70093	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	1,011.00
70094	El Paseo Childrens Center Inc.	SpEd Svcs - 12/25	03/23/2026	27,060.35
			Total Disbursements	**$ 28,368.35**

Coversheet

Educational Services Update

Section: IV. Oral Reports
Item: F. Educational Services Update
Purpose: FYI
Submitted by:
Related Material: 25_26 Q3 SET Data Review BM 5.12.26.pdf

School Enhancement Target (SET) Review

Quarter 3
2025-26
CalOPS



School Enhancement Target (SET) Goals 25/26

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.



Grad Rate



Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

CalOPS Schools 2025 Grad Rate

School	Grad Rate
Southern California	80.0%
Northern California	76.7%
Central Valley	78.8%
North Bay	55.2%*
Central Coast	66.7%*
Monterey Bay	80.5%

California Online Public Schools

**North Bay and Central Coast schools had too few students to have a color rating on the California Dashboard in 2024. NB = 29 graduates with only 2 students groups over 11 students. CC = 21 graduates with only 2 student groups over 11 students.*

Project Success (PS) Update 25/26 school year

Data Description	Q1 25/26	Q2 25/26	Q3 25/26
# of STs Enrolled	245	223	256
# courses attempted	1377	1274	1495
# of Courses Passed	1321	1240	**1442**
# of Courses Failed	56	34	53
# courses added by quarter	269	280	371
# of quarter graduates	20	34	**38**
Pass Rate	96%	97%	**96%**

PS Team link: [Project Success Presentation]

Powered by BoardOnTrack

CHAMPS and Pre CHAMPS

CHAMPS: Students who are not on track to earn sufficient credits for their grade level are identified as CHAMPS. All 5th+ year students are included in CHAMPS.

Pre-CHAMPS: 9th grade students who were enrolled at CalOPS and earned a total GPA of 1.5 or less in the second semester of 8th grade.

The objective of CHAMPS is to increase communication with students and their families to create and execute plans to catch up on credits and graduate on time.

CHAMPS 2025-26

Students

- Fall Total: 503
- Spring Total: 691

Fall Semester Data

- 198 passed all courses
- 84 passed all except 1 course
- 70% of all courses passed

Spring Semester Interventions

- 466 Spring CHAMPS Conferences Held
- Prioritizing calls for End of Year calls

Pre CHAMPS 2025-26

Students

- Total: 105

Fall Semester Data

- 53 students passed all of their courses
- 23 students passed all except 1 course
- 85% of all courses passed

Spring Semester Interventions

- Added Freshman Study Skills elective added
- Monitoring for success and engagement,

CHAMPS : Community Helps Achieve My Personal

Grad Rate: What We Learned and Next Steps

- Grad rate goals met for the 2025 school year at most schools
  - Changes already made for the 25/26 SY:
    - Monitoring the Student Support Process (SSP) regularly
    - Continuing the Partial Credit process
    - HS Homeroom Teachers and counselors working in select scopes but with all grade levels. (9-12)
- Project Success continues to be strong
  - 38 Quarter 3 grads!!! (Totally 92 PS grads this school year so far!)
  - Continue the focus on Project Success 11th and 12th grade students and continue to strengthen the program
  - Deeper dive into evaluating PS students by scope, widening the parameters for our smaller schools
- Stronger focus on how to keep students on cohort prior to their senior year through CHAMPS /Pre-CHAMPS
  - Continue building community and buy-in with our CHAMPS/Pre-CHAMPS kids
  - Track progress of the Freshman Study Skills elective



California Online Public Schools

Academic

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.



SMART Goal Data Q3 25/26

- **Schoolwide PLCs:**
  - 62.2% of SMART goals were met.
- **Math PLCs:**
  - 77% of SMART goals were met.



Academic:
What We Learned and Next Steps

- Continuing PLC meetings twice a month and PLC Lead meetings monthly.
  - PLC Leads providing resources and direction for PLCs
  - Refining PLC goals
  - PLC goal monitoring by Admin.
- Focus on 10 week SMART Goal development and cycles
- Making PLC goals actionable and measurable.
- Continue with a strong focus on iReady and IXL data in PLC planning and implementation.
  - Parsec provided reports to share with students and families to guide PLC work
    - Delivery of data to parents and students
  - Continuing work to make i-Ready and IXL data actionable for teachers.

Engagement

Every 10 weeks, 90% of students will receive 5 successful contacts.



Contact Data Details Q3 25/26

- Measure - The percentage of STs that received 5 or more contacts from February 2026 through April 2026
- SIS Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled
- Contact Type - True: In Person, Phone Call, Live Class, Small Group Live Class

Engagement Data - % of STs receiving 5 or more contacts in a 10 week period- Q3 25/26

CalCA	Q1 25/26	Q2 25/26	Q3 25/26
School Wide	**98.7%**	**89.2%**	**86%**
Elementary	99.9%	98%	96%
Middle	98.2%	89.5%	90%
High	98.1%	80.8%	71%

Diagnostic 2 (Winter) - 25/26 SY Participation

i-Ready Reading 92%	*IXL Reading* 89%
• **Diagnostic 3 starts May 26 through June 16, 2026**	
i-Ready Math 93%	*IXL Math* 91%
*iReady tested grades are K-8	*IXL tested grades are 9-11

Interim 3 (Spring) - 25/26 SY Participation

Elementary School (grades 3-5)	*Middle School (grades 6-8)*	*High School (grade 11)*
80%	*86%*	*50%*

Interim 3 was proctored March 2026

Engagement: What we learned and Next Steps

- Continue emphasizing the importance of contacts to increase engagement and build accountability.
- Build the momentum as we head into the next school year.
  - Better awareness and understanding of our systems is promoting accurate logging
  - Need to identify what is working and what needs to be adjusted at each grade band.
  - Regular communication is key with students and families
  - Making contacts, diagnostics , interims, and State Testing the norm
    - Messaging around communication and expectations is key
- Continued focus on iReady and IXL diagnostic participation and data-
  - Admin exploring the WHY behind diagnostics/interims with the staff.
  - What is the data telling us- easier access to student results for iReady and IXL- 2 times per diagnostic
    - Taking action- How are we using the data once we have it ?
- Diagnostic and Interim participation will benefit from the relationship building and set us up for success with CAASPP.
  - State Testing participation showing great momentum!!
  - Our CalOPS Goal is to be at or above 95% participation for all grade bands and test.
- Introduction of SET 2.0 and actionable data items for grade level teams.

State Testing 25/26 - Midway point update: Participation

End of WEEK 2 (5/4/26)

Elementary School Participation

Elem ELA: 91%
Elem Math: 94%
Elem Science: 6%*

**Elem Sci test officially begins in week three*

Middle School Participation

MS ELA: 93%
MS Math: 94%
MS Science: 90%

High School Participation

HS ELA: 83%
HS Math: 86%
HS Science: 76%

Participation numbers include all assessments: CAASPP ELA & Math, CAA and CAST

Thank you!!

Thank you for your time today and please reach out to me with any questions!

Coversheet

2026-27 CalOPS Board Meeting Schedule

Section: V. Information Items
Item: A. 2026-27 CalOPS Board Meeting Schedule
Purpose: Discuss
Submitted by:
Related Material: CalOPS 26-27 Meeting Schedule for Review.pdf

California Online Public Schools

California Online Public Schools (CalOPS)

CalOPS Board of Directors Meeting Schedule 2026-2027

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, August 11, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, September 8, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, October 13, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, November 10, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, December 8, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, January 19, 2027 ***(3rd Tuesday to account for Winter Break)***	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, February 9, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, March 9, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, April 13, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, May 11, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Annual Meeting Tuesday, June 8, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference

[1] Subject to all federal and state mandates regarding public health and safety

California Online Public Schools

California Online Public Schools (CalOPS)

CalOPS Board of Directors Meeting Schedule 2026-2027

School Phone: (800) 906-5166 **School Fax:** (559) 746-0497

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DATE	TIME	LOCATION[2]
Tuesday, August 11, 2026 ***(2nd Tues because of BTS)***	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, September 15, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, October 20, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, November 17, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, December 15, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, January 19, 2027 ***(Monday 1/18 is a holiday)***	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, February 16, 2027 ***(Monday 2/15 is a holiday)***	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, March 16, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, April 20, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, May 18, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Annual Meeting Tuesday, June 22, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference

[2] Subject to all federal and state mandates regarding public health and safety

California Online Public Schools

California Online Public Schools (CalOPS)

CalOPS Board of Directors Meeting Schedule 2026-2027

School Phone: (800) 906-5166 **School Fax:** (559) 746-0497

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DATE	TIME	LOCATION[3]
Tuesday, August 25, 2026 ***(week after BTS)***	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, September 29, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, October 27, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, November 24, 2026	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, December 15, 2026 ***(3rd Tuesday to accommodate winter break)***	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, January 26, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, February 23, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, March 23, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, April 27, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Tuesday, May 25, 2027	**4 pm– 6 pm**	At School Locations and via Teleconference
Annual Meeting Tuesday, June 22, 2027 ***(4th Tuesday to accommodate summer break)***	**4 pm– 6 pm**	At School Locations and via Teleconference

[3] Subject to all federal and state mandates regarding public health and safety

Coversheet

Approval of Minutes from the April 14, 2026 CalOPS Board Meeting (attached)

Section: VI. Consent Items
Item: A. Approval of Minutes from the April 14, 2026 CalOPS Board Meeting (attached)
Purpose: Vote
Submitted by:
Related Material: 260414 CalOPS Board Minutes DRAFT.pdf

DRAFT

California Online Public Schools

California Online Public Schools

Minutes

California Online Public Schools (CalOPS) Board Meeting

Date and Time
Tuesday April 14, 2026 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
3950 Crondall Dr, Sacramento, CA 95864

Join Zoom Meeting
https://californiaops-org.zoom.us/j/92843576813
Meeting ID: 928 4357 6813
Dial In: +1 (669) 900-9128 ext. 928-4357-6813# US

This meeting is open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at www.californiaops.org/governance or contact the school offices: Dana Hohn (NorCal) or Eva McGahey (SoCal) at (800) 906-5166 at least 24 hours prior to the meeting. The board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

Directors Present
A. Pulsipher (remote), D. Rivas, E. Wickliffe (remote), M. Henjum (remote), P. Pulsipher (remote), Z. Robeson (remote)

Directors Absent
J. Stockdale

Directors who arrived after the meeting opened
D. Rivas, Z. Robeson

Directors who left before the meeting adjourned
D. Rivas

Guests Present
A. Bailey (remote), A. Larsen (remote), B. Daseler (remote), B. Jamero, Brendon Harrington (remote), D. Hertzler (remote), Doreen Stringer (remote), E. McGahey (remote), H. Tamayo (remote), J. Colombero, J. Sitomer (remote), Jenny Woo (remote), K. Eng (remote), L. Carter (remote), L. Dombek (remote), L. Hernandez (remote), M. Brockway (remote), M. Duran (remote), M. Rushing (remote), M. White (remote), Pedro Reyes (remote), R. Dreifus (remote), R. Romero (remote), R. Savage (remote), Tamara Hurwitz (remote), Victoria Acton (remote), Z. Kidd (remote)

I. Opening Items

A. Roll Call

Student Representative
Avery Bailey

CalOPS Staff
Ashley Larsen - Administrative Assistant
Bernie Jamero - Assistant Director of Finance - NorCal Office
Bryan Daseler - Interim High School Assistant Principal
Dan Hertzler - Director of Operations
Doreen Stringer - High School Teacher
Eva McGahey - Operations Coordinator
Heather Tamayo - Middle School Principal
Jenny Woo - High School Teacher
Julie Colombero - Assistant Director of Operations, Family Relations - SoCal Office
LaChelle Carter - Director of Finance
Leeann Hernandez - High School Assistant Principal
Leslie Dombek - Director of Educational Services
Mackenzie Duran - Director of Student Services

Marcus White - Elementary School Principal
Matt Brockway - High School Principal
Michele Rushing - High School Assistant Principal
Richard Savage - Superintendent
Richie Romero - Deputy Superintendent
Ryan Dreifus - Assistant Director of Human Resources
Tamara Hurwitz - High School Teacher
Victoria Acton - High School Teacher
Zana Kidd - Director of Human Resources

Contracted Staff
Brendon Harrington - SoftMSP
Jason Sitomer - Charter Impact Managing Director
Kate Eng - Charter Impact Director of Client Finance
Pedro Reyes - Newfront Insurance

B. Call the Meeting to Order

A. Pulsipher called a meeting of the board of directors of California Online Public Schools to order on Tuesday Apr 14, 2026 at 4:05 PM.

C. Approval of Agenda

M. Henjum made a motion to approve the agenda.
E. Wickliffe seconded the motion.
Preferential Vote
A. Bailey
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher	Aye
P. Pulsipher	Aye
M. Henjum	Aye
J. Stockdale	Absent
D. Rivas	Absent
Z. Robeson	Absent
E. Wickliffe	Aye

II. Public Comment

A. Public Comment

The Board welcomes participation by the members of the public telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board

telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items. Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Open Meeting Policy, visit the CalOPS Governance Page at californiaops.org/governance.

No requests for public comment were submitted in advance. No member of the public was present in person.

III. Public Hearing

A. 2025-2026 Curriculum (attached)

D. Rivas arrived at 4:07 PM.
L. Dombek opened the public hearing on the sufficiency of instructional materials for the 25-26 school year, as required under Educational Code 60119, at 4:07 pm.

No attendees had comment for the 2025-2026 Curriculum Public Hearing.

A. Pulsipher closed the public hearing at 4:08 pm.

IV. Oral Reports

A. Superintendent's Report

R. Savage presented his updates for the Superintendent's Report. He noted healthy enrollment numbers for the upcoming 2026-27 school year. He mentioned the testing window for CalOPS would be opening the following week. He also spoke of his virtual participation in the SPuDs retreat which took place two weeks earlier. He noted that CalOPS held its last oversight meeting with Cuyama Joint Unified School District for the Central Coast charter. He noted that Superintendent Gamino would be retiring this school year and had nominated their new Superintendent.

R. Romero presented his updates for the Superintendent's Report. He mentioned that state testing was upcoming. He mentioned the SPuDs retreat occurred 2 weeks previously and allowed for great, transparent communication, with WestEd facilitating the first two days and CalOPS staff facilitating the last two days. He noted the CalOPS SoCal Countywide Charter Petition was submitted by D. Hertzler to OCDE on March 18th. Upcoming meetings will occur with OCDE: Clarification Meeting on May 4, 2026, OCDE Board Meeting Public Hearing on May 6, 2026, and OCDE Board Meeting final charter approval vote on June 3, 2026.

B. Principals' Report (attached)

M. Brockway offered updates at the High School level. He highlighted the SPuDs retreat, state testing, and high school events. He offered kudos to the testing team and EL teachers.

H. Tamayo offered updates at the Middle School level. She highlighted state testing and student events.

M. White offered updates at the Elementary School level. He highlighted state testing and engaging families and students.

C. Student Representative Updates

A. Bailey offered updates from the CalOPS student body. She mentioned the PFT testing in March and how beneficial it was for meeting up with fellow students. She mentioned Grad Night and Prom upcoming in June, as well as preparations occurring for the EOY festivals. She noted a Spring Break Kickoff event at the Elementary level which she thought was a great opportunity for socializing.

D. CalOPS Financial Services Updates

L. Carter presented the CalOPS Consolidated Financial Report.

Highlights:

- Attendance: +275 to 2nd Interim, driven by LP6-LP7 actuals
- **Revenue: +$4M(+3.2%)**, driven by added ADA
- **Expenses:+$510K(+0.4%)**, driven by stipends
- **Surplus: $3.5M** (14% of expenses)
- **Ending Fund balance: $43M**
- **Cash: $29.1M** (as of 2/28)

E. Policy, Compliance, and Legislative Updates

D. Hertzler offered Policy, Compliance, and Legislative Updates. He mentioned updated policies coming through, one on this agenda pertained to compliance with SB 848. He

noted the 2025-26 audit was underway with CLA. He noted that there were no big charter bills in the legislative cycle at the moment, and that YMC, CSDC and CCSA were on top of monitoring for shifts CalOPS would need to be aware of. He updated the board on where CALSTRS stood, and assured that E. Premack was cautiously optimistic about potential outcomes.
Z. Robeson arrived at 4:40 PM.

V. Consent Items

A. Approval of Minutes from the March 10, 2026 CalOPS Board Meeting (attached)

B. Approval of Staffing Report (attached)

C. Approval of Interim Stipends (attached)

D. Approval of Check Register (attached)

E. Approval of Credit Card Statements (attached)

F. Ratification of Special Education Service Contracts (attached)

G. Approval of Expenditures over $20k (attached)

H. Approval of 2026-27 CalOPS Employee Handbook (attached)

I. Approval of 2026-27 CalOPS Employment Agreement (attached)

Z. Robeson made a motion to approve the Consent Agenda, Items A-I.
E. Wickliffe seconded the motion.
No preferential vote was heard due to an item related to staff compensation in the consent agenda.
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher	Aye
Z. Robeson	Aye
J. Stockdale	Absent
D. Rivas	Aye
M. Henjum	Aye
E. Wickliffe	Aye
P. Pulsipher	Aye

VI. Action Items

A. Approval of ELT Tech Refresh (attached)

D. Hertzler introduced the ELT Tech Refresh to the board, explaining it would follow a 3 year tech renewal cycle and would approve the purchase of approximately 40 new computers and accessory sets for the Executive Leadership Team. This would be the first step of the staff tech refresh and CalOPS intends to continue refreshing the rest of the schools tech after leadership has a chance to test the different equipment.
M. Henjum made a motion to approve Action Item A, ELT Tech Refresh purchase.
E. Wickliffe seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher	Aye
J. Stockdale	Absent
E. Wickliffe	Aye
D. Rivas	Aye
M. Henjum	Aye
Z. Robeson	Aye
P. Pulsipher	Aye

B. Approval of Student Technology and Hardware Purchase (attached)

D. Hertzler presented the Student Technology and Hardware Purchase, explaining the current state of chip shortages and this being a proactive measure to ensure CalOPS had a healthy stock of Chromebooks for future enrollments.
M. Henjum made a motion to approve Action Item B, Student Technology and Hardware purchase using funding from CalOPS SoCal.
E. Wickliffe seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

M. Henjum	Aye
P. Pulsipher	Aye
D. Rivas	Aye
Z. Robeson	Aye
J. Stockdale	Absent
A. Pulsipher	Aye
E. Wickliffe	Aye

C. Board Decision to Rescind CalOPS Board (Member) Stipend Policy (attached)

D. Hertzler introduced the memo from Board Chair, J. Stockdale. He noted that at present time, no stipends or compensation had been distributed to board members and suggested the board rescind the CalOPS Board Stipend Policy.
Z. Robeson made a motion to rescind the CalOPS Board Stipend Policy.

M. Henjum seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

M. Henjum	Aye
Z. Robeson	Aye
P. Pulsipher	Aye
E. Wickliffe	Aye
D. Rivas	Aye
A. Pulsipher	Aye
J. Stockdale	Absent

D. Approval of Renaissance Marriott Contract for BTS Overflow 2026 (attached)

R. Savage presented the Renaissance Marriott Contract for BTS Overflow 2026, and noted it would be in addition to the current hotel contract for BTS. This contract is necessary because the current venue does not have the capacity for all attending staff.
M. Henjum made a motion to approve Action Item D, Renaissance Marriott Contract for BTS Overflow 2026 and payments exceeding 20k.
Z. Robeson seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

P. Pulsipher	Aye
M. Henjum	Aye
E. Wickliffe	Aye
A. Pulsipher	Aye
D. Rivas	Abstain
J. Stockdale	Absent
Z. Robeson	Aye

E. Approval of Instructional Materials Board Resolution (attached)

L. Dombek noted this action item is intended to be in compliance with EC 60119. This action would affirm the prior approval on June 10, 2025, and ensure CalOPS is fully aligned with Ed Code requirements and OCDE guidance. She noted these steps would be completed together in the future.
Z. Robeson made a motion to approve Action Item E, Instructional Materials Board Resolution.
M. Henjum seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

D. Rivas Aye
J. Stockdale Absent
Z. Robeson Aye
A. Pulsipher Aye
E. Wickliffe Aye
P. Pulsipher Aye
M. Henjum Aye

F. Approval of 2025 Empower Match (attached)

Z. Kidd presented the 2025 Empower Match true up. She noted the true up amount to be approximately $34,000, down significantly from the previous year due to process changes and the match calculation occurring per pay period.
M. Henjum made a motion to approve Action Item F, 2025 Empower Match.
Z. Robeson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Pulsipher Aye
Z. Robeson Aye
E. Wickliffe Aye
A. Pulsipher Aye
J. Stockdale Absent
D. Rivas Aye
M. Henjum Aye

G. Approval of PPS Credentialing for Academic Advisors (attached)

L. Dombek presented the PPS Credentialing for Academic Advisors and offered background on the request.

R. Dreifus added additional background on the selection of U Mass, key factors being their flexibility in allowing hour fulfillment done at CalOPS and the current MOU with their school that gives CalOPS 10-15% off of tuition.

Z. Robeson asked about any reassurances about paying for the affected employees' credential tuition and R. Dreifus confirmed that legal has drafted an agreement that each employee will be required to sign for eligibility.
M. Henjum made a motion to approve Action Item G, PPS Credentialing for Academic Advisors and costs associated.
Z. Robeson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher Aye
D. Rivas Aye

Roll Call

J. Stockdale Absent
M. Henjum Aye
E. Wickliffe Aye
P. Pulsipher Aye
Z. Robeson Aye

H. Approval of Temporary Assignment and Stipend Policy (attached)

Z. Kidd introduced the Temporary Assignment and Stipend Policy and offered background on the need for this policy.
Z. Robeson made a motion to approve Action Item H, Temporary Assignment and Stipend Policy.
M. Henjum seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Rivas Aye
A. Pulsipher Aye
P. Pulsipher Aye
J. Stockdale Absent
M. Henjum Aye
E. Wickliffe Aye
Z. Robeson Aye

I. Approval of 2026 Employee Benefits Renewal (attached)

Z. Kidd presented the 2026 Employee Benefits Renewal. She noted that all benefits would remain the same, with an additional option for short-term disability insurance.
M. Henjum made a motion to approve Action Item I, 2026 Employee Benefits Renewal.
Z. Robeson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Wickliffe Aye
A. Pulsipher Aye
J. Stockdale Absent
M. Henjum Aye
Z. Robeson Aye
P. Pulsipher Aye
D. Rivas Aye

VII. Closed Session

A. CLOSED SESSION - Brown Act; California Gov't Code §54956.9

M. Henjum made a motion to move to closed session.
Z. Robeson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

P. Pulsipher	Aye
A. Pulsipher	Aye
E. Wickliffe	Aye
D. Rivas	Aye
M. Henjum	Aye
Z. Robeson	Aye
J. Stockdale	Absent

D. Rivas left at 6:00 PM.

B. Closed Session Report Out

A. Pulsipher reported no action taken regarding the one case of anticipated litigation.

VIII. Closing Items

A. Future Business

The board did not have any requests for items to add for the upcoming meeting agenda.

B. Adjourn Meeting

Z. Robeson made a motion to adjourn this meeting of the CalOPS Board of Directors and confirm the next Board Meeting on May 12, 2026.
M. Henjum seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Henjum	Aye
Z. Robeson	Aye
E. Wickliffe	Aye
P. Pulsipher	Aye
A. Pulsipher	Aye
D. Rivas	Absent
J. Stockdale	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:23 PM.

Respectfully Submitted,
A. Pulsipher

Coversheet

Approval of Staffing Report (attached)

Section: VI. Consent Items
Item: B. Approval of Staffing Report (attached)
Purpose: Vote
Submitted by:
Related Material: 260512 CalOPS Staffing Report.pdf

California Online Public Schools

CalOPS Staffing Report

May 2026

Leave of Absence

Employee ID	Title	Start Date	Expected End Date
30130	High School ELA Teacher	2/10/2025	6/17/2026
30676	High School Science Teacher	8/28/2025	6/18/2026
30632	Elementary Teacher	8/12/2025	6/17/2026
30456	High School Math Teacher	10/9/2025	6/17/2026
30850	High School Special Education Teacher	10/9/2025	6/17/2026
30351	Assistant Principal	10/27/2025	5/19/2026
30630	Middle School Special Education Teacher	10/30/2025	6/22/2026
30181	High School ELA Teacher	8/25/2025	6/18/2026
30453	Middle School Math Teacher	12/1/2025	5/27/2026
30094	Elementary Teacher	12/11/2025	8/12/2026
30366	High School Math Teacher	1/5/2026	6/17/2026
30619	Elementary Special Education Teacher	1/5/2026	6/17/2026
30636	Elementary Teacher	1/5/2026	8/25/2026
30321	High School Electives Teacher	1/5/2026	6/17/2026
30282	High School ELA Teacher	2/9/2026	5/11/2026
30221	High School Social Studies Teacher	4/30/2026	6/17/2026
30109	Middle School Social Studies Teacher	3/10/2026	10/19/2026
30056	Counselor	3/6/2026	10/19/2026
30751	High School Electives Teacher	3/17/2026	6/17/2026



California Online Public Schools

30720	High School ELA Teacher	3/25/2026	6/1/2026
30426	Assistant Director of HR	3/30/2026	5/12/2026
30281	High School Electives Teacher	4/2/2026	5/18/2026
30086	High School Math Teacher	4/4/2026	5/4/2026
30441	Records Specialist	4/6/2026	9/10/2026
30109	High School Special Education Teacher	4/13/2026	6/15/2026
30677	High School ELA Teacher	4/13/2026	8/12/2026
30524	High School Math Teacher	4/13/2026	5/11/2026
30711	High School Social Studies Teacher	4/29/2026	12/2/2026
30645	Enrollment Specialist	4/27/2026	10/22/2026
30686	High School Electives Teacher	3/10/2026	6/17/2026

Resignations

Employee ID	Title	Last Day of Work
N/A		

New Hires

Employee ID	Title	Start Date
N/A		

Position Change

Employee ID	Title	Start Date
N/A		

Coversheet

Approval of Check Register (attached)

Section: VI. Consent Items
Item: C. Approval of Check Register (attached)
Purpose: Vote
Submitted by:
Related Material: COPS_FY26_03_Check Register - Redacted.pdf

Southern California

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20861	Access Language	SpEd Svcs - 01/26	03/03/2026	$ 4,200.00
20862	California Academic Decathlon - Sacramento	Academic Decathlon - 03/14/26	03/03/2026	1,200.00
20863	Charter Impact, LLC	Business Mgmt Svcs - 03/26	03/03/2026	214,310.00
20864	Cornerstone Educational Solutions	SpEd Svcs - 01/26	03/03/2026	24,615.98
20865	Department of Health Care Services	FYE 06/30/14 - Audit Svcs	03/03/2026	2,765.00
20866	Eric Armin Inc	Curriculum	03/03/2026	8,849.56
20867	Everway LLC	Comprehensive Literacy Software - 11/25/25 - 11/24/26	03/03/2026	2,754.00
20868	Every Special Child LLC	SpEd Svcs - 02/26	03/03/2026	5,828.00
20869	FeldCare Connects	SpEd Svcs - 01/26	03/03/2026	190.00
20870	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 12/25	03/03/2026	123,520.30
20871	Talkpath Live	SpEd Svcs - 01/26	03/03/2026	544.50
20872	Vivant Strategies Group, Inc.	Leadership Program	03/03/2026	37,500.00
20873	Womble Bond Dickinson (US) LLP	Legal Svcs - 01/26	03/03/2026	120.00
20874	Adapted Childs Play LLC	SpEd Svcs - 01/26	03/12/2026	4,140.00
20875	CliftonLarsonAllen LLP	Audit Svcs - 12/31/25	03/12/2026	8,050.00
20876	Concur Technologies Inc	Travel and Expense with TripLink - 03/26	03/12/2026	9,494.12
20877	Cox Business	Communication Svcs - 03/26	03/12/2026	1,298.95
20878	Crown Facility Solutions Inc	Janitorial Svcs - 03/26	03/12/2026	1,609.50
20879	Docufree Corporation	Document Storage Svcs - 02/26	03/12/2026	835.00
20880	Edmentum	Curriculum	03/12/2026	9,885.00
20881	GHA Technologies Inc	Adobe Acrobat Pro - 3 Months (15)	03/12/2026	324,766.18
20882	Newfront	Consulting Svcs - 03/26	03/12/2026	2,655.20
20883	Party Pals	Inflatables for EOY SoCal Festival - 05/27/26	03/12/2026	10,650.00
20884	T-Mobile	Communication Svcs	03/12/2026	67,807.77
20885	T-Mobile - 0979	Communication Svcs	03/12/2026	242.10
20886	Top Hat Balloon Werks LLC	Balloons for EOY SoCal Festival - 05/27/26	03/12/2026	2,685.95
20887	Zoom Communications Inc	Communication Svcs - 03/26	03/12/2026	392.23
20888	Barnes & Noble College Booksellers, LLC	Curriculum	03/16/2026	5,385.26
20889	CliftonLarsonAllen LLP	Audit Svcs	03/16/2026	2,362.50
20890	Corodata Records Management Inc.	Storage Rental - 02/26	03/16/2026	332.57
20891	CSC	Consulting Svcs	03/16/2026	1,432.46
20892	Department of Justice	Fingerprinting Svcs - 02/26	03/16/2026	96.00
20893	Dustin Thompson Photography	Graduation Photographer	03/16/2026	500.00
20894	Edmentum	Curriculum	03/16/2026	21,300.00
20895	Law Offices of Young, Minney & Corr LLP	Legal Svcs	03/16/2026	57,294.48
20896	Philadelphia Insurance Companies	Insurance Premium - 10/01/25-26	03/16/2026	19,501.46
20897	Richard Glerman	Prom Photographer	03/16/2026	850.00
20898	SMWD	Utility Svcs - 02/03/26 - 03/03/26	03/16/2026	229.99
20899	Ventris Learning LLC	Curriculum	03/16/2026	678.83
20900	[redacted]	Reimb. - Mileage SpEd - 01/26	03/16/2026	174.00
20901	San Diego Gas & Electric	Utility Svcs - 02/03/26 - 03/04/26	03/18/2026	5.00
20902	Alexander Morrison + Fehr LLP Client Trust Account	Settlement Agreement	03/20/2026	257,729.65
20903	Kara Mannix	Settlement Agreement	03/20/2026	367,270.35
20904	Access Language	SpEd Svcs - 02/26	03/23/2026	4,200.00
20905	AT&T	Communication Svcs - 02/07/26 - 03/06/26	03/23/2026	537.21
20906	Behavioral Autism Therapies	SpEd Svcs - 01/26	03/23/2026	190.00
20907	Bromberg & Associates, LLC	SpEd Svcs	03/23/2026	15,320.00
20908	Center for Accessible Technology	SpEd Svcs - 02/26	03/23/2026	720.00
20909	Center for Effective Philanthropy Inc	CALOPS Fee for YouthTruth Student Survey	03/23/2026	6,650.00
20910	Corodata Shredding Inc.	Shredding Svcs - 02/26	03/23/2026	70.01
20911	FeldCare Connects	SpEd Svcs - 02/26 - 03/26	03/23/2026	1,252.00
20913	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 01/26	03/23/2026	145,645.89
20914	Newfront Retirement Services	Retirement Ins - 11/25 - 01/26	03/23/2026	9,271.24
20915	Preferred Choice Printing	Office Supplies	03/23/2026	91.35
20916	Stonefire Grill, Inc.	Prom Catering - 05/23/25	03/23/2026	675.72
20917	The Hartford	Workers Compensation - 07/01/25 - 07/01/26	03/23/2026	39,290.38
20918	Vista Higher Learning	Curriculum	03/23/2026	899.50
20919	Womble Bond Dickinson (US) LLP	Legal Svcs - 02/26	03/23/2026	675.00
ACH	James Stockdale	Board member Cellphone Stipend - 03/26	03/03/2026	40.00
ACH	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	5,071.99
ACH	Mindful Neuron Center PC	SpEd Svcs - 01/26	03/03/2026	751.30
ACH	Marshall Cavendish Corporation	Curriculum	03/03/2026	204.87
ACH	Marshall Cavendish Corporation	Curriculum	03/06/2026	2,453.29
ACH	Documo Inc.	Office Supplies	03/09/2026	543.31
ACH	Law Offices of Michelle Won, PC	Legal Svcs - 02/26	03/09/2026	630.00
ACH	School Services of California Inc.	Consulting Svcs - 01/26	03/12/2026	1,005.00
ACH	SOFTMSP LLC	IT Svcs	03/12/2026	468,573.08
ACH	Marshall Cavendish Corporation	Curriculum	03/12/2026	15,403.45
ACH	Gympass US LLC	Gym Subscription Benefit - 02/28/26 - 03/27/26	03/12/2026	6,214.43

Southern California

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	Brandastic, Inc.	Marketing Svcs	03/12/2026	21,000.00
ACH	Netrix LLC	IT Svcs - 03/26	03/12/2026	3,080.00
ACH	Branche Jones	Consulting Svcs - 02/26	03/12/2026	4,000.00
ACH	Carrot Fertility Inc	Employee Benefit - 04/26	03/12/2026	3,790.80
ACH	SOFTMSP LLC	SW Development & Licensing - 05/01/25 - 04/30/27	03/16/2026	283,333.32
ACH	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	178,290.52
ACH	Total Transportation Logistics Inc	Storage Svcs - 02/26	03/16/2026	17,220.77
ACH	MetLife	MetLife Benefits - 03/26	03/20/2026	88,320.85
ACH	Konnect	BYO: Compensation Support	03/20/2026	15,000.00
ACH	InterPres Corporation	Cam - 04/26	03/20/2026	32,152.92
ACH	Victoria Acton	Reimb - Meals - 03/07/24 - 03/10/24	03/23/2026	225.03
ACH	El Paseo Childrens Center Inc.	SpEd Svcs - 12/25	03/23/2026	371,536.59
ACH	Brandastic, Inc.	Marketing Svcs	03/23/2026	420.00
ACH	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/23/2026	360.00
ACH	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	23,297.50
ACH	NJA Therapy Services, Inc.	SpEd Svcs - 02/26	03/23/2026	6,340.00
ACH	Juntos Con Speech Therapy	SpEd Svcs - 02/26	03/23/2026	300.00
ACH	PHMG	Marketing Svcs - 03/15/26 - 04/14/26	03/23/2026	1,502.18
ACH	Hyatt Regency Newport Beach West	BTS 2026 - Initial Deposit	03/24/2026	80,500.00
VOID	Victoria Acton	Reimb - Meals - 03/07/24 - 03/10/24	03/23/2026	VOID
VOID	City of Downey	PFT Testing Rental Fee - 03/26/25	03/25/2026	VOID
VOID	Marshall Cavendish Corporation	Curriculum	03/06/2026	VOID
			Total Disbursements	**3,463,101.39**

Central Valley

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40176	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	$ 275.00
40177	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	190.00
40178	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	1,200.73
40179	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	5,386.25
40180	El Paseo Childrens Center Inc.	SpEd Svcs - 01/26	03/23/2026	124,215.76
40181	Speak! Speech & Language Therapy, Inc.	SpEd Svcs - 02/26	03/23/2026	570.00
			Total Disbursements	**$ 131,837.74**

Northern California

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60553	Access Language	SpEd Svcs - 01/26	03/03/2026	$ 4,252.50
60554	Alameda County Agricultural Fair Association	EOY 25/26 Festival - 05/28/26	03/03/2026	7,277.00
60555	Ayres Carpet and Tile Cleaning	Maintenance Svcs	03/03/2026	754.50
60556	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 03/26	03/03/2026	533.00
60557	Speak! Speech & Language Therapy, Inc.	SpEd Svcs - 01/26	03/03/2026	220.00
60558	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	564.00
60559	PG&E	Utility Svcs - 01/28/26 - 02/26/26	03/12/2026	384.48
60560	Charter Communications	Communication Svcs - 03/26	03/16/2026	209.98
60561	Corodata Shredding Inc	Shredding Svcs - 02/26	03/16/2026	53.61
60562	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	532.00
60563	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	8,519.10
60564	Sulthan Mubarak Syed	SpEd Svcs - 10/25 - 01/26	03/16/2026	6,421.54
60565	AT&T - 6652	Communication Svcs - 03/07/26 - 04/06/26	03/23/2026	1,084.28
60566	Denon & Doyle Entertainment	Classic Photo Booth - 05/28/26	03/23/2026	1,595.00
60567	Sulthan Mubarak Syed	SpEd Svcs - 12/25	03/23/2026	665.00
60568	The Fun and Game Experts	Jumpers - 05/28/26	03/23/2026	9,085.00
ACH	Chase Bank - 7975	Bank Fee	03/16/2026	119.09
ACH	Modesto Irrigation District	Modesto Utilities	03/25/2026	247.73
			Total Disbursements	**$ 42,517.81**

North Bay

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30122	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	$ 368.97
30123	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	1,372.50
30124	El Paseo Childrens Center Inc.	SpEd Svcs - 01/26	03/23/2026	14,779.84
			Total Disbursements	**$ 16,521.31**

Monterey Bay

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20147	Specialized Therapy Services Inc	SpEd Svcs - 01/26	03/03/2026	$ 141.00
20148	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	985.00
20149	Oxford Consulting Services Inc.	SpEd Svcs - 01/26	03/16/2026	2,147.91
20150	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	4,303.25
20151	El Paseo Childrens Center Inc.	SpEd Svcs - 12/25	03/23/2026	50,378.57
20152	Seven Bridges Speech Pathology Inc	SpEd Svcs - 02/26	03/23/2026	675.00
			Total Disbursements	**$ 58,630.73**

Central Coast

Check Register

For the period ended March 31, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70091	Law Offices of Young, Minney & Corr LLP	SpEd Legal Svcs	03/16/2026	$ 76.00
70092	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/16/2026	221.00
70093	Community Therapy Services	SpEd Svcs - 01/26	03/23/2026	1,011.00
70094	El Paseo Childrens Center Inc.	SpEd Svcs - 12/25	03/23/2026	27,060.35
			Total Disbursements	**$ 28,368.35**

Coversheet

Approval of Credit Card Statements (attached)

Section: VI. Consent Items
Item: D. Approval of Credit Card Statements (attached)
Purpose: Vote
Submitted by:
Related Material: April 2026 Chase Statement - Redacted.pdf

J.P.Morgan

JPMORGAN CHASE BANK NA
P.O. BOX 15918
MAIL SUITE DE1-1404
WILMINGTON DE 19850

ACCOUNT NUMBER	[redacted]
PAYMENT DUE DATE	05/25/2026
AMOUNT DUE	$156,632.12
CURRENT BALANCE	$156,632.12

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

[redacted]

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALOPS

ACCOUNT NUMBER: [redacted]

CLOSING DATE	04-30-26
CREDIT LIMIT	1,000,000
AVAILABLE CREDIT	843,368

FOR CUSTOMER SERVICE CALL:
1-800-316-6056

FOR TTY/TDD SERVICE CALL:
1-800-955-8060

SEND BILLING INQUIRIES TO:

JPMORGAN CHASE BANK NA
COMMERCIAL CARD SOLUTIONS
P.O. BOX 2015
MAIL SUITE IL1-6225
ELGIN, IL 60121

PREVIOUS BALANCE	175,567.18
PURCHASES AND OTHER CHARGES	161,695.58
CASH ADVANCES	.00
CREDITS	5,063.46
PAYMENTS	175,567.18-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**156,632.12**
TOTAL PAYMENT DUE	156,632.12
DISPUTED AMOUNT	.00

ACCT. NUMBER: [redacted] CALOPS

COMMERCIAL ACCOUNT ACTIVITY

CALOPS [redacted] TOTAL COMMERCIAL ACTIVITY $175,567.18CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-27	04-27		AUTO PAYMENT DEDUCTION	175,567.18CR

INDIVIDUAL CARDHOLDER ACTIVITY

KARLEY STILSON [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$62.99	$0.00	$62.99

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-27	04-25	24053456115419083147342	AMERICAN AIR0012337168162 FORT WORTH TX STILSON/KARLEY DEPART: 04-26-26 P.O.S.: SALES TAX: $0.00 BFL AA S DFW AA S MSY AA V DFW	62.99
			Total Travel Activity	$62.99

BERNADETTE JAMERO [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$427.80	$0.00	$427.80

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-20	04-16	24692166107402758635371	SOUTHWES 5262151207964 800-435-9792 TX QUINTIA JAMERO/BERNA DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN P SMF	427.80
			Total Travel Activity	$427.80

ASHLEY MALDONADO [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$29.35	$0.00	$29.35

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-28	04-26	24431066117420444826028	STARBUCKS B9J2 CON B S SANTA ANA CA	29.35
			Total Travel Activity	$29.35

THANETTE SHORT [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$417.80	$0.00	$417.80

ACCOUNTING CODE:

Continued on next page
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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-06	04-03	24692166094104232882042	SOUTHWES 5262147445052 800-435-9792 TX SHORT/THANETTE DEPART: 05-06-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN U SMF	417.80

Total Travel Activity $417.80

[redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$391.41	$0.00	$391.41

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-08	04-06	24692166097106841809800	SOUTHWES 5262148127943 800-435-9792 TX BESSETTE/HILARY HEWI DEPART: 05-06-26 P.O.S.: SALES TAX: $0.00 BUF WN F MDW WN F DEN WN F SNA WN F LAS	391.41

Total Travel Activity $391.41

[redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$446.80	$1,661.00	$0.00	$1,214.20

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-01	03-30	24049556090900019600861	FORTUNE COOKIES 562-4930058 CA	48.46
04-02	03-31	24000976091512900317152	OLA MEXICAN KITCHEN 562-4300055 CA P.O.S.: 1 SALES TAX: 29.23	307.63
04-02	04-01	24801976092701326012030	OFF THE HOOK LOS ALAMITOS CA	464.83
04-06	04-02	24692166093103150952952	FAIRFIELD INN AND SUIT LOS ALAMITOS CA K9 948 ARRIVAL: 03-30-26	584.25
04-06	04-03	74692166093103265103140	SOUTHWES 5262143825967 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 04-03-26 P.O.S.: SALES TAX: $0.00 DAL WN Y DAL	446.80CR
04-28	04-27	24137466118600215243218	TST* WILLIE MAE'S NOLA NEW ORLEANS LA P.O.S.: S1XS9YRICsDg2Unj SALES TAX: 8.76	113.31
04-30	04-28	24692166119403678581386	TST* TOUPS MEATERY NEW ORLEANS LA P.O.S.: 00105815031651227153aa SALES TAX: 0.00	142.52

Total Travel Activity $1,214.20

[redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$437.40	$0.00	$437.40

ACCOUNTING CODE:

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-13	24692166104409940115389	SOUTHWES 5262150425938 800-435-9792 TX CARTER/MARISSA MCGRE DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 BOI WN T LAS WN T SNA WN D SMF WN D BOI	437.40
			Total Travel Activity	$437.40

MACKENZIE DURAN [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$863.89	$0.00	$863.89

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-06	04-02	24692166093103150952960	FAIRFIELD INN AND SUIT LOS ALAMITOS CA K9 949 ARRIVAL: 03-31-26	389.50
04-27	04-26	24137466117600209916127	TST* TAPAS SKY BAR DENVER CO	55.04
04-28	04-26	24692166117401863883700	TST*HOT & CAJUN BOIL HOU NEW ORLEANS LA P.O.S.: 00198199031621209819aa SALES TAX: 0.00	136.77
04-29	04-27	24692166118402721953619	TST*WILLA JEAN NEW ORLEANS LA P.O.S.: 00023428031629071659aa SALES TAX: 0.00	122.81
04-30	04-28	24692166119403676703529	TST*LUKE RESTAURANT NEW ORLEANS LA P.O.S.: 00046071031649725270aa SALES TAX: 0.00	159.77
			Total Travel Activity	$863.89

JULIE COLOMBERO [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$1.19	$0.00	$1.19

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-03	04-03	74481326093100035660370	WPML-ATE WANCHAI (FOREIGN CURRENCY) $1.01 EUR 04/03 (RATE) 0.8632	1.17
04-03	04-03	74481326093100035660370	INTERNATIONAL TRANSACTION FEE	0.02
			Total Purchasing Activity	$1.19

LESLIE DOMBEK [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$2,487.34	$0.00	$2,487.34

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-03	04-02	24164076092060216367495	NATIONAL CAR RENTAL SANTA ANA CA 669147772	346.66
04-06	04-02	24431066093406341609912	FARMERS MARKET SNA SANTA ANA CA	15.17
04-06	04-01	24431066093406471295896	ALASKA AIR SEATTLE WA XXXXXXXXXXXXXXXXXXX DEPART: 00-00-00 P.O.S.: SALES TAX: $0.00	35.00

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-06	04-02	24692166093103150952945	FAIRFIELD INN AND SUIT LOS ALAMITOS CA K9 947 ARRIVAL: 03-30-26	584.25
04-09	04-07	24692166098107769876952	SOUTHWES 5262148514113 800-435-9792 TX DOMBEK/LESLIE M DEPART: 04-26-26 P.O.S.: SALES TAX: $0.00 STS WN I SAN WN I MSY WN J SAN WN J STS	795.40
04-20	04-16	24431066107414696034292	ALASKA AIR 0272141538173 SEATTLE WA DOMBEK/LESLIE DEPART: 05-03-26 P.O.S.: SALES TAX: $0.00 STS AS B SNA AS N STS	631.79
04-28	04-26	24269796117500780468805	HIGH FLYING FOODS - MARKE SAN DIEGO CA	12.94
04-30	04-29	24431066120422132459083	EMERIL'S CONC 1 MS CNP KENNER LA	31.72
			Total Travel Activity	$2,452.93

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-03	04-03	24692166093102618865947	CHEVRON 0095418 IRVINE CA P.O.S.: V000001000000 SALES TAX: 4.92	34.41
			Total Fleet Activity	$34.41

ZANA KIDD [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$350.81	$0.00	$350.81

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-01	03-30	24692166090100253826276	SOUTHWES 5262146105123 800-435-9792 TX KIDD/ZANA DIANE DEPART: 05-18-26 P.O.S.: SALES TAX: $0.00 LGB WN A SLC WN A LGB	348.81
04-03	03-31	24055226092701590030869	LAZ PARKING M17745-TIBA LONG BEACH CA P.O.S.: 00099951 SALES TAX: 0.00	2.00
			Total Travel Activity	$350.81

HEATHER TAMAYO [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$572.36	$0.00	$572.36

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-29	04-28	24692166118403176101126	EXPEDIA 7343402159416 EXPEDIA.COM WA P.O.S.: ZRPE9C6GQ SALES TAX: 0.00	24.00
04-30	04-29	24466286119732546412501	BREEZE AIRWAR36BQY COTTONWOOD HE UT TAMAYO HEATHER DEPART: 05-18-26 P.O.S.: SALES TAX: $0.00 SNA MX I PVU	199.96
04-30	04-28	24717056119871194979405	DELTA AIR 0067479795566 SEATTLE WA TAMAYO/HEATHER DEPART: 05-19-26 P.O.S.: SALES TAX: $0.00 SLC DL T SNA	348.40

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Travel Activity	$572.36

[redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$387.40	$0.00	$387.40

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-08	04-06	24692166097106841805931	SOUTHWES 5262148164170 800-435-9792 TX CARRASCO/TIFFANY DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 BOI WN A SMF WN P LAS WN P BOI	375.60
04-13	04-09	24692166100406216330894	SOUTHWES 5262149157066 800-435-9792 TX CARRASCO/TIFFANY DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 BOI WN V SMF WN V SNA WN U LAS WN U BOI	11.80
			Total Travel Activity	$387.40

[redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$261.25	$0.00	$261.25

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-14	24055236105715838262658	NIC*-FL SUNBIZ.ORG TPEREQ@TYLERT FL P.O.S.: 372189410 SALES TAX: 0.00	61.25
04-15	04-14	24120486104900015165550	ANNUAL FILINGS LLC 866-3996111 WY P.O.S.: 15287 SALES TAX: 0.00	200.00
			Total Purchasing Activity	$261.25

[redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$858.58	$0.00	$858.58

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-06	04-04	24053456094407124009568	AMERICAN AIR0012331558043 FORT WORTH TX ADAM/BRETT DEPART: 04-26-26 P.O.S.: SALES TAX: $0.00 SMF AA G ORD AA G MSY	412.20
04-06	04-04	24053456094407124012034	AMERICAN AIR0012331560247 FORT WORTH TX ADAM/BRETT DEPART: 04-30-26 P.O.S.: SALES TAX: $0.00 MSY AA G DFW AA G SMF	357.20
04-27	04-26	24055236117730045064843	CURB NOLA TAXI ASTORIA NY P.O.S.: 156744351 SALES TAX: 0.00	43.20
04-30	04-30	24036296120714620181761	UBER *TRIP HELP.UBER.COM CA P.O.S.: NJWHD73J SALES TAX: 0.00	45.98
			Total Travel Activity	$858.58

Continued on next page
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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

MATTHEW BROCKWAY [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$1,014.09	$0.00	$1,014.09

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-03	04-02	24431066093406197377333	CHIPOTLE 1128 SANTA CLARITA CA P.O.S.: 0151416612980899 SALES TAX: 0.00	21.35
04-06	04-02	24692166093103150953000	FAIRFIELD INN AND SUIT LOS ALAMITOS CA K9 976 ARRIVAL: 03-30-26	538.80
04-20	04-16	24692166107402758631891	SOUTHWES 5262151335226 800-435-9792 TX BROCKWAY/MATTHEW DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 BUR WN V OAK WN F BUR	426.80
04-28	04-27	24137466117100326461677	TST* LUCY S RETIRED SURFE NEW ORLEANS LA P.O.S.: /8MbnK7Z+PSO+c5do SALES TAX: 2.24	27.14
			Total Travel Activity	$1,014.09

ASHLEY LARSEN [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$1,024.21	$0.00	$1,024.21

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-01	03-30	24231686090699166663184	VONS #2091 SAN JUAN CAPI CA P.O.S.: 608900131345 SALES TAX: 3.62	50.37
04-16	04-15	24164076105091016222742	TARGET 00033662 SAN JUAN CAPI CA P.O.S.: 000000000000000000 SALES TAX: 2.52	40.47
			Total Purchasing Activity	$90.84

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-03	04-01	24692166092101969928966	TST*SANTA FE IMPORTERS S SEAL BEACH CA P.O.S.: 00020621031130223005aa SALES TAX: 0.00	203.03
04-03	04-02	24692166092102137612946	PANERA BREAD #203264 O 562-240-2987 CA P.O.S.: 000000000000000000 SALES TAX: 0.00	106.78
04-06	04-02	24497766093900016500160	NICK'S DELI II LOS ALAMITOS CA	109.85
04-06	04-02	24692166093103150952978	FAIRFIELD INN AND SUIT LOS ALAMITOS CA K9 958 ARRIVAL: 03-31-26	378.68
04-17	04-16	24000776106100030345355	BOARD&BREW BOARDANDBREW. CA P.O.S.: ch3rkexxmg3f1sz6e SALES TAX: 0.00	135.03
			Total Travel Activity	$933.37

LACHELLE CARTER [redacted]

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$35.90	$0.00	$35.90

ACCOUNTING CODE:

ACCT. NUMBER: [redacted]	CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-30	04-29	24137466120001630071233	USPS PO 0541180015 LONG BEACH CA P.O.S.: None SALES TAX: 0.00	35.90
			Total Purchasing Activity	$35.90

FINANCE DEPARTMENT [redacted]	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$4,616.66	$150,410.81	$0.00	$145,794.15

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-01	03-31	24011346090100110430983	FAGEN FRIEDMAN & FULFR LOS ANGELES CA	145.00CR
04-01	03-30	24755426090160907950619	CITY OF IRVINE COMMUNITY 949-7246600 CA P.O.S.: 893033103060308 SALES TAX: 0.00	622.50
04-01	03-31	24793386090002305810088	FACEBK *5MQDWGV462 650-5434800 DE P.O.S.: 479338004894461 SALES TAX: 0.00	900.00
04-02	03-31	24011346091100128332535	FAGEN FRIEDMAN & FULFR LOS ANGELES CA	145.00CR
04-02	04-01	24011346091100128690759	FAGEN FRIEDMAN & FULFR LOS ANGELES CA	145.00CR
04-02	04-01	24011346092100002178185	FAGEN FRIEDMAN & FULFR WWW.F3LAW.COM CA P.O.S.: ch3679up9no1fmbl SALES TAX: 0.00	145.00
04-02	04-01	24036296091712618906665	FACEBK *XXAUZGV462 650-543-4800 CA P.O.S.: 26277014735316215 SALES TAX: 0.00	900.00
04-02	04-01	24204296091001410337071	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P410298DF5 SALES TAX: 0.00	472.59
04-02	04-01	24204296091002095750091	GOOGLE ADS9121351564 650-2530000 CA P.O.S.: A16130096971926807 SALES TAX: 0.00	21,765.55
04-03	04-02	24011346092100147759774	PEERSPACE, INC PEERSPACE.COM CA P.O.S.: ch3pn4i67e114r8sl SALES TAX: 0.00	804.83
04-03	04-03	24036296093742878734430	FACEBK *YZW3DJZ462 650-543-4800 CA P.O.S.: 26428143683536653 SALES TAX: 0.00	900.00
04-03	04-02	24445006092200219442592	4TE*SONITROL OF ORANGE CO 949-297-4357 CA P.O.S.: 43C21492099 SALES TAX: 0.00	252.86
04-03	04-02	24692166092101863921554	TIKTOK ADS *TIKTOK ADS.TIKTOK.CO CA P.O.S.: 00000000000000000 SALES TAX: 93.77	1,303.82
04-06	04-03	24011346093100145361325	PEERSPACE, INC PEERSPACE.COM CA P.O.S.: ch3prh4i67e11sz SALES TAX: 0.00	752.81
04-06	04-04	24036296094716144820024	FACEBK *A45MSG5562 650-543-4800 CA P.O.S.: 26251763361174688 SALES TAX: 0.00	900.00
04-06	04-05	24036296095716333413531	FACEBK *BKZXMJZ462 650-543-4800 CA P.O.S.: 26459172730433748 SALES TAX: 0.00	900.00
04-06	04-02	24394696093017025749939	COUNCIL OF ADMIN OF SP 417-427-7720 MO P.O.S.: 0000010345 SALES TAX: 0.00	1,400.00
04-06	04-02	24394696093017025749947	COUNCIL OF ADMIN OF SP 417-427-7720 MO P.O.S.: 0000010346 SALES TAX: 0.00	1,750.00
04-06	04-02	24394696093017025749954	COUNCIL OF ADMIN OF SP 417-427-7720 MO P.O.S.: 0000010347 SALES TAX: 0.00	1,750.00

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-06	04-02	2439469609301702574996 2	COUNCIL OF ADMIN OF SP 417-427-7720 MO P.O.S.: 0000010348 SALES TAX: 0.00	2,100.00
04-06	04-02	2439469609301702574997 0	COUNCIL OF ADMIN OF SP 417-427-7720 MO P.O.S.: 0000010349 SALES TAX: 0.00	2,100.00
04-07	04-06	2403629609674252162005 8	FACEBK *6KGKRJZ462 650-543-4800 CA P.O.S.: 26471784979172523 SALES TAX: 0.00	900.00
04-08	04-07	2403629609771470763190 1	FACEBK *P9H2VJZ462 650-543-4800 CA P.O.S.: 26483911541293200 SALES TAX: 0.00	900.00
04-08	04-08	2420429609800065695806 4	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P4139E4B2B SALES TAX: 0.00	504.87
04-09	04-09	2403629609971690032724 3	FACEBK *KBCX8H5562 650-543-4800 CA P.O.S.: 26301813839502973 SALES TAX: 0.00	900.00
04-10	04-09	2479338609900091495421 5	FACEBK *FNAW9H5562 650-5434800 DE P.O.S.: 479338004894461 SALES TAX: 0.00	1.32
04-13	04-10	2403629610071418506798 7	FACEBK *KQYAWJ9562 650-543-4800 CA P.O.S.: 26488333394184350 SALES TAX: 0.00	900.00
04-13	04-11	2403629610171239673232 3	FACEBK *CKRWZJ9562 650-543-4800 CA P.O.S.: 26500792362530 99 SALES TAX: 0.00	900.00
04-13	04-12	2403629610274458757514 5	FACEBK *4B58UHR462 650-543-4800 CA P.O.S.: 26369182742766079 SALES TAX: 0.00	900.00
04-14	04-14	2403629610474477914699 2	FACEBK *2X6KQH5562 650-543-4800 CA P.O.S.: 26356408764043480 SALES TAX: 0.00	900.00
04-14	04-13	2405523610471502531399 2	AVID CENTER 858-380-4800 CA P.O.S.: 98420025 SALES TAX: 0.00	850.00
04-14	04-13	2420429610300275295209 3	GOOGLE ADS9121351564 650-2530000 CA P.O.S.: A71962952440426562 SALES TAX: 0.00	25,000.00
04-15	04-15	2403629610574297313688 3	FACEBK *SMU6UH5562 650-543-4800 CA P.O.S.: 26369043936113296 SALES TAX: 0.00	900.00
04-15	04-14	2420429610400138228409 0	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P416D93CC6 SALES TAX: 0.00	500.40
04-17	04-16	2403629610671222307282 3	FACEBK *65W5ZH5562 650-543-4800 CA P.O.S.: 26386416027709420 SALES TAX: 0.00	900.00
04-20	04-17	2403629610771244270655 6	FACEBK *KJFA5J5562 650-543-4800 CA P.O.S.: 26400893402928349 SALES TAX: 0.00	900.00
04-20	04-19	2403629610971668581290 4	FACEBK *UH739J5562 650-543-4800 CA P.O.S.: 26414082444942778 SALES TAX: 0.00	900.00
04-20	04-20	2403629611071887938415 0	FACEBK *6KV7GKM462 650-543-4800 CA P.O.S.: 26550909451260072 SALES TAX: 0.00	900.00
04-20	04-17	2469216610740287712122 0	SQ *FLOWER FEELINGS GOSQ.COM CA P.O.S.: 00011529215169286 SALES TAX: 130.61	1,545.61
04-20	04-17	2469216610740291648744 2	IN *BALLOON FANTASY & PAR 805-3474754 CA P.O.S.: 32843 SALES TAX: 8.40	104.40
04-21	04-21	2403629611171403378036 6	TIKTOK ADS TIKTOK.COM CA P.O.S.: 31031937712505616 SALES TAX: 0.00	2,300.00
04-22	04-21	2403629611171408865960 6	FACEBK *XZKFPJR462 650-543-4800 CA P.O.S.: 26464369383247414 SALES TAX: 0.00	900.00

Continued on next page
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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-22	04-22	24204296112000551990222	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P41ACB6D99 SALES TAX: 0.00	502.75
04-22	04-21	74632166111406655907725	IN *EVERJADE ENTERPRISES 833-5233633 NV P.O.S.: *AKR116JS2CC SALES TAX: 0.00	270.00CR
04-23	04-22	24011346113100027969050	SP MYAVIDSTORE HALO MYAVIDSTORE.C IL P.O.S.: rnUJ5k01kt4aYBWu0EJudzKZ1 SALES TAX: 9.30	137.29
04-23	04-22	24036296112744263113300	FACEBK *6AHQ5KV462 650-543-4800 CA P.O.S.: 26514276601590026 SALES TAX: 0.00	900.00
04-23	04-22	24777506112017027721337	THERAPRO 508-872-9494 MA P.O.S.: 9397626152 SALES TAX: 0.00	67.00
04-24	04-23	24036296113712474490485	FACEBK *HJGXQJ5562 650-543-4800 CA P.O.S.: 26469600376057651 SALES TAX: 0.00	900.00
04-24	04-23	24632166113408505068685	HP *INSTANT INK 855-785-2777 CA P.O.S.: 4095314006310427 SALES TAX: 0.66	6.95
04-27	04-25	24036296115742704824987	FACEBK *G7PEMLZ462 650-543-4800 CA P.O.S.: 26680976671586685 SALES TAX: 0.00	900.00
04-27	04-26	24036296116712965576864	FACEBK *PEDGSKD562 650-543-4800 CA P.O.S.: 26586789931005363 SALES TAX: 0.00	900.00
04-27	04-24	24204296114001585075095	GOOGLE ADS9121351564 650-2530000 CA P.O.S.: A72627642802043357 SALES TAX: 0.00	25,000.00
04-27	04-23	24207856114162600706409	DINING DELIGHTS, LLC 801-4640113 UT P.O.S.: 000000119812859 SALES TAX: 23.82	515.00
04-27	04-24	24906416114256138798248	NASSP PRODUCT & SERVICE 703-8600200 VA P.O.S.: 2505029PA SALES TAX: 0.00	235.99
04-28	04-27	24036296117714191411865	FACEBK *NMSKQL9562 650-543-4800 CA P.O.S.: 26692020317148989 SALES TAX: 0.00	900.00
04-28	04-27	24055236118731191333064	AVID CENTER 858-380-4800 CA P.O.S.: 98440023 SALES TAX: 0.00	3,297.00
04-28	04-27	24055236118731191333072	AVID CENTER 858-380-4800 CA P.O.S.: 98440024 SALES TAX: 0.00	3,297.00
04-29	04-28	24036296118712363663874	FACEBK *Y9CQCLH462 650-543-4800 CA P.O.S.: 26650574381293577 SALES TAX: 0.00	900.00
04-29	04-28	74055236119732348345625	AVID CENTER 8583804800 CA P.O.S.: 8147860016 SALES TAX: 0.00	3,297.00CR
04-30	04-29	24036296119744557072892	FACEBK *C8KWNKR462 650-543-4800 CA P.O.S.: 26574357895581695 SALES TAX: 0.00	900.00
04-30	04-29	24755426119271194261771	PARADISE DRINKING WATERS 999-9999999 CA P.O.S.: CCP26042905170219 SALES TAX: 0.00	79.75
			Total Purchasing Activity	$117,663.29

Continued on next page

ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-01	03-30	24692166090100253824214	SOUTHWES 5262146103258 800-435-9792 TX MOSSO/SHERYL DEPART: 05-18-26 P.O.S.: SALES TAX: $0.00 LAS WN G SLC WN V LAS	427.81
04-01	03-30	24692166090100253824222	SOUTHWES 5262146116273 800-435-9792 TX STURTEVANT/JONATHAN DEPART: 04-22-26 P.O.S.: SALES TAX: $0.00 RNO WN U LGB WN D RNO	467.80
04-02	04-01	24692166091101382558268	HOTELCOM73410316750881 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	160.07
04-02	04-01	24692166091101447348671	HOTELCOM73410320897630 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	178.19
04-02	04-01	24943006091405136002373	HYATT PLACE DUBLIN 5108326868 CA 00465000045108326868 ARRIVAL: 04-01-26	169.95
04-03	04-02	24692166092102460407195	HOTELCOM73411135115018 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	980.24
04-03	04-02	24906416092254298416046	PY *STOR IT CLOVIS 559-32 559-3249675 CA P.O.S.: 69cd8192697d80b30 SALES TAX: 9.28	116.00
04-06	04-03	24692166093103264465974	HOTELCOM73411767146471 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	154.97
04-06	04-03	24692166093103305022966	HOTELCOM73411773226042 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	216.49
04-06	04-03	24692166093103305027304	HOTELCOM73411775270230 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	216.49
04-06	04-03	24692166093103305045769	HOTELCOM73411783235022 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	219.36
04-06	04-03	24692166093103305058515	HOTELCOM73411788410851 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	141.07
04-06	04-03	24692166093103340753260	HOTELCOM73411815450486 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	227.38
04-06	04-04	24692166094104420463274	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 000000000000000000 SALES TAX: 2.83	39.46
04-06	04-03	24793386093003156561223	HOTELCOM73411812191692 877-7877186 NV P.O.S.: HOTELCOM73411812191692 SALES TAX: 0.00	227.38
04-08	04-06	24692166097106841806012	SOUTHWES 5262148202698 800-435-9792 TX BARSBY/JULIE KATHERI DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN U SMF	546.80
04-13	04-11	24692166101407375023915	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 000000000000000000 SALES TAX: 0.33	4.70
04-13	04-11	24692166101407375026603	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 000000000000000000 SALES TAX: 1.02	14.31
04-13	04-10	24755426101261017967969	HILTON NEW ORLEANS 504-5610500 LA 4661468 ARRIVAL: 04-10-26	344.93
04-13	04-09	74632166100406216959374	SOUTHWES 5262146103258 800-435-9792 TX MOSSO/SHERYL DEPART: 04-09-26 P.O.S.: SALES TAX: $0.00 DAL WN Y DAL	427.81 CR

Continued on next page
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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-14	04-13	240534561034123112710 87	AMERICAN AIR0012333944409 FORT WORTH TX SMITH/JASMINE DEPART: 05-26-26 P.O.S.: SALES TAX: $0.00 PHX AA Q SNA AA Q PHX	412.05
04-16	04-14	24692166105400850625219	SOUTHWES 5262150614856 800-435-9792 TX THOMPSON/CHRISTINE L DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 ELP WN G LAS WN G OAK WN A SAN WN A ELP	611.40
04-16	04-15	24692166105400886050283	HOTELCOM73420913623444 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	188.74
04-20	04-16	24692166107402758631453	SOUTHWES 5262151232963 800-435-9792 TX ANDERSON/BRITNIE CHR DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN P SMF	567.79
04-20	04-16	24692166107402758631461	SOUTHWES 5262151225102 800-435-9792 TX SENISEROS/PATRICIA M DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN P SMF	567.79
04-20	04-16	24692166107402758631479	SOUTHWES 5262151239430 800-435-9792 TX RAINES/LINDSEY CRIST DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN P SMF	567.79
04-20	04-16	24692166107402758631487	SOUTHWES 5262151219170 800-435-9792 TX RODRIGUES/ATHEANA LI DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN P SMF	567.79
04-20	04-16	24692166107402758631495	SOUTHWES 5262151219512 800-435-9792 TX GOMEZ/MARY ESTELLE DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN P SMF	1,135.58
04-20	04-16	24692166107402758631503	SOUTHWES 5262151238578 800-435-9792 TX ARAUJO SIERRA/MARIA DEPART: 06-03-26 P.O.S.: SALES TAX: $0.00 SMF WN U SNA WN P SMF	567.79
04-20	04-18	24943006109415760330214	HYATT REGENCY NEWPORT BC 9497291234 CA 1309289497291234 ARRIVAL: 04-15-26	989.98
04-21	04-20	24692166110405782205454	HOTELCOM73425716240466 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	161.07
04-21	04-20	24692166110405782213052	HOTELCOM73425722561272 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	188.82
04-21	04-20	24692166110405782226187	HOTELCOM73425734113012 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,209.23
04-21	04-20	24692166110405782235964	HOTELCOM73425743346899 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	161.07
04-21	04-20	24692166110405836664052	HOTELCOM73425765816457 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-21	04-20	24692166110405836692632	HOTELCOM73425784668832 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	185.08
04-21	04-20	24692166110405836708685	HOTELCOM73425791486818 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85

Continued on next page
Powered by BoardOnTrack

ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-21	04-20	24692166110405836717348	HOTELCOM73425794603816 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-21	04-20	24692166110405836724658	HOTELCOM73425796890048 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-22	04-22	24053456112417256141780	AMERICAN AIR0012336302260 FORT WORTH TX TEUTIMEZ/JOHN DEPART: 06-17-26 P.O.S.: SALES TAX: $0.00 TYS AA N DFW AA N SNA AA G DFW	749.40
04-22	04-22	24053456112417280076655	AMERICAN AIR0012336299995 FORT WORTH TX TEUTIMEZ/JOHN DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 TYS AA N DFW AA N SNA AA N DFW	720.40
04-22	04-20	24431066111417022843314	ALASKA AIR 0272141940052 SEATTLE WA DASELER/BRYAN DEPART: 05-28-26 P.O.S.: SALES TAX: $0.00 SAN AS X SBP AS X SAN	366.80
04-22	04-20	24692166111406507162185	SOUTHWES 5262152337902 800-435-9792 TX DASELER/BRYAN DEPART: 06-16-26 P.O.S.: SALES TAX: $0.00 OAK WN Z SNA	243.40
04-22	04-20	24692166111406507162193	SOUTHWES 5262152334829 800-435-9792 TX DASELER/BRYAN DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 SAN WN C OAK	294.39
04-22	04-21	24692166111406684477901	HOTELCOM73426835766812 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	306.66
04-22	04-21	24692166111406684503524	HOTELCOM73426861224028 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,259.40
04-22	04-22	24692166112406789458276	HOTELCOM73426921313848 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	335.47
04-22	04-22	24692166112406789462799	HOTELCOM73426924046682 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	335.47
04-22	04-22	24692166112406789478522	HOTELCOM73426932048065 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	188.82
04-24	04-23	24000776113100031337246	MENDOCINOFARMSCATERING MENDOCINOFARM CA P.O.S.: ch34exxmg3f3kn7o SALES TAX: 0.00	2,213.77
04-27	04-25	24692166115400490367600	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 000000000000000000 SALES TAX: 0.00	52.05
04-27	04-25	24692166115409620390986	HOTELCOM73430164627844 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	182.23
04-27	04-25	24692166115409620429446	HOTELCOM73430169102647 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	222.48
04-29	04-28	24692166118403095462948	HOTELCOM73434205151286 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403140482719	HOTELCOM73434211484018 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403140485670	HOTELCOM73434215383269 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85

Continued on next page

ACCT. NUMBER:	[redacted]	CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-29	04-28	24692166118403140488757	HOTELCOM73434219376252 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403140491389	HOTELCOM73434222885806 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403140496347	HOTELCOM73434228864020 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403140498293	HOTELCOM73434230921282 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403140499929	HOTELCOM73434233029692 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403140501732	HOTELCOM73434234959054 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85
04-29	04-28	24692166118403209714739	HOTELCOM73434395230038 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209717609	HOTELCOM73434398259099 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209719472	HOTELCOM73434400045802 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209721296	HOTELCOM73434401958208 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209722567	HOTELCOM73434403468893 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209724019	HOTELCOM73434404948464 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209725412	HOTELCOM73434406155826 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209726709	HOTELCOM73434407302290 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24692166118403209727939	HOTELCOM73434408399074 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77
04-29	04-28	24793386118016326599221	HOTELCOM73434221127406 SEATTLE WA P.O.S.: HOTELCOM73434221127406 SALES TAX: 0.00	186.85
04-29	04-28	24793386118016326791224	HOTELCOM73434227539412 CARSON CITY NV P.O.S.: HOTELCOM73434227539412 SALES TAX: 0.00	186.85
04-30	04-30	24036296120742578977716	BKG*HOTEL AT BOOKING.C 188-885-0395 NY P.O.S.: EXL1W K-R2R\GH.1888850395 SALES TAX: 0.00	192.52
04-30	04-29	24692166119404137825224	HOTELCOM73435429401268 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	188.82
04-30	04-30	24793386120000800918210	HOTEL AT BOOKING.COM WILMINGTON, N DE P.O.S.: 471f1d67-6f91-4502-a97b-3 SALES TAX: 0.00	184.62
04-30	04-29	74692166119404119473030	HOTELCOM73434234959054 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	186.85CR
			Total Travel Activity	$24,787.09

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-10	04-10	24692166100405530817404	APPLE.COM/BILL 866-712-7753 CA P.O.S.: MTZ4K2M69Wa0 SALES TAX: 0.00	299.99
04-17	04-17	24692166107402089588356	APPLE.COM/BILL 866-712-7753 CA P.O.S.: MTZ4KSW7STa0 SALES TAX: 0.00	2,999.80
04-17	04-17	24692166107402089684650	APPLE.COM/BILL 866-712-7753 CA P.O.S.: MTZ4KSX3QWa0 SALES TAX: 0.00	29.99
04-17	04-17	24692166107402089689980	APPLE.COM/BILL 866-712-7753 CA P.O.S.: MTZ4KSX4SZa0 SALES TAX: 0.00	13.99
			Total Miscellaneous Activity	$3,343.77

Coversheet

Ratification of Special Education Service Contracts (attached)

Section: VI. Consent Items
Item: E. Ratification of Special Education Service Contracts (attached)
Purpose: Vote
Submitted by:
Related Material:
260512 SPED Contracts.pdf
CES 2025-26 Master Contract CalOPS Addendum - FULLY EXECUTED 2026-04-16.pdf

California Online Public Schools

SPED Contracts

May CalOPS Board Meeting

NEW ADDENDA		
2025-26 SERVICE PROVIDERS/CONTRACTS	**Addendum Notes**	**Addendum Status**
CES (Cornerstone Educational Solutions)	APE and PT Services	FULLY EXECUTED 4/16/2026

California Online Public Schools

Addendum to Master Contract
School Year: 2025-26

The purpose of this document is to make known certain items regarding the Nonpublic, Nonsectarian School/Agency Services Master Contract **2025-2026** between **California Online Public Schools** and **Cornerstone Educational Solutions.**

In consideration of the mutual promises herein, the parties, intending to be legally bound, hereby agree that the following constitutes additional terms and conditions to the stated contract. These services will be designated to California Online Public School's students for the **2025-2026** school year effective **April 16, 2026**.

Cornerstone Educational Solutions will bill the following rates for APE and PT Services:

Assessments: Virtual $1400 (Flat Rate), In-Person $1500 (Flat Rate)
Ongoing Services: $160/ Hour

The parties reaffirm that, other than what is stated in this addendum, no other terms or conditions of the above-mentioned original contract have been modified, negated, or amended.

Signature: Signed by: Christy Bock 6DC515B9F3D4483...
Printed Name: Christy bock
Title: Ownee
NPA/S: Cornerstone educational solutions
Dated: 04/16/2026

Signature: Signed by: Mackenzie Duran 5CF7080748C6400...
Printed Name: Mackenzie Duran
Title: Director of Student Services
LEA: California Online Public Schools
Dated: 04/16/2026

Coversheet

Approval of Expenditures over $20k (attached)

Section: VI. Consent Items
Item: F. Approval of Expenditures over $20k (attached)
Purpose: Vote
Submitted by:
Related Material:
25-26 CalOPS Over 20K (POs & Invoices) - May Board Meeting.pdf
Purchase Orders Over 20k May 2026 Board Meeting.pdf
Invoices_Over_20k_25-26_SY_May_2026_Board_Meeting_-_Redacted.pdf

CalOPS PURCHASE ORDERS Over 20k

Number	Date	Requestor	Vendor	Purpose	Amount
2025-26-87	4/17/2026	Nick/Britnie	GHA	ELT Refresh	$99,495.47
2025-26-89	4/17/2026	Nick/Britnie	GHA	26/27 Student Technology	$1,750,815.00
2025-26-90	4/17/2026	Nick/Britnie	SoftMSP	26/27 Student Technology	$103,763.31
2025-26-91	4/22/2026	Nick/Britnie	SoftMSP	ELT Refresh - Purchase orc	$36,691.33

CalOPS INVOICES To Be Paid Over 20k

(Invoices will be procressed for payment once Board has approved)

Date Paid by ACH/WIRE	Uploaded to Charter Impact	Batch Date	Batch School or ACH/WIRE	Vendor	Invoice#	Date of Invoice	Amount	Description	School Allocation
	04/09/2026	04/08/2026	SoCal	Oxford Consulting Services Inc	171357	02/28/2026	$150,111.50	SPED Services	All Schools
	04/09/2026	04/08/2026	SoCal	Oxford Consulting Services Inc	171362	02/28/2026	$20,111.20	SPED Services	SoCal
	04/09/2026	04/09/2026	SoCal	Brandastic, Inc.	1324	04/01/2026	$21,000.00	Marketing	All Schools
	04/09/2026	04/09/2026	SoCal	SoftMSP, LLC	1086	04/01/2026	$229,686.00	Professional Services: Other School Contracted Services	All Schools
	04/09/2026	04/09/2026	SoCal	SoftMSP, LLC	1087	04/01/2026	$70,833.33	Professional Services: Other School Contracted Services	All Schools
	04/09/2026	04/09/2026	SoCal	Young Minney & Corr LLP	21633	04/03/2026	$27,414.00	Professional Services: Legal Services	All Schools
4/13/2026			ACH	HSA	-	-	$23,215.10	Benefits	All Schools
4/13/2026			ACH	Empower	-	-	$210,407.17	Benefits	All Schools
	04/16/2026	04/15/2026	SoCal	Amergis Healthcare Staffing, Inc.	E19193710679	04/09/2026	$19,711.86	SPED Services	All Schools
	04/16/2026	04/15/2026	SoCal	Cornerstone Educational Solutions	INV-2058	04/01/2026	$37,716.51	SPED Services	SoCal
	04/16/2026	04/15/2026	SoCal	Milestones Therapy Group	1363	03/07/2026	$150,098.67	SPED Services	School Allocation on Invoice
	04/16/2026	04/16/2026	SoCal	Clifton Larson Allen	L261192737	04/10/2026	$27,545.00	Professional Services: Accounting Services/Audit	All Schools
	04/16/2026	04/16/2026	SoCal	Language Line Services, Inc.	11878276	03/31/2026	$22,455.06	Professional Services: Other School Expense	All Schools
4/17/2026			ACH	Pacific Hotel Management Inc-Hyatt Regency	34918719	2/23/2026	$80,500.00	BTS 26-27 SY 2nd deposit due 04.8.2026	
4/17/2026			ACH	MetLife	-	-	$88,283.60	Benefits	All Schools
4/20/2026			ACH	Empower	-	-	$33,975.17	Benefits	All Schools
4/21/2026			ACH	Cigna Health	-	-	$487,083.82	Staff Medical Benefits	All Schools
4/24/2026			ACH	InterPres Corporation	-	-	$32,152.92	SoCal Office Rent	All Schools
	04/24/2026	04/22/2026	SoCal	Bromberg & Associates, LLC	31942	03/31/2026	$22,460.00	SPED Services	School Allocation on Invoice
	04/24/2026	04/22/2026	SoCal	Community Therapy Services	CTS_SOUTHERN__FEB_2026	03/18/2026	$22,860.75	SPED Services	SoCal
	04/24/2026	04/22/2026	SoCal	Effectual Educational Consulting Services	13723	2/28/2026	$24,492.08	SPED Services	SoCal
	04/24/2026	04/23/2026	SoCal	Capistrano Unified School District	68WI1379	04/16/2026	$123,561.00	District Oversight Fees	SoCal
	04/24/2026	04/23/2026	SoCal	GHA	2015587	03/13/2026	$21,827.50	Facilities: Equipment/Supplies	All Schools
	04/24/2026	04/23/2026	SoCal	SoftMSP, LLC	1089	04/22/2026	$103,763.31	Facilities: Equipment/Supplies	All Schools
4/27/2026			ACH	Empower	-	-	$203,728.28	Benefits	All Schools
4/27/2026			ACH	HSA	-	-	$23,215.10	Benefits	All Schools
4/28/2026			ACH	JP Morgan Chase Bank	-	-	$175,567.18	District Corporate Card Purchases - AutoPay	All Schools
4/29/2026			ACH	Kaiser	-	-	$99,597.79	Benefits	All Schools
4/29/2026			ACH	Kaiser	-	-	$27,400.21	Benefits	All Schools
	05/01/2026	04/30/2026	Socal	Avela, Inc.	1835	04/22/2026	$24,000.00	Professional Services: Other School Contracted Services	All Schools
	05/01/2026	04/30/2026	Socal	GHA	3099249	04/24/2026	$1,750,815.00	Facilities: Equipment/Supplies	All Schools
	05/01/2026	04/30/2026	Socal	T-Mobile	971471262	04/21/2026	$69,676.27	Facilities: High-Speed Internet	All Schools
	05/01/2026	04/30/2026	Socal	Charter Impact	18806	05/01/2026	$200,269.00	Professional Services: Other School Contracted Services	All Schools
	05/01/2026	04/30/2026	Socal	SoftMSP, LLC	1090	04/29/2026	$36,691.33	Facilities: Equipment/Supplies	All Schools
			Pending	AspirEDU, Inc.	17439	4/24/2026	$64,569.50	Instructional: Other Curriculum	All Schools
			Pending	Zoom Communications, Inc	-	-	$150,403.60	Professional Services: Other School Contracted Services	All Schools

California Online Public Schools

2025-2026 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:	**2025 - 26 - 87**		
Date:	4/17/2026	**Vendor:**	GHA Technologies, Inc.
Vendor Contact Name:	Khoi Dang	**Address:**	Dept #880831
Vendor Phone Number:	480-951-6865		PO Box 29650
Vendor Fax Number:		**City:**	Phoenix
Email P.O. to vendor?	[x] Yes [ ] No	**State**	AZ
Vendor Email:	kdang@gha-associates.com	**Zip**	85038-9650

Requester:

Department:

Approved In Procurify

Intent/Purpose:

Signature: _____ **Date:** _____

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Dell XPS 16 DA16260 - CTO	3087441.00	CTO-XPS16	$ 2,415.35	24	$ 57,968.40
CA Recycling Fee	3087441.00	CA Fee	$ 5.00	24	$ 120.00
Samsung ViewFinity S6 S32D606UAN S60UD Series - LCD monitor - 32" - 2560 x 1440 QHD @ 100 Hz - IPS - 350 cd/m² - 1000:1 - HDR10 - 5 ms - HDMI, DisplayPort, USB-C - black	3087441.00	S32D606UAN	$ 345.00	45	$ 15,525.00
E-Waste Fee	3087441.00	-	$ 5.00	45	$ 225.00
Logitech Signature Slim Combo MK955 for Business Keyboard and mouse set - wireless - Bluetooth 5.1 LE	3087441.00	920-012427	$ 111.00	45	$ 4,995.00
StarTech.com Docking station - for laptop, smartphone, tablet - USB-C / USB4 / Thunderbolt 3 / Thunderbolt 4 / Thunderbolt 5 /	3087441.00	215NTB5USB4DOCK	$ 273.00	45	$ 12,285.00
Tax (8.7500%):	3087441.00	-	$ 7,977.62	1	$ 7,977.62
Shipping:	3087441.00	-	$ 399.45	1	$ 399.45
				Order Total	$99,495.47

Signatures (or email approval)

Purchaser/Requestor	DocuSigned by: Brian Anderson 94917648142147D... Date 04/16/2026	
Administrator (required)	Signed by: 2B3EE3C0EE6D447E... Date 04/17/2026	[ ] via email approval (see attached)
Finance Approval (required)	DocuSigned by: Denise Jamero 6E5D3AFA47A644A... Date 04/17/2026	

GHA Technologies, Inc.
NEW REMITTANCE ADDRESS
Dept #880831
PO Box 29650
Phoenix, Arizona 85038-9650
United States
http://www.gha-associates.com
(P) 480-951-6865
(F) 480-951-6956

Quotation (Open)

Date
Mar 25, 2026 02:31 PM CDT

Modified Date
Mar 25, 2026 03:52 PM CDT

Quote #
3087441 - rev 1 of 1

Description
Laptops

SalesRep
Dang, Khoi
(P) 214-547-8865
(F) 480-951-6956

Customer Contact

Customer
California Online Public Schools (CO142834)
33272 Valle Rd San Juan Capistrano, CA 92675-4842
United States

Bill To
California Online Public Schools
Accounts Payable, .
33272 Valle Rd San Juan Capistrano, CA 92675-4842
United States

Ship To
SoftMSP c/o CalOPS
Sangar Safi, 909-645-5064
271 Ott Street Unit 19
Corona, CA 92882
United States

Customer PO:	**Terms:** Undefined	**Ship Via:** FedEx Ground
Special Instructions:		**Carrier Account #:**

#	Description	Part #	Tax	Qty	Unit Price	Total
1	Dell XPS 16 DA16260 - CTO Note: XPS 16 DA16260 Series 3 Intel(R) Core(TM) Ultra X7 Processor 358H (16 Core, 18MB Cache, up to 4.8 GHz) Windows 11 Pro, Copilot+ PC 32GB LPDDR5x Dual Channel at 9600 MT/s Graphite Backlit English Keyboard 16.0", Non-Touch, 2K, 1-120Hz, 500 nits 512 GB, M.2, PCIe NVMe, SSD Intel(R)Wi-Fi 7 BE211 2x2 + Bluetooth 6.0 Wireless Card Intel(R) Arc(TM) graphics ProSupport and Next Business Day Onsite Service Initial, 12 Month(s) :	CTO-XPS16	Yes	24	$2,415.35	$57,968.40
2	CA Recycling Fee	CA Fee	No	24	$5.00	$120.00
3	Samsung ViewFinity S6 S32D606UAN S60UD Series - LCD monitor - 32" - 2560 x 1440 QHD @ 100 Hz - IPS - 350 cd/m² - 1000:1 - HDR10 - 5 ms - HDMI, DisplayPort, USB-C - black	S32D606UAN	Yes	45	$345.00	$15,525.00
4	E-Waste Fee `Linked to Line #3`			45	$5.00	$225.00
5	Logitech Signature Slim Combo MK955 for Business Keyboard and mouse set - wireless - Bluetooth 5.1 LE	920-012427	Yes	45	$111.00	$4,995.00
6	StarTech.com Docking station - for laptop, smartphone, tablet - USB-C / USB4 / Thunderbolt 3 / Thunderbolt 4 / Thunderbolt 5 / USB-A - DP, HDMI - 1GbE, 2.5GbE - 180 Watt - TAA Compliant	215N-TB5USB4DOCK	Yes	45	$273.00	$12,285.00

Subtotal:	**$90,893.40**
Tax (8.7500%):	$7,977.62
Shipping:	$399.45
Misc:	$0.00
Fees:	$225.00
Total:	**$99,495.47**

Sales tax calculation is estimated and subject to change. Terms Definition: Unless agreed upon otherwise; Net 30 terms, cash in the GHA bank 30 days from the date of shipment. Lease payment calculations are estimated and may include sales tax in the payment amount. You can obtain an accurate lease quote from our leasing company. Rates are subject to change without notice.

GHA is an authorized and leading supplier for Microsoft, HP, Apple, Dell, Lenovo, VMWare, IBM and Cisco. GHA does not source any of these products from the gray market. If you have a pending quotation from a competitor that is significantly less in price, that may be a strong indication of gray market involvement. Please immediately bring this to the attention of your sales professional who can verify with the manufacturer for your benefit and protection. Your sales representative can also talk to you about the risks associated with doing business with a gray market supplier.

-GHA cannot be responsible for manufacturer availability or delays.

-No verbal quotations or promises can be honored unless set forth herein.

-Due to many people working from home, GHA will not be responsible for the boxes if lost or stolen after the delivery has been made, and if they are lost or stolen, you still agree to pay your GHA invoice. Signature will be required on all shipments.

-Handling Fees: Handling fees charged on shipments are in addition to the freight and insurance charges and vary.

-Returns Policy: Because GHA Represents more than 3500 manufacturers, it is the policy of GHA to pass through the return policy of the manufacturer. Return approvals are subject to the manufacturers approval. Cloud Service Provider CSP orders for Microsoft require at least 30 days of cancellation notice from Buyer. Buyer agrees to pay for any cloud subscription usage incurred. For all other CSP s, GHA will pass through and honor the cancellation policy as stated in the original contract 7, 30, 60 or 90 days of cancellation notice is required. Custom computers and technology orders are non-cancellable and non-returnable. No return will be accepted after 30 days from the invoice date. Goods accepted for credit upon return will be subject to handling/restocking charge, which shall be not less than 15% of the price of Goods. Custom-made Goods are not subject to cancellation or return under any circumstances. In no case are Goods to be returned without first obtaining Seller's written permission. Goods must be securely packed in the original packaging and delivered to Seller in an undamaged condition with Buyer being solely responsible for paying all return freight expenses and keeping the GHA invoice current within 30 days from the date of shipment regardless of the reason for a return. All returns must be accompanied by an authorized RMA number, which is valid for 15 days after date of issuance. GHA Technologies makes NO WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE with respect to the goods described hereon. Professional Service Organizations are separate companies from GHA. GHA is not responsible for their workmanship and there is no right to offset payment.

-International shipments/returns: Customer is responsible to pay all VAT, duties, customs charges, freight forwarding services, storage, handling, foreign exchange rates/fees, miscellaneous fees from any country, expedited or return freight expenses. Customer shall be liable; GHA is NOT responsible. GHA is not responsible for any return shipment expenses.

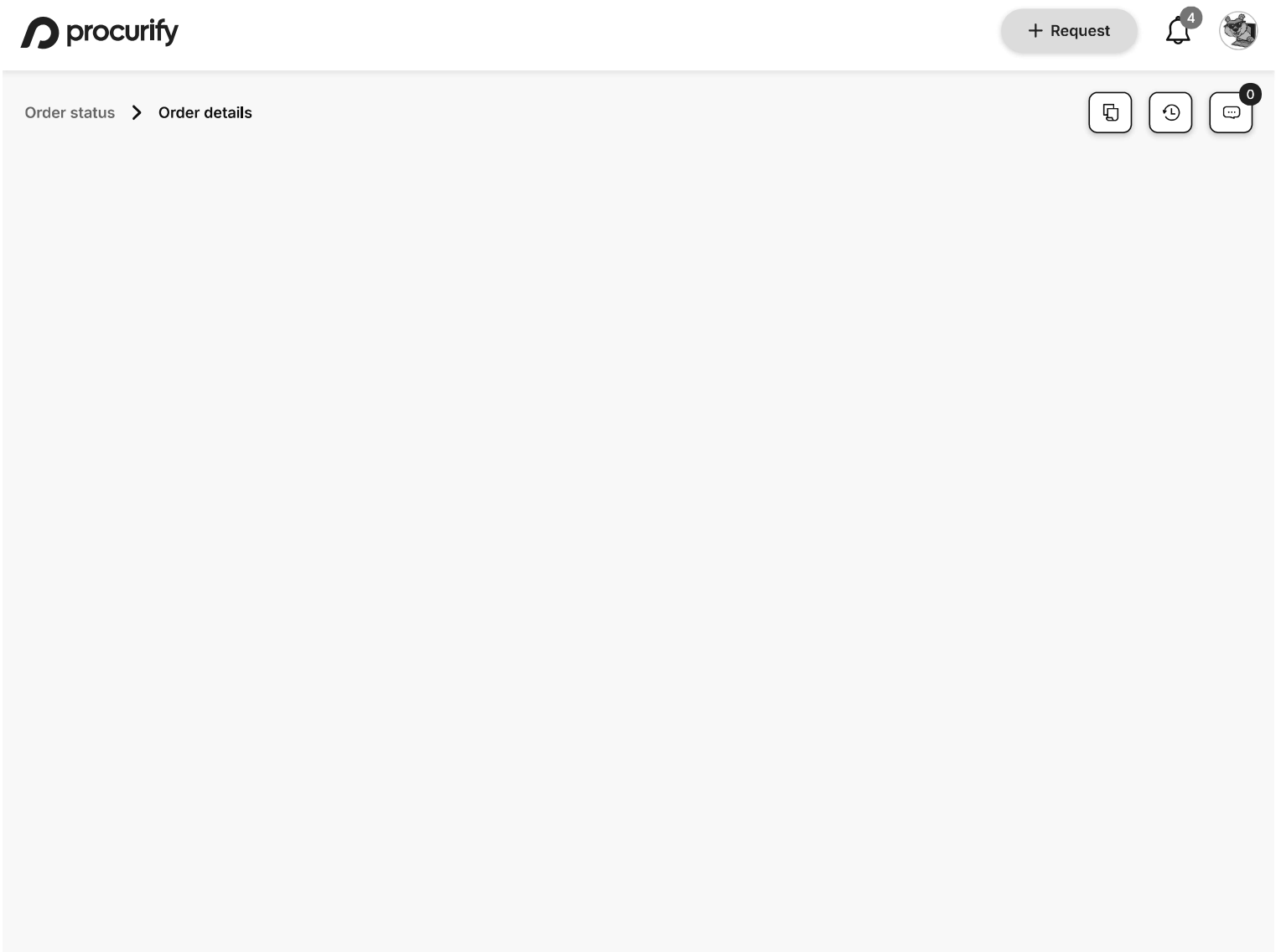
-Supplier represents and warrants that it is an equal-opportunity employer and does not discriminate on the basis of age, race, creed, color, religion, sex, sexual orientation, gender identity, national origin, disability, marital or veteran status, or any other basis that is prohibited by law.

-This document shall be governed by the laws of the State of Arizona.

-You may view all Terms & Conditions at: https://www.gha-associates.com/terms-and-conditions - .

-THIS QUOTE HAS BEEN PROVIDED FOR CLIENT AND GHA PURPOSES ONLY**

-CORPORATE OFFICE: (REMIT PAYMENTS TO THE DEPARTMENT NUMBER AND PO BOX LISTED ABOVE; NO PAYMENTS SHOULD BE MAILED TO THE CORPORATE OFFICE) GHA Technologies, Inc. 8998 E. Raintree Drive Scottsdale, AZ 85260


procurify
+ Request
4
Order status
Order details
0

Order #423 Approved

Details Status Audit log

Audit log

APPROVED

Order #423 was approved.

Purchasing Department | Apr 16, 2026 10:48 AM

APPROVED

Order #423 was approved.

LaChelle Carter | Apr 15, 2026 3:30 PM

EDITED

Item #423-8 - Macbook Recycle Fee

LaChelle Carter | Apr 15, 2026 3:30 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #423-8 - Macbook Recycle Fee

LaChelle Carter | Apr 15, 2026 3:30 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1110--Regular Education K-12

EDITED

Item #423-8 - Macbook Recycle Fee

LaChelle Carter | Apr 15, 2026 3:30 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #423-8 - Macbook Recycle Fee

LaChelle Carter | Apr 15, 2026 3:30 PM

Resource code * select unknown, for finance only *

UNKNOWN → 7435--Learning Recovery Emergency Block Grant

EDITED

Item #423-7 - Apple Care for M5

LaChelle Carter | Apr 15, 2026 3:30 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #423-7 - Apple Care for M5

LaChelle Carter | Apr 15, 2026 3:30 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1110--Regular Education K-12

EDITED

Item #423-7 - Apple Care for M5

LaChelle Carter | Apr 15, 2026 3:30 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #423-7 - Apple Care for M5

LaChelle Carter | Apr 15, 2026 3:30 PM

Resource code * select unknown, for finance only *

UNKNOWN → 7435--Learning Recovery Emergency Block Grant

Results Per Page: 10

Page 1 of 4

California Online Public Schools

2025-2026 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: 2025 - 26 - 89

Date: 4/17/2026

Vendor Contact Name: Khoi Dang

Vendor Phone Number: 480-951-6865

Vendor Fax Number:

Email P.O. to vendor? [x] Yes [ ] No

Vendor Email: kdang@gha-associates.com

Vendor: GHA Technologies, Inc.

Address: Dept #880831

PO Box 29650

City: Phoenix

State AZ

Zip 85038-9650

Requester:

Department:

Approved In Procurify

Intent/Purpose:

Signature: _____ **Date:** _____

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Lenovo Chromebook 14M8911, MediaTek Kompanio 540 (2.00GHz, 1MB), 14" WUXGA Touch, ChromeOS, 8.0GB, 1x64GB UFS 2.2, ARM Mali-G57 MC2 GPU, BT 5.3,Wi-Fi 6E 2x2 AX, 720P HD, 3 Cell Li-ion 50Wh, 65W, 1 Year Mail-in, Luna Grey- English (US)	3088733.00	83SY0008US	$ 499.00	3000	$ 1,497,000.00
CA e-Waste fee for LCDs	3088733.00	CA e-Waste fee	$ 4.00	3000	$ 12,000.00
Google Chrome OS Management Console License - academic	3088733.00	CROS-SW-DISEDU-NEW	$ 33.00	3000	$ 99,000.00
Google ZTE - Setup for Hardware	3088733.00	GOOGLEZTEONLY	$ 3.00	3000	$ 9,000.00
Tax (8.7500%	3088733.00	-	$ 131,215.00	1	$ 131,215.00
Shipping	3088733.00	-	$ 2,600.00	1	$ 2,600.00
				Order Total	$1,750,815.00

Signatures (or email approval):

Purchaser/Requestor — DocuSigned by: Britni Anderson 94917B48142147D... — Date 04/16/2026

Administrator Approval (required) — Signed by: 53EF3C0EF6DA47E... — Date 04/17/2026

Finance Approval (required) — DocuSigned by: Denise Jamero 6E5D3AEA47A644A... — Date 04/17/2026

[ ] via email approval (see attached)

GHA Technologies, Inc.
NEW REMITTANCE ADDRESS
Dept #880831
PO Box 29650
Phoenix, Arizona 85038-9650
United States
http://www.gha-associates.com
(P) 480-951-6865
(F) 480-951-6956

Quotation (Open)

Date
Mar 30, 2026 07:07 AM CDT

Modified Date
Mar 30, 2026 07:18 AM CDT

Quote #
3088733 - rev 1 of 1

Description
Lenovo Chromebooks (qty 3000)

SalesRep
Dang, Khoi
(P) 214-547-8865
(F) 480-951-6956

Customer Contact

Customer
California Online Public Schools (CO142834)
33272 Valle Rd San Juan Capistrano, CA 92675-4842
United States

Bill To
California Online Public Schools
Accounts Payable, .
33272 Valle Rd San Juan Capistrano, CA 92675-4842
United States

Ship To
SoftMSP c/o CalOPS
Sangar Safi, 909-645-5064
271 Ott Street Unit 19
Corona, CA 92882
United States

Customer PO:	**Terms:** Undefined	**Ship Via:** FedEx Ground
Special Instructions:		**Carrier Account #:**

#	Description	Part #	Tax	Qty	Unit Price	Total
1	Lenovo Chromebook 14M8911, MediaTek Kompanio 540 (2.00GHz, 1MB), 14" WUXGA Touch, ChromeOS, 8.0GB, 1x64GB UFS 2.2, ARM Mali-G57 MC2 GPU, BT 5.3,Wi-Fi 6E 2x2 AX, 720P HD, 3 Cell Li-ion 50Wh, 65W, 1 Year Mail-in, Luna Grey- English (US)	83SY0008US	Yes	3000	$499.00	$1,497,000.00
2	CA e-Waste fee for LCDs	CA e-Waste fee	No	3000	$4.00	$12,000.00
3	Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	No	3000	$33.00	$99,000.00
4	Google ZTE - Setup for Hardware	GOOGLEZTEONLY	No	3000	$3.00	$9,000.00

Subtotal:	**$1,617,000.00**
Tax (8.7500%):	$131,215.00
Shipping:	$2,600.00
Misc:	$0.00
Total:	**$1,750,815.00**

Sales tax calculation is estimated and subject to change. Terms Definition: Unless agreed upon otherwise; Net 30 terms, cash in the GHA bank 30 days from the date of shipment. Lease payment calculations are estimated and may include sales tax in the payment amount. You can obtain an accurate lease quote from our leasing company. Rates are subject to change without notice.

GHA is an authorized and leading supplier for Microsoft, HP, Apple, Dell, Lenovo, VMWare, IBM and Cisco. GHA does not source any of these products from the gray market. If you have a pending quotation from a competitor that is significantly less in price, that may be a strong indication of gray market involvement. Please immediately bring this to the attention of your sales professional who can verify with the manufacturer for your benefit and protection. Your sales representative can also talk to you about the risks associated with doing business with a gray market supplier.

-The prices quoted may change due to market conditions beyond our control.

-GHA cannot be responsible for manufacturer availability or delays.

-No verbal quotations or promises can be honored unless set forth herein.

-Due to many people working from home, GHA will not be responsible for the boxes if lost or stolen after the delivery has been made, and if they are lost or stolen, you still agree to pay your GHA invoice. Signature will be required on all shipments.

-Handling Fees: Handling fees charged on shipments are in addition to the freight and insurance charges and vary.

-Returns Policy: Because GHA Represents more than 3500 manufacturers, it is the policy of GHA to pass through the return policy of the manufacturer. Return approvals are subject to the manufacturers approval. Cloud Service Provider CSP orders for Microsoft require at least 30 days of cancellation notice from Buyer. Buyer agrees to pay for any cloud subscription usage incurred. For all other CSP s, GHA will pass through and honor the cancellation policy as stated in the original contract 7, 30, 60 or 90 days of cancellation notice is required. Custom computers and technology orders are non-cancellable and non-returnable. No return will be accepted after 30 days from the invoice date. Goods accepted for credit upon return will be subject to handling/restocking charge, which shall be not less than 15% of the price of Goods. Custom-made Goods are not subject to cancellation or return under any circumstances. In no case are Goods to be returned without first obtaining Seller's written permission. Goods must be securely packed in the original packaging and delivered to Seller in an undamaged condition with Buyer being solely responsible for paying all return freight expenses and keeping the GHA invoice current within 30 days from the date of shipment regardless of the reason for a return. All returns must be accompanied by an authorized RMA number,

with respect to the goods described hereon. Professional Service Organizations are separate companies from GHA. GHA is not responsible for their workmanship and there is no right to offset payment.

-International shipments/returns: Customer is responsible to pay all VAT, duties, customs charges, freight forwarding services, storage, handling, foreign exchange rates/fees, miscellaneous fees from any country, expedited or return freight expenses. Customer shall be liable; GHA is NOT responsible. GHA is not responsible for any return shipment expenses.

-Supplier represents and warrants that it is an equal-opportunity employer and does not discriminate on the basis of age, race, creed, color, religion, sex, sexual orientation, gender identity, national origin, disability, marital or veteran status, or any other basis that is prohibited by law.

-This document shall be governed by the laws of the State of Arizona.

-You may view all Terms & Conditions at: https://www.gha-associates.com/terms-and-conditions - .

-THIS QUOTE HAS BEEN PROVIDED FOR CLIENT AND GHA PURPOSES ONLY**

-CORPORATE OFFICE: (REMIT PAYMENTS TO THE DEPARTMENT NUMBER AND PO BOX LISTED ABOVE; NO PAYMENTS SHOULD BE MAILED TO THE CORPORATE OFFICE) GHA Technologies, Inc. 8998 E. Raintree Drive Scottsdale, AZ 85260

procurify

+ Request

4

Order status > Order details

0

Order #424 Approved

Details Status Audit log

Audit log

APPROVED

Order #424 was approved.

Finance AP | Apr 16, 2026 7:01 AM

APPROVED

Order #424 was approved.

LaChelle Carter | Apr 15, 2026 3:21 PM

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1110--Regular Education K-12

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Resource code * select unknown, for finance only *

UNKNOWN → 7435--Learning Recovery Emergency Block Grant

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1110--Regular Education K-12

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Resource code * select unknown, for finance only *

UNKNOWN → 7435--Learning Recovery Emergency Block Grant

Results Per Page: 10

Page 1 of 4

California Online Public Schools

2025-2026 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: 2025 - 26 - 90

Date: 4/17/2026

Vendor Contact Name: Brendon Harrington

Vendor Phone Number:

Vendor Fax Number:

Email P.O. to vendor? [x] Yes [ ] No

Vendor Email: bharrington@softmsp.com

Vendor: SoftMSP

Address: 27051Towne Center Dr. Suite 120

City: Lake Forest

State CA

Zip 92610

Requester:

Department:

Approved in Procurify

Intent/Purpose:

Signature: _____ **Date:** _____

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Apple iPad 11-inch A16	20260403-162056501	-	$ 349.99	250	$ 87,497.50
Protective iPad Case Case for 11-inch iPad A16 model	20260403-162056501	-	$ 27.99	250	$ 6,997.50
California E-Waste Fee	20260403-162056501	-	$ 4.00	250	$ 1,000.00
Tax (8.75%)	20260403-162056501	-	$ 8,268.31	1	$ 8,268.31
					$ -
					$ -
					$ -
					$ -
			Order Total		$103,763.31

Signatures (or email approval):

DocuSigned by: Britnie Anderson 04/16/2026
Purchaser/Requestor — Date

DocuSigned by: 04/16/2026
Administrator Approval (required) — Date

DocuSigned by: Denise Jamero 04/17/2026
Finance Approval (required) — Date

[ ] via email approval (see attached)

SoftMSP

SPED Bulk iPad 2026-2027

Quote created: April 3, 2026 Reference: 20260403-162056501

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
United States

Sheryl Mosso
smosso@californiaops.org
(949) 482-3252

Comments

Brendon Harrington - SoftMSP



Products & Services

11" Apple iPad A16 Model	250 x $349.99 +$7,656.03 CA Tax Rate
Protective iPad Case Case for 11-inch iPad A16 model	250 x $27.99 +$612.28 CA Tax Rate
California E-Waste Fee 11" Size Range	250 x $4.00

One-time subtotal	$95,495.00
Tax (8.75%)	$8,268.31
Total	$103,763.31

This quote expires on May 3, 2026

Purchase terms

Questions? Contact me



Brendon Harrington
bharrington@softmsp.com

SoftMSP
27051 Towne Center Dr Suite 120
Lake Forest, CA 92610
USA

procurify

+ Request

4

Order status > Order details

0

Order #424 Approved

Details Status Audit log

Audit log

APPROVED

Order #424 was approved.

Finance AP | Apr 16, 2026 7:01 AM

APPROVED

Order #424 was approved.

LaChelle Carter | Apr 15, 2026 3:21 PM

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1110--Regular Education K-12

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #424-8 - SPED iPad E-Waste + Taxes

LaChelle Carter | Apr 15, 2026 3:21 PM

Resource code * select unknown, for finance only *

UNKNOWN → 7435--Learning Recovery Emergency Block Grant

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1110--Regular Education K-12

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #424-7 - SPED iPad Case

LaChelle Carter | Apr 15, 2026 3:20 PM

Resource code * select unknown, for finance only *

UNKNOWN → 7435--Learning Recovery Emergency Block Grant

Results Per Page: 10

Page 1 of 4

California Online Public Schools

2025-2026 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: 2025 - 26 - 91

Date: 4/22/2026

Vendor Contact Name: Brendon Harrington

Vendor Phone Number:

Vendor Fax Number:

Email P.O. to vendor? [x] Yes [ ] No

Vendor Email: bharrington@softmsp.com

Vendor: SoftMSP

Address: 27051Towne Center Dr. Suite 120

City: Lake Forest

State CA

Zip 92610

Requester:

Department:

Intent/Purpose: Approved In Procurify -Vendor changed to SoftMSP Vs. Zones after the approval.Notes in Procurify for details.

Signature: _____ **Date:** _____

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Macbook Air M5 15" Model 15IN MBA M5 10C 10C GPU 24GB, 512GB SSD 70W SILVER NCNR	20260416-144335078	-	$ 1,501.36	20	$ 30,027.20
AppleCare+ For 15-INCH MACBOOK AIR, (M5)	20260416-144335078	-	$ 181.00	20	$ 3,620.00
CA E-Waste Recovery Fee 15 TO 35 INCH	20260416-144335078	-	$ 5.00	20	$ 100.00
Tax (8.75%)	20260416-144335078	-	$ 2,944.13	1	$ 2,944.13
					$ -
					$ -
					$ -
					$ -
				Order Total	$36,691.33

Signatures (or email approval):

DocuSigned by: Bernie Anderson 04/22/2026
Purchaser/Requestor — Date

DocuSigned by: 04/22/2026
Administrator Approval (required) — Date

DocuSigned by: Bernie Jamero 04/23/2026
Finance Approval (required) — Date

[ ] via email approval (see attached)

SoftMSP

CalOPS - Staff MacBook Refresh

Quote created: April 16, 2026 Reference: 20260416-144335078

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
United States

Richie Romero
rromero@californiaops.org

Comments

Brendon Harrington - SoftMSP



Products & Services

Macbook Air M5 15" Model 15IN MBA M5 10C 10C GPU 24GB, 512GB SSD 70W SILVER NCNR	20 x $1,501.36 +$2,627.38 CA Tax Rate
AppleCare+ For 15-INCH MACBOOK AIR, (M5)	20 x $181.00 +$316.75 CA Tax Rate
CA E-Waste Recovery Fee 15 TO 35 INCH	20 x $5.00

One-time subtotal	$33,747.20
Tax (8.75%)	$2,944.13
Total	$36,691.33

This quote expires on May 16, 2026

Purchase terms

Questions? Contact me



Brendon Harrington
bharrington@softmsp.com

SoftMSP
27051 Towne Center Dr Suite 120
Lake Forest, CA 92610
USA

procurify

+ Request

5

Order status > Order details

0

Order #423 Approved

Details Status Audit log

Audit log

PURCHASED

Item #423-5 - Taxes + Shipping + Recycling Fee

Finance AP | Apr 16, 2026 12:41 PM

Status

Purchase Pending → Purchased

Purchase order

None → Procurify PO #: PRF-AP-64

PURCHASED

Item #423-4 - StarTech Docking station

Finance AP | Apr 16, 2026 12:41 PM

Status

Purchase Pending → Purchased

Purchase order

None → Procurify PO #: PRF-AP-64

PURCHASED

Item #423-3 - Logitech Signature Slim Combo

Finance AP | Apr 16, 2026 12:41 PM

Status

Purchase Pending → Purchased

Purchase order

None → Procurify PO #: PRF-AP-64

PURCHASED

PURCHASED

Item #423-2 - Samsung ViewFinity S6

Finance AP | Apr 16, 2026 12:41 PM

Status

Purchase Pending → **Purchased**

Purchase order

None → **Procurify PO #: PRF-AP-64**

PURCHASED

Item #423-1 - Dell XPS 2026

Finance AP | Apr 16, 2026 12:41 PM

Status

Purchase Pending → **Purchased**

Purchase order

None → **Procurify PO #: PRF-AP-64**

EDITED

Item #423-5 - Taxes + Shipping + Recycling Fee

Finance AP | Apr 16, 2026 12:41 PM

Price

8727.07 → **8722.07**

APPROVED

Order #423 was approved.

Purchasing Department | Apr 16, 2026 10:48 AM

APPROVED

Order #423 was approved.

LaChelle Carter | Apr 15, 2026 3:30 PM

EDITED

Item #423-8 - Macbook Recycle Fee

LaChelle Carter | Apr 15, 2026 3:30 PM

Function code * select unknown, for finance only*

UNKNOWN → **1000--Instruction**

EDITED

Item #423-8 - Macbook Recycle Fee

LaChelle Carter | Apr 15, 2026 3:30 PM

Goal code * select unknown, for finance only*

UNKNOWN → **1110--Regular Education K-12**

Results Per Page: 10

Page 1 of 5

oxford OCS CONSULTING SERVICES, INC.

Corporate Headquarters
300 Corporate Center Drive
Manalapan, NJ 07726
Tel (732) 761-1955
Fax (732) 761-8404
(800) 718-8855
www.oxfordconsulting.com

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

Date	Invoice #
2/28/2026	171357

Bill To
California Online Public Schools LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		February 2026 Paraprofessional Services Grade Band Para Support		
	3,063.5	CalOPS Grade Band Para Support Raquel Salazar	49.00	150,111.50
		Verification forms attached		
			Total	$150,111.50

oxford OCS CONSULTING SERVICES, INC.
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Corporate Headquarters
300 Corporate Center Drive
Manalapan, NJ 07726
Tel (732) 761-1955
Fax (732) 761-8404
(800) 718-8855
www.oxfordconsulting.com

Invoice

Date	Invoice #
2/28/2026	171362

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
		February y 2026		
	18.17	450 OT services provided by Alexis Wilson	110.50	2,007.79
	3	450 OT evals provided by Alexis Wilson for [redacted]	610.00	1,830.00
	11.41	450 OT services provided by Adriana Davis	110.50	1,260.81
	0.5	450 OT services provided by Kristen Allen	110.50	55.25
	4	450 OT services provided by Jocelyn Del Rosario	110.50	442.00
	2	450 OT services provided by Eunice Pioche	110.50	221.00
	40.33	450 OT services provided by Samantha Wagensommer	110.50	4,456.47
	7	460 PT services provided by Michelle Perry	112.50	787.50
	1.25	460 PT services provided by Kira Carr	112.50	140.63
			Total	

oxford OCS CONSULTING SERVICES, INC.
"Your Staffing Source for Educational and Therapeutic Professionals."

Corporate Headquarters
300 Corporate Center Drive
Manalapan, NJ 07726
Tel (732) 761-1955
Fax (732) 761-8404
(800) 718-8855
www.oxfordconsulting.com

Invoice

Date	Invoice #
2/28/2026	171362

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
	1.5	415 Speech IEP Attendance by Kylie Buatsi	110.50	165.75
	5	415 Speech services provided by La Jannelle Smith	110.50	552.50
	43.13	415 Speech services provided by Nichole Dziama	110.50	4,765.87
	7.67	415 Speech services provided by Catherine Walker	110.50	847.54
	1	415 Speech services provided by Maranda Diamond	110.50	110.50
	3.5	415 Speech services providded by Maria B Jones	110.50	386.75
	1	415 Speech eval provided by Kelly Brown for [redacted]	610.00	610.00
	6	APE services provided by Gizi Malagon	102.00	612.00
	8.42	APE services provided by Michael Saunders	102.00	858.84
			Total	$20,111.20

Brandastic, Inc.
3857 Birch Street, Suite 271
Newport Beach, CA 92660 USA
9498997340
billing@brandastic.com
brandastic.com

Invoice

BRANDASTIC

BILL TO
Calif Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

INVOICE #	DATE	TOTAL DUE	DUE DATE	TERMS	ENCLOSED
1324	04/01/2026	$21,000.00	05/01/2026	Net 30	

DATE		DESCRIPTION	QTY	RATE	AMOUNT
	Brand Care	CCAS-1 - California Online Public Schools | 2025 - 26 Marketing Contract | Recurring Monthly Billing	21,000	1.00	21,000.00

Thank you for your Business! We take ACH Payments, and Checks can be sent to 3857 Birch St #271Newport Beach, CA 92660

BALANCE DUE **$21,000.00**

Ways to pay

View and pay

INVOICE

SoftMSP, LLC
271 Ott St Ste 19
Corona, CA 92882-7104

ssafi@softmsp.com
+1 (909) 645-5064
softmsp.com

SoftMSP

Bill to
California Online Public Schools

Invoice details
Invoice no.: 1086
Terms: Net 30
Invoice date: 04/01/2026
Due date: 05/01/2026

P.O. No.: YR 1 - IT Support Services

#	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
271 Ott St Ste 19
Corona, CA 92882-7104

ssafi@softmsp.com
+1 (909) 645-5064
softmsp.com

SoftMSP

Bill to
California Online Public Schools

Invoice details
Invoice no.: 1087
Terms: Net 30
Invoice date: 04/01/2026
Due date: 05/01/2026

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 8 of 12 (first 6/1/2025 - last 5/1/2026)	1	$70,833.33	$70,833.33

Total **$70,833.33**

Ways to pay

BANK

View and pay

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

April 03, 2026

California Online Public Schools
SENT VIA EMAIL
lcarter@californiaops.org
zkidd@californiaops.org

Invoice Number: 21633

RE: (0176.00001) All Schools - General

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	21,919.00
Expenses	5,495.00
Total for this Invoice - USD	27,414.00



Total Amount to Pay as of 04-03-2026 - USD 50,199.50

California Online Public Schools

Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

1 message

Tracy Le <tle@californiaops.org> Tue, Apr 14, 2026 at 12:49 PM
To: Finance CalOPS <finance@californiaops.org>, CalOPS Human Resources - Payroll <payroll@californiaops.org>

See below for HSA contribution for the 4/10 payroll.

Tracy Le
Assistant Director of Human Resources
949-529-1667
Pronouns: she/her
California Online Public Schools

Our real legacy is not what we accomplish individually but what we do for others and how we motivate them to work together for a common goal.

Statement of Confidentiality: The contents of this e-mail message and any attachments are intended solely for the addressee. The information may also be confidential and/or legally privileged. This transmission is sent for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction, or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail and delete this message and its attachments, if any. E-mail is covered by the Electronic Communications Privacy Act, 18 USC SS 2510-2521 and is legally privileged.

---------- Forwarded message ---------
From: <noreply@goigoe.com>
Date: Mon, Apr 13, 2026 at 4:13 AM
Subject: HSA Funding Activity Initiated
To: <tle@californiaops.org>

igoe

HSA Payroll Funding Details of California Online Public Schools	
Account Name:	California Online Public Schools HSA Funding
Activity amount:	$23,215.10
Activity date:	04/10/2026

Your funding account will be debited for the amount listed above, This amount is reflective of deposits to your employees' HSA. You are receiving this notice as one of the following activities has taken place:

- A payroll contribution file has been imported into our system on your behalf
- Deposits have been successfully recorded using the contribution manager
- An account pending CIP has been successfully opened

For details about the specific account level activity, you can reference the HSA Payroll Reconciliation Report in the employer portal or you can go to the Contribution Manager to view your pending and successful payroll deposits. Due to timing, transaction details may not be available until tomorrow morning. In a future enhancement, account level detail will be available in a new invoicing screen to further help with record keeping and reconciliation.

If you have any questions regarding this email or its contents, please reach out to your Client Relations Executive.

Thank you for your partnership,

Igoe Administrative Services

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noname
2K

California Online Public Schools 401(k) - 522213-01

Reference Number	Payroll Date	Expected Total [1]	Cash Effective Date [2]
2788986664	04/10/2026	$210,407.17	04/10/2026

[1] Expected Total is used for reconciliation purposes only. It may or may not equal the actual total for the contribution.
[2] If processed before market close 4 p.m. Eastern time except stock market holidays and early closes.

Money Source	Description	Verify Money Source	Total Amount
BTK 1	EMPLOYEE BEFORE TAX	✓	$100,423.82
LON 1	LOAN REPAYMENT	✓	$3,920.13
RTH 1	ROTH CONTRIBUTION	✓	$30,669.72
SHM 1	SAFE HARBOR MATCH	✓	$75,393.50

Expected Total: $210,407.17
Actual Total: $210,407.17

Total Amount to be Remitted by Employer: $210,407.17

Account nickname	Bank	Bank account number	Amount
Payroll	JPMORGAN CHASE BANK, NA	XXXXX7900	$210,407.17

Total: $210,407.17
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:
91,119,-107,75,-27,116,-73,-110,38,76,-51,3,125,26,58,-115,-32,-18,106,106,-9,-61,81,-4,-122,74,33,97,-41,109,-100,-128,46,-66,-126,-46,-38,18,95,-81,-101,42,101,80,82,-62,-39,51,27,-107,-65,22,73,-121,-31,-123,-21,119,27,-64,-40,68,-61,-51

Powered by BoardOnTrack

INVOICE



REMIT PAYMENT TO:
Amergis Healthcare Staffing, Inc.
12558 Collections Center Drive
Chicago, IL 60693

Payment Due Upon Receipt

Date Invoiced:
04/09/2026

For services rendered at:
California Online Public Schools
580 N Wilma Avenue, Suite G
Ripon, California 95366

Account Name	Branch	Account #	Period Ending	Invoice #
California Online Public Schools	0679	ERM136002	04/04/2026	E19193710679

Date	Shift Worked	Temp	Cert	Desc	Rate	Quantity	Total
McFarline, Matthew							
03-02-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-03-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-04-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
03-05-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-06-26 Fri	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-09-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-10-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-11-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
03-12-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-13-26 Fri	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-16-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-17-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-18-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
03-19-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-20-26 Fri	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-23-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-24-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-25-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
03-26-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-27-26 Fri	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-30-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
03-31-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00

			Subtotal for McFarline, Matthew:			**136.00**	**$5,712.00**

Mitchell, Samantha

03-03-26 Tue	08:00 A-12:00 P	Mitchell, Samantha	School Aide	Regular	42.00	4.00	$ 168.00
03-04-26 Wed	08:00 A-01:30 P	Mitchell, Samantha	School Aide	Regular	42.00	5.00	$ 210.00
03-05-26 Thu	01:00 P-01:30 P	Mitchell, Samantha	School Aide	Regular	42.00	.50	$ 21.00
03-09-26 Mon	09:00 A-02:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.00	$ 210.00
03-10-26 Tue	09:00 A-12:00 P	Mitchell, Samantha	School Aide	Regular	42.00	3.00	$ 126.00
03-11-26 Wed	08:00 A-12:00 P	Mitchell, Samantha	School Aide	Regular	42.00	4.00	$ 168.00
03-12-26 Thu	09:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.50	$ 231.00
03-17-26 Tue	09:00 A-12:00 P	Mitchell, Samantha	School Aide	Regular	42.00	3.00	$ 126.00
03-18-26 Wed	08:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	6.50	$ 273.00
03-19-26 Thu	09:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.50	$ 231.00
03-23-26 Mon	09:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.50	$ 231.00
03-24-26 Tue	09:00 A-01:00 P	Mitchell, Samantha	School Aide	Regular	42.00	4.00	$ 168.00
03-25-26 Wed	08:00 A-03:30 P	Mitchell, Samantha	School Aide	Regular	42.00	7.00	$ 294.00
03-26-26 Thu	09:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.50	$ 231.00
03-30-26 Mon	09:00 A-01:30 P	Mitchell, Samantha	School Aide	Regular	42.00	4.50	$ 189.00
03-31-26 Tue	09:00 A-01:00 P	Mitchell, Samantha	School Aide	Regular	42.00	4.00	$ 168.00
			Subtotal for Mitchell, Samantha:			**72.50**	**$3,045.00**

Rivera Beltran , Amy

03-02-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-03-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-04-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
03-05-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-06-26 Fri	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-09-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-10-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-11-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
03-12-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-13-26 Fri	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-16-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-17-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-18-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
03-19-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-20-26 Fri	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-23-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-24-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-25-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
03-26-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-27-26 Fri	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-30-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
03-31-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00

				Subtotal for Rivera Beltran , Amy:		**136.00**	**$5,712.00**

Thimes, Olivia

03-02-26 Mon	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-03-26 Tue	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-04-26 Wed	08:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.50	$ 273.00
03-05-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-06-26 Fri	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-09-26 Mon	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-10-26 Tue	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-11-26 Wed	08:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.50	$ 273.00
03-12-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-13-26 Fri	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-16-26 Mon	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-17-26 Tue	09:10 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.33	$ 223.86
03-18-26 Wed	08:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.50	$ 273.00
03-19-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-20-26 Fri	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-23-26 Mon	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-24-26 Tue	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-25-26 Wed	08:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.50	$ 273.00
03-26-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-27-26 Fri	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-30-26 Mon	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
03-31-26 Tue	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
				Subtotal for Thimes, Olivia:		**124.83**	**$5,242.86**

Thank you for using Amergis Healthcare Staffing, Inc. If you have any questions regarding this invoice please contact
Miral S 410-910-3500
Pay more conveniently and securely by Electronic Funds Transfer (EFT) by calling Miral S 410-910-3500 for an enrollment form.

Subtotal (Taxable):	**$ .00**
Subtotal (Non-Taxable):	**$19,711.86**
Sales Tax:	**$ 0.00**
Total Due:	**$19,711.86**

REMITTANCE



REMIT PAYMENT TO:
Amergis Healthcare Staffing, Inc.
12558 Collections Center Drive
Chicago, IL 60693

For services rendered at:
California Online Public Schools
Accounts Payable
580 N Wilma Avenue, Suite G
Ripon, California 95366

Account Name	Branch	Account #	Period Ending	Invoice #	Invoice Total
California Online Public Schools	0679	ERM136002	04/04/2026	E19193710679	$19,711.86

Invoice # E19193710679 Check # _____ Amount Paid ($) _____

Please Return This Form With Your Payment. Thank You.

Thank you for using Amergis Healthcare Staffing, Inc.
If you have any questions regarding this invoice
Please contact Miral S 410-910-3500
Pay more conveniently and securely by Electronic Funds Transfer (EFT) by calling
Miral S 410-910-3500 for an enrollment form.

Amergis Healthcare Service, Inc

Employee	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	3906773	Worksite	California Online Public Schools
Week Ending	03/21/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/23/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/16	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/17	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/18	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/19	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/20	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	3933209	Worksite	California Online Public Schools
Week Ending	03/28/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/30/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/23	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/24	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/25	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/26	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/27	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	3891549	Worksite	California Online Public Schools
Week Ending	03/14/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/16/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/09	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/10	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/11	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/12	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/13	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	3863150	Worksite	California Online Public Schools
Week Ending	03/07/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/09/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/02	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/03	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/04	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/05	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/06	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	3953410	Worksite	California Online Public Schools
Week Ending	04/04/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/06/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/30	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/31	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 04/01	8:00 AM - 3:30 PM	30	7.00	
Thursday - 04/02	9:00 AM - 3:30 PM	30	6.00	
Friday - 04/03	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	Mitchell, Samantha	Company	California Online Public Schools
Timecard ID	3910591	Worksite	California Online Public Schools
Week Ending	03/21/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/23/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	0.00	3.00	6.50	5.50	0.00	0.00

Total Hours: 15.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Tuesday - 03/17	9:00 AM - 12:00 PM	0	3.00	
Wednesday - 03/18	8:00 AM - 3:00 PM	30	6.50	
Thursday - 03/19	9:00 AM - 3:00 PM	30	5.50	

Amergis Healthcare Service, Inc

Employee	Mitchell, Samantha	Company	California Online Public Schools
Timecard ID	3888922	Worksite	California Online Public Schools
Week Ending	03/14/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/16/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.00	3.00	4.00	5.50	0.00	0.00

Total Hours: 17.50
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/09	9:00 AM - 2:00 PM	0	5.00	Absent sai calls Sis training
Tuesday - 03/10	9:00 AM - 12:00 PM	0	3.00	Absent sai calls
Wednesday - 03/11	8:00 AM - 12:00 PM	0	4.00	Absent sai calls/ SMS text message
Thursday - 03/12	9:00 AM - 3:00 PM	30	5.50	Absent sai call, email, sms and zoom meeting

Amergis Healthcare Service, Inc

Employee	Mitchell, Samantha	Company	California Online Public Schools
Timecard ID	3952444	Worksite	California Online Public Schools
Week Ending	04/04/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/06/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	4.50	4.00	6.00	5.50	0.00	0.00

Total Hours: 20.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/30	9:00 AM - 1:30 PM	0	4.50	
Tuesday - 03/31	9:00 AM - 1:00 PM	0	4.00	
Wednesday - 04/01	8:00 AM - 2:30 PM	30	6.00	
Thursday - 04/02	9:00 AM - 2:30 PM	0	5.50	

Amergis Healthcare Service, Inc

Employee	Mitchell, Samantha	Company	California Online Public Schools
Timecard ID	3931629	Worksite	California Online Public Schools
Week Ending	03/28/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/30/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.50	4.00	7.00	5.50	0.00	0.00

Total Hours: 22.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/23	9:00 AM - 3:00 PM	30	5.50	
Tuesday - 03/24	9:00 AM - 1:00 PM	0	4.00	
Wednesday - 03/25	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/26	9:00 AM - 3:00 PM	30	5.50	

Amergis Healthcare Service, Inc

Employee	Mitchell, Samantha	Company	California Online Public Schools
Timecard ID	3869432	Worksite	California Online Public Schools
Week Ending	03/07/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/09/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	0.00	4.00	5.00	0.50	0.00	0.00

Total Hours: 9.50
Comments:

Shift Date	Shift Time	Break	Total	Comments
Tuesday - 03/03	8:00 AM - 12:00 PM	0	4.00	Training
Wednesday - 03/04	8:00 AM - 1:30 PM	30	5.00	
Thursday - 03/05	1:00 PM - 1:30 PM	0	0.50	1-1 training session with student

Amergis Healthcare Service, Inc

Employee	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	3876938	Worksite	California Online Public Schools
Week Ending	03/14/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/16/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/09	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/10	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/11	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/12	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/13	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	3898876	Worksite	California Online Public Schools
Week Ending	03/21/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/23/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/16	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/17	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/18	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/19	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/20	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	3855747	Worksite	California Online Public Schools
Week Ending	03/07/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/09/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/02	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/03	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/04	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/05	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/06	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	3920817	Worksite	California Online Public Schools
Week Ending	03/28/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/30/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/23	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/24	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 03/25	8:00 AM - 3:30 PM	30	7.00	
Thursday - 03/26	9:00 AM - 3:30 PM	30	6.00	
Friday - 03/27	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	3941335	Worksite	California Online Public Schools
Week Ending	04/04/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/06/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	6.00	0.00

Total Hours: 31.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/30	9:00 AM - 3:30 PM	30	6.00	
Tuesday - 03/31	9:00 AM - 3:30 PM	30	6.00	
Wednesday - 04/01	8:00 AM - 3:30 PM	30	7.00	
Thursday - 04/02	9:00 AM - 3:30 PM	30	6.00	
Friday - 04/03	9:00 AM - 3:30 PM	30	6.00	

Amergis Healthcare Service, Inc

Employee	Thimes, Olivia	Company	California Online Public Schools
Timecard ID	3920807	Worksite	California Online Public Schools
Week Ending	03/28/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/30/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.50	5.50	6.50	5.50	5.50	0.00

Total Hours: 28.50
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/23	9:00 AM - 3:30 PM	60	5.50	
Tuesday - 03/24	9:00 AM - 3:30 PM	60	5.50	
Wednesday - 03/25	8:00 AM - 3:30 PM	60	6.50	
Thursday - 03/26	9:00 AM - 3:30 PM	60	5.50	
Friday - 03/27	9:00 AM - 3:30 PM	60	5.50	

Amergis Healthcare Service, Inc

Employee	Thimes, Olivia	Company	California Online Public Schools
Timecard ID	3941334	Worksite	California Online Public Schools
Week Ending	04/04/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/06/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.50	5.50	6.50	5.50	5.50	0.00

Total Hours: 28.50
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/30	9:00 AM - 3:30 PM	60	5.50	
Tuesday - 03/31	9:00 AM - 3:30 PM	60	5.50	
Wednesday - 04/01	8:00 AM - 3:30 PM	60	6.50	
Thursday - 04/02	9:00 AM - 3:30 PM	60	5.50	
Friday - 04/03	9:00 AM - 3:30 PM	60	5.50	

Amergis Healthcare Service, Inc

Employee	Thimes, Olivia	Company	California Online Public Schools
Timecard ID	3854116	Worksite	California Online Public Schools
Week Ending	03/07/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/09/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.50	5.50	6.50	5.50	5.50	0.00

Total Hours: 28.50
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/02	9:00 AM - 3:30 PM	60	5.50	
Tuesday - 03/03	9:00 AM - 3:30 PM	60	5.50	
Wednesday - 03/04	8:00 AM - 3:30 PM	60	6.50	
Thursday - 03/05	9:00 AM - 3:30 PM	60	5.50	
Friday - 03/06	9:00 AM - 3:30 PM	60	5.50	

Amergis Healthcare Service, Inc

Employee	Thimes, Olivia	Company	California Online Public Schools
Timecard ID	3898847	Worksite	California Online Public Schools
Week Ending	03/21/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/23/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.50	5.33	6.50	5.50	5.50	0.00

Total Hours: 28.33
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/16	9:00 AM - 3:30 PM	60	5.50	
Tuesday - 03/17	9:10 AM - 3:30 PM	60	5.33	
Wednesday - 03/18	8:00 AM - 3:30 PM	60	6.50	
Thursday - 03/19	9:00 AM - 3:30 PM	60	5.50	
Friday - 03/20	9:00 AM - 3:30 PM	60	5.50	

Amergis Healthcare Service, Inc

Employee	Thimes, Olivia	Company	California Online Public Schools
Timecard ID	3876957	Worksite	California Online Public Schools
Week Ending	03/14/2026	Approved By	Chanel Harris
Status	Approved	Approved On	03/16/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.50	5.50	6.50	5.50	5.50	0.00

Total Hours: 28.50
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 03/09	9:00 AM - 3:30 PM	60	5.50	
Tuesday - 03/10	9:00 AM - 3:30 PM	60	5.50	
Wednesday - 03/11	8:00 AM - 3:30 PM	60	6.50	
Thursday - 03/12	9:00 AM - 3:30 PM	60	5.50	
Friday - 03/13	9:00 AM - 3:30 PM	60	5.50	

INVOICE

So Cal - CalOPS

sped-finance@californiaops.org

Invoice Date
01 Apr 2026

Account Number

Invoice Number
INV-2058

Reference
CES 04/26 So Cal - CalOPS

Cornerstone Educational Solutions
Non-Public Agency (NPA- 9903332)
P.O. Box 1862 Upland, CA 91785
admin@cornerstoneeducationalsolutions.com

Description	Quantity	Unit Price	Amount USD
So Cal - CalOPS Evaluation 03-20-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 03-26-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Perez, Margot	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 03-26-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS: Mileage Only for Eval [redacted], Round Trip: 107.8	107.80	0.725	78.16
So Cal - CalOPS Evaluation 02-20-26: [redacted] - OT Evaluation (Virtual only) CES Provider Bierman, James	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 03-20-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 03-29-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Perez, Margot	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 03-20-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS: Mileage Only for Eval [redacted], Round Trip: 280	280.00	0.725	203.00
So Cal - CalOPS Evaluation 03-16-26: [redacted] - OT Evaluation (Virtual only) CES Provider Cobb, Artesja	1.00	1,700.00	1,700.00

Registered Office: P.O. Box 1862, Upland, CA, 91785, United States

Description	Quantity	Unit Price	Amount USD
So Cal - CalOPS Evaluation 03-05-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS Evaluation 03-13-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 03-14-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS: Mileage Only for Eval [redacted], Round Trip: 224	224.00	0.725	162.40
So Cal - CalOPS Evaluation 03-26-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 03-28-26: [redacted] - OT Evaluation (Virtual only) CES Provider Cobb, Artesja	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 03-17-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Perez, Margot	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 03-27-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS: Mileage Only for Eval [redacted] Round trip: 202.	202.00	0.725	146.45
So Cal - CalOPS Evaluation 03-30-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS: Mileage Only for Eval [redacted], Round Trip: 226	226.00	0.725	163.85
So Cal - CalOPS Evaluation 03-03-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 03-11-26: [redacted] - OT Evaluation (Virtual only) CES Provider Banner, Krystal	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 03-17-26: [redacted] - FBA Evaluation (In-Person) CES Provider Ayala, Sophia	1.00	1,900.00	1,900.00
So Cal - CalOPS Evaluation 03-09-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS: Mileage Only for Eval [redacted] CES Provider: Bailey, Anna Round Trip: 165.2	165.20	0.725	119.77
So Cal - CalOPS: Mileage Only for Eval	57.00	0.725	41.33

Description	Quantity	Unit Price	Amount USD
[redacted] CES Provider: Ayala, Sophia. 57 miles roundtrip			
So Cal - CalOPS Evaluation 03-19-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 03-19-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS Evaluation 03-26-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Perez, Margot	1.00	1,700.00	1,700.00
So Cal - CalOPS: Mileage Only for Eval [redacted] Round Trip: 278	278.00	0.725	201.55
So Cal - CalOPS Evaluation 03-17-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Perez, Margot	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 03-10-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00

Subtotal	37,716.51
Invoice Total USD	37,716.51
Total Net Payments USD	0.00
Amount Due USD	**37,716.51**

Due Date: 01 May 2026

View and pay online now

PAYMENT ADVICE

Customer	So Cal - CalOPS
Invoice Number	INV-2058

Registered Office: P.O. Box 1862, Upland, CA, 91785, United States

To: ATTN: Christy Bock
Cornerstone Educational Solutions
Attention: Christy Bock
P.O. Box 1862
UPLAND CA 91785
UNITED STATES

Amount Due	37,716.51
Due Date	01 May 2026
Amount Enclosed	

Enter the amount you are paying above

INVOICE

Speech-Language Pathology Services -February 2026

Milestones Therapy Group, A Prof. SLP Corporation
1968 S. Coast Hwy., Suite 370
Laguna Beach, California 92651
United States

949-229-2021
www.milestonestherapygroup.com

BILL TO
California Online Public Schools
33272 Valle Road
San Juan Capistrano, California 92675
United States

sped-finance@californiaops.org

Invoice Number: 1363
Invoice Date: March 7, 2026
Payment Due: April 21, 2026
Amount Due (USD): **$150,098.67**

Pay Securely Online

Services	Amount
Speech-language pathology services Central Coast (02/01/2026 - 02/28/2026)	$3,502.71
Speech-language pathology services Central Valley (02/01/2026 - 02/28/2026)	$22,254.87
Speech-language pathology services Monterey Bay (02/01/2026 - 02/28/2026)	$5,450.90
Speech-language pathology services North Bay (02/01/2026 - 02/28/2026)	$3,380.57
Speech-language pathology services NorCal (02/01/2026 - 02/28/2026)	$23,564.97
Speech-language pathology services SoCal (02/01/2026 - 02/28/2026)	$91,944.65

Total: $150,098.67

Amount Due (USD): **$150,098.67**

MILESTONES
THERAPY GROUP

INVOICE

Speech-Language Pathology Services -February 2026

Milestones Therapy Group, A Prof. SLP Corporation
1968 S. Coast Hwy., Suite 370
Laguna Beach, California 92651
United States

949-229-2021
www.milestonestherapygroup.com

Pay Securely Online

link.waveapps.com/nwvwgu-6mskd4

Notes / Terms

For details of the services listed on this summary invoice, please:

Refer to the email attachment sent to sped-finance@californiaops.org

Thank you for your business!

Learn how our digital team can use your data to improve your operations.

Account Name	California Online Public Schools
Account Number	A275553
Authorization Number	0085902000
Invoice Total	$27,545.00
Invoice Number	L261192737
Invoice Date	04/10/2026
Due Upon Receipt	

Direct billing inquiries to 844-325-1836.

Pay Here **CLAconnect.com/billpay**

Finance charges will be assessed at 1.25% monthly, 15% annually.

Ship To Address: 33272 Valle Road, San Juan Capistrano, CA 92675-4842, United States of America

Service / Work Description	Amount
First installment for audit services, for the year ended June 30, 2026, includes 5% technology and client support fees.	$27,545.00

Technology and Client Support Fee	$0.00
Sales Tax	$0.00
Invoice Total	**$27,545.00**

Please detach and remit payment to the address below.

We appreciate your business and referrals

0912443A2755530002754500000L2611927378

Remit to:

CliftonLarsonAllen LLP
P.O. Box 31001-2443
Pasadena, CA 91110-2443

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675-4842

Amount Remitted	$_____
Account Number	A275553
Invoice Number	L261192737



Thank you for using Language Line Services
This invoice reflects usage for March of 2026.
Please visit us at www.LanguageLine.com!

California Online Public Schools
ATTN: Alee Batin
33272 Valle Rd
San Juan Capistrano, CA 92675

ACCOUNT NUMBER: 9022009008
INVOICE NUMBER: 11878276
INVOICE DATE: 3/31/2026
TERMS: Net 30
BILLING INQUIRIES: 800-752-6096 Opt. 2
OUR TIN: 77-0586710

BALANCE BROUGHT FORWARD	PRIOR BALANCE	$14,960.32
	PAYMENTS	$0.00
	ADJUSTMENTS	$0.00
	BALANCE FORWARD	**$14,960.32**
NEW CHARGES	OVER-THE-PHONE INTERPRETATION	$3,313.50
	INSIGHT VIDEO INTERPRETATION	$5,522.05
	ON-SITE INTERPRETATION	$0.00
	TRANSLATION & LOCALIZATION	$13,619.51
	EQUIPMENT MAINTENANCE	$0.00
	OTHER	$0.00
	STATE/LOCAL TAX	$0.00
	TOTAL NEW CHARGES	$22,455.06
	NEW BALANCE	**$37,415.38**
	AMOUNT DUE	**$37,415.38**

Language Line Services must receive any invoice inquiries or disputes prior to the end of the month. Click on the "Customer Service" tab on our website, then select "Billing Question" to complete your request

You may not have noticed... but your account is now past due. Please correct this by paying the amount indicated above. If you have already submitted payment, please disregard this notice.

PAST DUE BALANCE HISTORY

TOTAL	CURRENT	1-30 Days	31-60 Days	61-90 Days	91+ Days
$37,415.38	$22,455.06	$14,960.32	$0.00	$0.00	$0.00

PAYMENT COUPON

PLEASE DETACH AND RETURN THIS PORTION WITH YOUR REMITTANCE FOR PROPER AND TIMELY CREDIT
PLEASE INCLUDE YOUR INVOICE NUMBER, AMOUNT PAID PER INVOICE, AND YOUR ACCOUNT NUMBER WITH YOUR REMITTANCE

ACCOUNT NUMBER 9022009008
INVOICE NUMBER: 11878276
INVOICE DATE: 3/31/2026
TERMS: Net 30

☐ CHANGE OF ADDRESS -- CHECK HERE AND MAKE CHANGES ON BACK

AMOUNT DUE: **$37,415.38**

☐ WE RECEIVE THE EBILL AND DO NOT NEED THE CALL DETAIL LISTING ON PAPER

California Online Public Schools
Alee Batin
33272 Valle Rd
San Juan Capistrano, CA 92675

MAKE CHECK PAYABLE TO:
LANGUAGE LINE SERVICES
PO Box 202564
Dallas, TX 75320-2564

9022009008033126003741538

2025-2026 PAYMENT REQUEST

Payment Request Number: **2025- 26 - 154**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 04/15/2026

Date Needed (Optional): _____

Invoice Number: #34918719
Vendor/Payable To: Pacific Hotel Management Inc
Hyatt Regency
Address: 4545 MacArthur Blvd.

City: Newport Beach
State: CA
Zip: 92660

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** X **OTHER:**

Description	Item Number (when applicable)	Cost (1)	Qty (2)	Total Cost (1) x (2)
BTS 2026-27 SY-2nd deposits due: Wed, April 8th, 2026	-	$ 80,500.00	1	$ 80,500.00
*** See attached invoice and addendum for details				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 80,500.00

Approvals

DocuSigned by: Britnie Anderson — 04/15/2026
Requestor (S — *Date*

Signed by: Richie Romero — 04/15/2026
Administrato — *Date*

DocuSigned by: [signature] — 04/15/2026
53EF3C0EE6DA47E...
Audited By (Signature) — *Date*

HYATT REGENCY
NEWPORT BEACH WEST

4545 MacArthur Blvd.
Newport Beach, CA 92660
Phone 949-975-1234
Fax 949-833-0187

INVOICE #34918719

DATE: FEBRUARY 23, 2026

	Attn: Richard Savage Superintendent T: (949) 461-1667 E: rsavage@californiaops.org 33272 Valle Road San Juan Capistrano, CA 92675	**FOR:** CALOPS BTS 2026

	DESCRIPTION	**Quantity**	**Rate**	**AMOUNT**
Contract Guestrooms	Room Block (room nights)	858	$269	$230,802
	Tax (10.2%)			$23,541.80
	Total			**$254,343.80**
Banquets	Contract Food and Beverage Minimum	1		$110,000
	Hotel Food and Beverage Administrative Fees (25%)			$27,500
	Tax (7.75%)			$10,656.25
	Total			**$148,156.25**
	Estimate Total			**$402,500.05**
DEPOSIT	Initial deposits due: Wed, March 11th, 2026	1		$80,500
	2nd Deposit Wed, April 8th, 2026	1		$80,500
	3rd deposit Wed, May 13th, 2026	1		$80,500
	4th Deposit, Wed, June 10th, 2026	1		$80,500
	5th Deposit, Wednesday, July 8th, 2026	1		$80,500
	Total deposits			**$402,500.05**
	10 business days prior to arrival: Monday, August 3rd, 2026 (any remaining estimated balance)	**TBD**		
	THANK YOU FOR YOUR BUSINESS!			

HYATT REGENCY
NEWPORT BEACH WEST

GROUP SALES AGREEMENT - Addendum

Wednesday, February 11, 2026

DESCRIPTION OF GROUP AND EVENT

This Addendum outlines revisions to the original Group Sales Agreement for the CALOPS 2026 Back to School Program, including changes to the program dates, guestroom block, concessions, and event schedule. The program dates are hereby amended from **August 10–14, 2026** to **August 17–21, 2026**. In addition, the guestroom room block has been modified based on the group's most recent room block needs. Updates and changes to concessions and the event schedule are also reflected herein.

All revisions outlined in this Addendum are subject to and governed by the terms and conditions of the original Group Sales Agreement. All other terms of the original Group Sales Agreement remain unchanged and in full force and effect.

COMPANY NAME: CalOPS (CA Connections Academy)
GROUP NAME: 2026 Back to School Meetings
BOOKING # **34918719**
CONTACT:

Richard Savage, Ed. D CalOPS 33272 Valle Road San Juan Capistrano, CA 92675 949-237-8587 rsavage@calca.connectionsacademy.org	Charmaine Nicasio Hyatt Regency Newport Beach West 4545 MacArthur Boulevard Newport Beach, CA 92660 Direct Line: 9496081077 Fax: 949-833-0187 charmaine.nicasio@hyatt.com

Original Program: 10 Aug 2026- 14 Aug 2026

Room Type	10 Aug 2026 Mon	11 Aug 2026 Tue	12 Aug 2026 Wed	13 Aug 2026 Thu	14 Aug 2026 Fri
Original Block	15	110	235	235	10
First Addendum	95	165	40	40	0
Total Original Block	110	275	275	275	10

New Program Dates: 17 Aug 2026-21 Aug 2026

Room Type	17 Aug 2026 Mon	18 Aug 2026 Tue	19 Aug 2026 Wed	20 Aug 2026 Thu	21 Aug 2026 Fri
New Block	33	275	275	275	0
Total	33	275	275	275	0

Total Original Contracts: 945 Room nights
New Room Block: 858 Room Nights

Group Rate: $269

CONCESSIONS:

- One Complimentary Presidential Suite
- $4,000 credit to group's master account – Visit Newport Beach
- World of Hyatt Planner Points for this program
- Reduced overnight parking at $20
- One Complimentary Room Night per 40, cumulative.
- Complimentary round-trip transportation from OC/John Wayne Airport (SNA).
- Complimentary WI-FI internet access in guest rooms.
- Complimentary in-room safe.
- Complimentary access to pool and fitness centre.

Date	Time	Event	Meeting Room	Setup	Attendance Number
17 August 2026	12:00 PM – 5:00 PM	Meetng	Crescent Bay	Crescent Rounds	**TBD**
	12:00 PM-5:00 PM	Meeting	Catalina Boardroom	Existing	**TBD**
18 Aug 2026 To 21 Aug 2026	7:00 AM – 5:00 PM	General Session	Pacific Ballroom	Theater	**450**
		Breakout Rooms	Crystal Cove Emerald Bay Newport Bay Crescent Bay Balboa Catalina Boardroom Pacific 1 & 2 Pacific 4& 5	Crescent Rounds/ Classroom	**TBD**
		Meals	Monarch Pavilion & Lido Event Lawn	Rounds	

FOOD AND BEVERAGE FINANCIAL MINIMUMS:
Planned banquet food revenue is **$110,000**. This figure shall be referred to herein as the anticipated banquet food revenue figure. This minimum does not include Hotel Food & Beverage Administrative Charge, taxes, setup fees, audiovisual or any other miscellaneous charges incurred. Should your revenues appear to be dropping below the minimum revenue listed above, we will be happy to advise you of additional alternatives in food which will bring you back up to the agreed upon food minimum revenue required. At the conclusion of your meeting, we will subtract the banquet food revenue derived from your meeting, and the amount of any permissible attrition you have taken, from the anticipated banquet and food revenue figure set forth above. Any remaining amount will be posted to your master account, plus applicable Hotel Food & Beverage Administrative Charge, and taxes.

Though it shall not alter in any way the food revenue commitment set forth herein, it is your responsibility to provide the Convention Services Manager with the total guaranteed meal covers 3 working days prior to the event.

GROUP EVENT INFORMATION
Upon acceptance of this Contract Addendum, the revised program dates, modified guestroom room block, and updated concessions and event schedule outlined herein will be considered confirmed and removed from the Hotel's inventory. The revised guestroom room block will be held for the CALOPS 2026 BTS Program effective upon the Hotel's receipt of the fully executed Addendum

ACCEPTANCE OF CONTRACT:
Should the arrangements outlined in this Contract meet with your approval, please indicate your acceptance by signing the final page and returning the signed copy to the hotel on or before **Wednesday, February 11th, 2026.** After this date, if we have not received a signed Contract, we reserve the right to release the space being held for you. This contract shall be deemed accepted only after it has been signed by a representative of the group and thereafter signed by a representative of the hotel.

Sincerely,

Charmaine Nicasio
charmaine.nicasio@hyatt.com

Charmaine Nicasio
Associate Director of Sales

For: CalOPS (California Connections Academy)
By: Richard Savage, Ed.D
Title: Superintendent

Signature: DocuSigned by: Richard Savage [redacted] Date: 02/11/2026

NOTE: Wri[redacted]ites a binding Contract between the Hyatt Regency Newport Beach West and CalOPS A Representative authorized to commit to such arrangements on behalf of CalOPS, must therefore sign the document. Any changes indicated within the contract have been initialed and approved by the hotel.

Countersignature: Alexis Lee
alexis.lee2@hyatt.com

Date: 02/11/2026

Alexis Lee
Director of Sales, Marketing and Events

This Contract may be executed in counterparts and delivery of an executed copy of this Contract by any party via electronic transmission will be as effective as delivery of a manually executed copy of the Contract by such party.

2025-2026 PAYMENT REQUEST

Payment Request Number: **2025- 26 - 157**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 04/16/2026

Date Needed (Optional): _____

Invoice Number: April-2026

Vendor/Payable To: Metlife

Address: Dept LA 21296

City: Pasadena

State: CA

Zip: 91185-1296

Date Delivered or Mailed:

California Online Public Schools

California Online Public Schools

dba California Connections Academy Southern California

33272 Valle Road, San Juan Capistrano, CA 92675

(949) 467-1667 Phone (949) 240-7895 Fax

Method of Payment (circle one):

Credit Card **Check** **Money Order** **Cashier's Check** **ACH** X **OTHER:**

Description	Item Number (when applicable)	Cost (1)	Qty (2)	Total Cost (1) x (2)
Benefits-MetLife 04-2026	-	88,283.60	1	$ 88,283.60
**See Invoice /Billing Summary*				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 88,283.60

Approvals

DocuSigned by: Britnie Anderson — 04/16/2026
Requestor (S

Signed by: Richie Romero — Date 04/16/2026
Administrato

DocuSigned by: — Date 04/16/2026
53EF3C0EE6DA47E...
Audited By (Signature)

Docusign Envelope ID: 5C8994A0-8F8A-4D77-AB13-67A51732C576

California Online Public Schools

Customer Number: 5388834

Coverage Month: #N/A

Bill Tab	Experience	Bill Format	Bill Name	Total
SSAP	0260657	000001	ACCIDENT	$3,576.27
SSAP	0260658	000001	HOSPITAL	$3,409.39
SSAP	0260659	000001	CRITICAL ILLNESS	$4,113.80
SSAP	0260660	000001	METLIFE LEGAL PLANS	$5,050.19
SSAP	5388834	000001	CORE	$67,507.45
IFP	0320613	000001	IFP	$4,626.50
			Grand Total:	**$88,283.60**

California Online Public Schools 401(k) - 522213-01

Reference Number	Payroll Date	Expected Total [1]	Cash Effective Date [2]
2794595257	12/31/2025	$33,975.17	04/17/2026

[1] Expected Total is used for reconciliation purposes only. It may or may not equal the actual total for the contribution.
[2] If processed before 2 a.m. Eastern Time.

Money Source	Description	Verify Money Source	Total Amount
SHM 1	SAFE HARBOR MATCH	✓	$33,975.17

Expected Total:	$33,975.17
Actual Total:	$33,975.17

Total Amount to be Remitted by Employer: $33,975.17

Account nickname	Bank	Bank account number	Amount
Payroll	JPMORGAN CHASE BANK, NA	XXXXX7900	$33,975.17

Total:	$33,975.17
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:
-26,68,-47,21,-63,120,85,-18,13,37,36,50,-26,54,-29,77,88,-98,-103,36,87,52,-109,80,95,80,-68,25,126,81,-17,-84,-23,114,124,-88,12,-78,73,23,113,30,61,-40,-5,-11,76,101,-27,-41,65,102,88,25,-120,-109,11,87,75,-1,-15,-117,75,96

cigna healthcare

TRANSFER SUMMARY

Premium and Claims Funding for the Month of April 2026

Report Run Date: 04/29/2026

Group: **00653639 CALIFORNIA ONLINE PUBLIC SCHOOLS**

Claims Funding and Adjustments(1)

Claims Funding	
Current Month Claims Funding	$334,559.49
Retroactive Adjustment Claims Funding	$1,668.14
Total Claims Funding Amount Due	$336,227.63
Adjustments to Transfer Account	
Safeguard Rx Credit	($839.65)
Total Adjustments to Transfer Amount Due	($839.65)
Total Claims Funding and Adjustments	**$335,387.98**

Scheduled Transfer

Total Premium Transfer Scheduled(2)	$151,695.84
Total Claims Funding and Adjustments Transfer Scheduled	$335,387.98
Total Transfer(3)	**$487,083.82**

(1) Amounts shown are based on transfers made to group level bank account.
(2) The transfer amount is based upon the Total Amount Due for each subgroup as credit balances on one subgroup are not used to offset premium due on another subgroup.
(3) Cigna will initiate a transfer from your account on April 20, 2026 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.

cigna healthcare

INVOICE STATEMENT BY GROUP

Premium and/or Fee Billing for the Month of April

Bill Start Date: 04/01/2026

Bill End Date: 04/30/2026

Group: 00653639 CALIFORNIA ONLINE PUBLIC SCHOOLS

Balance Forward from Previous Statement:	**$149,719.21**
(1)Payments Received:	($149,719.21)
Discretionary Billing:	$0.00
Retroactive Adjustment Premium and/or Fees:	$846.33
Current Month Premium and/or Fees:	**$150,849.51**
(2)Total Amount Due:	**$151,695.84**

*** Cigna will initiate a transfer in the amount of $151,695.84 from your account on April 20, 2026 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.

Bromberg & Associates, LLC
32910 W 13 Mile Rd Ste E504
Farmington Hills, MI 48334 US
accounting@brombergtranslations.com

Invoice

BILL TO	SHIP TO
California Online Public Schools (CalOPS) 33272 Valle Road San Juan Capistrano, CA 92675	California Online Public Schools (CalOPS) 33272 Valle Road San Juan Capistrano, CA 92675

INVOICE #	DATE	TOTAL DUE	DUE DATE	TERMS	ENCLOSED
31942	03/31/2026	$22,460.00	04/30/2026	Net 30	

ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
Remote Interpreting - ASL	NorCal	1	7,920.00	7,920.00
Remote Interpreting - ASL	SoCal	1	4,400.00	4,400.00
Cart Services	SoCal	1	10,140.00	10,140.00

BALANCE DUE **$22,460.00**

Pay invoice

INVOICE

BILL TO:

California Online Public Schools
Attn: La Chelle Carter
33272 Valley Rd
San Juan Capistrano, CA 92675

sped-finance@californiaops.org

INVOICE NUMBER

CTS_SOUTHERN__FEB_2026

DATE

03-18-2026

THERAPY SERVICES

Occupational therapy services provided in the virtual setting.

DATE OF SERVICE

February 1-28, 2026

COMPANY NAME:

Community Therapy Services

School Serviced	Month	Total Due
Southern	February 2026	$22,860.75

Payment to:

Community Therapy Services
3527 River Road
Toledo, OH 43614

419-509-8476

Notes

If you have any questions regarding this invoice, please contact us at mcriss@ctsvirtual.com or kpuopolo@ctsvirtual.com

THANK YOU FOR CHOOSING OUR THERAPY SERVICES!

VERIFIED EECS Feb 2026 $63,260.52 Effectual Educational Consulting Services_CalOPS Monthly Summary (9).xlsx

CalOPS Monthly Summary

Effectual Educational Consulting Services

February 28, 2026

	Date	Transaction type	Num		Amount
California Online Public Schools					
Central Coast					
	02/28/2026	Invoice	13714		2,907.00
	02/28/2026	Invoice	13846	ERHMS	224.00
Total for Central Coast					**$3,131.00**
Central Valley					
	02/28/2026	Invoice	13715		3,559.44
	02/28/2026	Invoice	13716	ERHMS	672.00
Total for Central Valley					**$4,231.44**
Monterey Bay					
	02/28/2026	Invoice	13717		6,093.00
	02/28/2026	Invoice	13718	ERHMS	1,904.00
Total for Monterey Bay					**$7,997.00**
NorCal					
	02/28/2026	Invoice	13719		11,135.00
	02/28/2026	Invoice	13720	ERHMS	1,344.00
Total for NorCal					**$12,479.00**
North Bay					
	02/28/2026	Invoice	13721		2,166.00
	02/28/2026	Invoice	13722	ERHMS	1,120.00
Total for North Bay					**$3,286.00**
SoCal					
	02/28/2026	Invoice	13723		24,492.08
	02/28/2026	Invoice	13724	ERHMS	7,644.00
Total for SoCal					**$32,136.08**
Total for California Online Public Schools with sub-customers					**$63,260.52**
	TOTAL				**$63,260.52**

Wednesday, April 22, 2026 05:13 PM GMTZ

INVOICE

Page # 1

Capistrano Unified School District

33122 Valle Road
San Juan Capistrano, CA 92675
Phone: (949) 234-9332

CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

ACCT ID:	C6803503
INVOICE NUMBER:	**68WI1379**
DIVISION:	68CH
TERM:	2526
INVOICE DATE:	04/16/26
DUE DATE:	04/30/26
AMOUNT DUE	**$123,561.00**

Item	Account	Description	Amount
1	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT-MAR '26	82,374.00
2	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT-APR '26	41,187.00
		INVOICE TOTAL	**$123,561.00**

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	C6803503
Account Name	CALIFORNIA ONLINE PUBLIC SCHOO
Invoice Number	68WI1379
DIV:	68CH
TERM:	2526
Due Date	04/30/26
Amount Due	$123,561.00
Amount Paid	$_____

GHA Technologies, Inc.
"When Service and Delivery Count"®

INVOICE

Invoice Date	Invoice #
3/13/2026	2015587

NEW
Remittance Address:
Dept #880831, PO Box 29650
Phoenix, AZ 85038-9650
Fax: 480-951-6956
EIN# 86-0971967
www.gha-associates.com

Payment via ACH:
Routing No.: 122100024
Account No.: 836623900
JP Morgan Chase Bank
201 N. Central Avenue
Phoenix, AZ 85004
Email remittance to: cashapp@gha-associates.com

Bill To
ACCOUNTS PAYABLE
CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
San Juan Capistrano CA 92675
United States

Ship To
SANGAR SAFI
SOFTMSP C/O CALOPS
271 OTT STREET
UNIT 19
Corona CA 92882
United States

Terms	Terms Definition	Due Date
Net 60	PAYMENT IN GHA BANK 60 DAYS FROM DATE OF SHIPMENT	5/12/2026

Client PO #	Ship Via	Ship Date	Sales Professional
2025 - 26 - 83	GROUND	3/13/2026	CJH / MRS / KD

Qty	Item	Serial #	Description	Rate	Amount	Tax	Tracking #
40	9R3K2UT#ABA	1HB5521WQZ 1HB5521X1G 1HB5522KVT 1HB5522KWJ 1HB5522KX8 1HB5522KYP 1HB5522L0G 1HB5521WZW 1HB5521X0W 1HB5522KVX 1HB5522KXQ 1HB5522KYH 1HB5522KZQ 1HB5522L10 1HB5521X8C 1HB5522KY2 1HB5522KZJ 1HB5522L0B 1HB5522L0L 1HB5522L0N 1HB5522L1F 1HB5521WYC 1HB5521X5X 1HB5521X9D 1HB5522KT0 1HB5522KVR 1HB5522L06 1HB5522L11 1HB5522KTT 1HB5522KY0 1HB5522L07 1HB5522L16 1HB5522L1D 1HB5521X7J 1HB5522KW9 1HB5522KWD 1HB5522L0K 1HB5522L0P 1HB5522L0X 1HB5522L1H	HP Fortis 14 G11 Chromebook180-degree hinge design - Intel N-series - N100 / up to 3.4 GHz - Chrome OS - UHD Graphics - 8 GB RAM - 64 GB eMMC - 14" SVA touchscreen 1366 x 768 (HD) - Wi-Fi 6E, Bluetooth - kbd: US	465.00	18,600.00	Yes	516778882192
40	CA FEE 4" -LESS THAN 15" ** AS OF 1/1/20 **		CA e-Waste Fee	4.00	160.00		
40	CROS-SW-DIS-...U-NEW		Google Chrome OS Management ConsoleLicense - academic	33.00	1,320.00		
40	GOOGLEZTEO...Y		Google ZTE - Setup for Hardware	3.00	120.00		516778886912
1	FRT		FREIGHT AND HANDLING AND INSURANCE	0.00	0.00	Yes	

GHA Technologies, Inc.
"When Service and Delivery Count"®

INVOICE

Invoice Date	Invoice #
3/13/2026	2015587

Payment via ACH:
Routing No.: 122100024
Account No.: 836623900
JP Morgan Chase Bank
201 N. Central Avenue
Phoenix, AZ 85004
Email remittance to: cashapp@gha-associates.com

Fax: 480-951-6956
EIN# 86-0971967
www.gha-associates.com

Qty	Item	Serial #	Description	Rate	Amount	Tax	Tracking #

To avoid late charges, please allow 7 to 10 days for US mail and bank posting. Please do not mail payments to our corporate Raintree address.

Subtotal	20,200.00
Tax (CA-CORONA CITY-RIVERSIDE(AS OF 7/1/21) 8.75%)	1,627.50
Total (USD)	21,827.50
Balance Due	$21,827.50

Paperless Option: Save money on envelopes, paper and help keep your account current. Email Credit@gha-associates.com to receive your invoice via email. Thank you for your business!

This invoice and sale are expressly conditioned upon buyer's acceptance of all terms and conditions at the following site: https://www.gha-associates.com/terms-and-conditions

INVOICE

SoftMSP, LLC
271 Ott St Ste 19
Corona, CA 92882-7104

ssafi@softmsp.com
+1 (909) 645-5064
softmsp.com

SoftMSP

Bill to
California Online Public Schools

Invoice details
Invoice no.: 1089
Terms: Net 30
Invoice date: 04/22/2026
Due date: 05/22/2026

P.O. No.: 2025 - 26 - 90

#	Product or service	Description	Qty	Rate	Amount
1.	**IT Hardware**	Apple iPad 11-inch A16	250	$349.99	$87,497.50
2.	**IT Hardware**	Protective iPad Case Case for 11-inch iPad A16 model	250	$27.99	$6,997.50
3.	**CA E-Waste Recycle Fee**	CA E-Waste Recycle Fee	250	$4.00	$1,000.00

Subtotal	$95,495.00
Sales tax	$8,268.31
Total	**$103,763.31**

Ways to pay

View and pay

California Online Public Schools 401(k) - 522213-01

Reference Number	Payroll Date	Expected Total [1]	Cash Effective Date [2]
2800951745	04/24/2026	$203,728.28	04/24/2026

[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	✓	$96,505.22
LON 1	LOAN REPAYMENT	✓	$4,043.85
RTH 1	ROTH CONTRIBUTION	✓	$29,599.76
SHM 1	SAFE HARBOR MATCH	✓	$73,579.45

Expected Total: $203,728.28
Actual Total: $203,728.28

Total Amount to be Remitted by Employer: $203,728.28

Account nickname	Bank	Bank account number	Amount
Payroll	JPMORGAN CHASE BANK, NA	XXXXX7900	$203,728.28

Total: $203,728.28
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:
79,6,92,-10,-95,-56,77,-54,81,-7,29,16,7,-27,63,106,-94,-37,-12,48,-52,-84,60,24,78,44,-54,-118,-40,-2,-28,75,-49,-104,-117,-117,-1,-15,79,-6,36,27,-106,-46,65,-57,60,-39,-72,-28,-104,28,-80,70,19,-36,77,122,87,-17,-102,33,-116,13

California Online Public Schools

Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

1 message

Tracy Le <tle@californiaops.org> Tue, Apr 28, 2026 at 9:26 AM
To: Finance CalOPS <finance@californiaops.org>
Cc: CalOPS Human Resources - Payroll <payroll@californiaops.org>

See below for HSA funding for the 4/24 payroll.

Tracy Le
Assistant Director of Human Resources
949-529-1667
Pronouns: she/her
California Online Public Schools

Our real legacy is not what we accomplish individually but what we do for others and how we motivate them to work together for a common goal.

Statement of Confidentiality: The contents of this e-mail message and any attachments are intended solely for the addressee. The information may also be confidential and/or legally privileged. This transmission is sent for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction, or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail and delete this message and its attachments, if any. E-mail is covered by the Electronic Communications Privacy Act, 18 USC SS 2510-2521 and is legally privileged.

---------- Forwarded message ---------
From: <noreply@goigoe.com>
Date: Mon, Apr 27, 2026 at 4:13 AM
Subject: HSA Funding Activity Initiated
To: <tle@californiaops.org>

igoe

HSA Payroll Funding Details of California Online Public Schools	
Account Name:	California Online Public Schools HSA Funding
Activity amount:	$23,215.10
Activity date:	04/24/2026

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

KAISER PERMANENTE

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
Consolidated Billing ID: 2510099819
Statement ID. 251009999525
Invoice Date: 04/15/2026
Bill Period: May 2026

CALIFORNIA ONLINE PUBLIC SCHOOLS
LaChelle Carter
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 04/15/2026 will appear on your next bill.

Summary of Amount Due

Previous Balance	$104,563.36
Payments	$-104,563.36
Balance	**$0.00**
Current Activity	$99,597.79
Retro Activity	$0.00
Total Current Charges	**$99,597.79**

Total Amount Due $99,597.79

(Includes past due and current charges)

Due Before **05/01/2026**

You're signed up for autopay. Your account ending in 7900 will be charged $99,597.79, on 04/27/2026.

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	113	$66,554.44
236567	SCR	0001	CALIFORNIA ONLINE/HSA ACTIVES	73	$33,043.35

KAISER PERMANENTE

CALIFORNIA ONLINE PUBLIC SCHOOLS
Consolidated Billing ID: 2510099819
Statement ID. 251009999525
Invoice Date: 04/15/2026
Bill Period: May 2026

Any activity processed after 04/15/2026 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	03/28/2026	ACH	5994357	$104,563.36	0000	$-71,520.01
236567	03/28/2026	ACH	5994357	$104,563.36	0001	$-33,043.35
	Total amount paid					$-104,563.36

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.

Powered by BoardOnTrack

KAISER PERMANENTE®

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
Consolidated Billing ID: 7928198292
Statement ID. 792819860733
Invoice Date: 04/15/2026
Bill Period: May 2026

CALIFORNIA ONLINE PUBLIC SCHOOLS
LaChelle Carter
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 04/15/2026 will appear on your next bill.

Summary of Amount Due

Previous Balance	$33,155.11
Payments	$-33,155.11
Balance	**$0.00**
Current Activity	$30,277.66
Retro Activity	$-2,877.45
Total Current Charges	**$27,400.21**

Total Amount Due $27,400.21

(Includes past due and current charges)

Due Before **05/01/2026**

You're signed up for autopay. Your account ending in 7900 will be charged $27,400.21, on 04/27/2026.

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	32	$15,406.18
608019	NCR	0001	CALIFORNIA ONLINE/HSA ACTIVES	25	$11,994.03

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KAISER PERMANENTE

CALIFORNIA ONLINE PUBLIC SCHOOLS
Consolidated Billing ID: 7928198292
Statement ID. 792819860733
Invoice Date: 04/15/2026
Bill Period: May 2026

Any activity processed after 04/15/2026 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	03/28/2026	ACH	5981973	$33,155.11	0000	$-21,161.08
608019	03/28/2026	ACH	5981973	$33,155.11	0001	$-11,994.03
	Total amount paid					$-33,155.11

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.

Powered by BoardOnTrack

INVOICE	1835	**DATE**	Apr 22, 2026
AMOUNT	$24,000.00	**TERMS**	Net 30
STATUS	SENT	**DUE**	May 22, 2026

AVELA

PAYMENT INSTRUCTIONS

Set-up fee invoiced at signing. License fee invoiced on Effective Date, and on anniversary thereafter. All invoices due Net 30.

We request all payments be submitted electronically (ACH, EFT, Wire, etc) to avoid risk of lost or delayed payments. If you are unable to pay electronically, please add a $50 check processing fee to your payment.

Late payments incur $100 administrative fee plus 10% interest.

Notify of payment

ACH
Routing #: 121145349
Account #: 320597173518414

FROM

Avela, Inc.
855 Folsom St.
Ste. 940
San Francisco, CA 94107
ar@avela.org

BILLING TO

California Online Public Schools
33272 Valle Road
San Juan Capistrano CA 92675
US
Richard Savage
superintendent@californiaops.org
rsavage@californiaops.org
carla@avela.org

Item	Quantity	Unit price	Amount
Period Mar 2, 2026			
Integration Development One-way integration from Avela to School Pathways	1	$17,000.00	$17,000.00
Period Mar 2, 2026 – Mar 1, 2027			
Avela Sync	1	$5,000.00/yr	$5,000.00
Annual Maintenance for Connector	1	$2,000.00/yr	$2,000.00

Subtotal	$24,000.00
Sales tax	$0.00
Total	**$24,000.00**
Paid as of Apr 22, 2026	$0.00
Balance	$24,000.00


procurify
+ Request
Order status
Order details

Order #321 Approved

Details Status Audit log

Audit log

APPROVED

Order #321 was approved.

Finance AP | Feb 24, 2026 7:01 AM

APPROVED

Order #321 was approved.

LaChelle Carter | Feb 23, 2026 3:33 PM

EDITED

Item #321-3 – Technical Services - Maintenance Annual recurring license and maintenance fees for custom modules.

LaChelle Carter | Feb 23, 2026 3:32 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000—Unrestricted

EDITED

Item #321-3 – Technical Services - Maintenance Annual recurring license and maintenance fees for custom modules.

LaChelle Carter | Feb 23, 2026 3:31 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000—Instruction

EDITED

Item #321-3 – Technical Services - Maintenance Annual recurring license and maintenance fees for custom modules.

LaChelle Carter | Feb 23, 2026 3:31 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1200—ADA Split

EDITED

Item #321-3 – Technical Services – Maintenance Annual recurring license and maintenance fees for custom modules.

LaChelle Carter | Feb 23, 2026 3:31 PM

Resource code * select unknown, for finance only *

UNKNOWN → 0000—Unrestricted

EDITED

Item #321-2 – Software Licensing – Avela Sync Annual licensing fee for access to Avela Sync, including the Avela API

LaChelle Carter | Feb 23, 2026 3:30 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000—Instruction

EDITED

Item #321-2 – Software Licensing – Avela Sync Annual licensing fee for access to Avela Sync, including the Avela API

LaChelle Carter | Feb 23, 2026 3:30 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1200—ADA Split

EDITED

Item #321-2 – Software Licensing – Avela Sync Annual licensing fee for access to Avela Sync, including the Avela API

LaChelle Carter | Feb 23, 2026 3:30 PM

Loap code * select unknown, for finance only*

UNKNOWN → 0000—Unrestricted

EDITED

Item #321-2 – Software Licensing – Avela Sync Annual licensing fee for access to Avela Sync, including the Avela API

LaChelle Carter | Feb 23, 2026 3:30 PM

Resource code * select unknown, for finance only *

UNKNOWN → 0000--Unrestricted

Results Per Page: 10

Page 1 of 2

AVELA, INC.

855 Folsom Street
San Francisco, CA 94107

Brex
BREX TREASURY LLC

ACH/Domestic wire instructions

Use the following instructions to send ACH or domestic wires to your Brex Cash account.

ABA/Routing number:	**121145349**
Account number:	**320597173518414**
Account type:	**Business Checking**
Recipient/Beneficiary name*:	**Avela, Inc.**
Beneficiary address:	**855 Folsom Street Suite 940, San Francisco, CA 94107**
Bank name:	**Column NA - Brex**
Bank address:	**1110 Gorgas Ave Suite A4-700, San Francisco, CA 94129**

*Use this name as the recipient name of the wire.

Powered by BoardOnTrack

International wires instructions

Follow the instructions below to send an international wire to your Brex Cash account.

Step 1: Enter beneficiary bank information

SWIFT/BIC code:	**CHASUS33**
SWIFT ABA/routing/transit number (if asked):	**021000021**
Bank name:	**JPMorgan Chase Bank N.A.**
Bank address:	**270 Park Avenue, New York, NY 10017**

Step 2: Enter beneficiary information

Beneficiary name:	**Brex Treasury LLC**
Beneficiary account number:	**670912226**
Beneficiary address:	**405 Howard St. Floor 2, San Francisco, CA 94105**

Step 3: Enter memo/special instructions

Fill out the memo field as written below

FFC Avela, Inc., Account number 320597173518414

Below is an example of how the memo field would be filled out if you were being paid for invoice #123

Memo

FFC Avela, Inc., Account number 320597173518414 payment for invoice #123

Note: If the sending institution's online payment portal doesn't have a memo/special instructions field, reach out to the bank directly to determine how to include a memo.

GHA Technologies, Inc.
NEW REMITTANCE ADDRESS
Dept #880831
PO Box 29650
Phoenix, Arizona 85038-9650
United States
http://www.gha-associates.com
(P) 480-951-6865
(F) 480-951-6956

Proforma Invoice

Date
Apr 24, 2026 10:33 AM CDT

Modified Date
Apr 24, 2026 10:35 AM CDT

Invoice #
3099249

Description
Lenovo Chromebooks (qty 3000)

SalesRep
Dang, Khoi
(P) 214-547-8865
(F) 480-951-6956

Customer Contact

Customer	Bill To	Ship To
California Online Public Schools (CO142834) 33272 Valle Rd San Juan Capistrano, CA 92675-4842 United States	California Online Public Schools Accounts Payable, . 33272 Valle Rd San Juan Capistrano, CA 92675-4842 United States	SoftMSP c/o CalOPS Sangar Safi, 909-645-5064 271 Ott Street Unit 19 Corona, CA 92882 United States

Customer PO:	Terms:	Ship Via:
2025 - 26 - 89	Purchase Order (Due on receipt)	FedEx Ground
Special Instructions:		**Carrier Account #:**

#	Description	Part #	Tax	Qty	Unit Price	Total
1	Lenovo Chromebook 14M8911, MediaTek Kompanio 540 (2.00GHz, 1MB), 14" WUXGA Touch, ChromeOS, 8.0GB, 1x64GB UFS 2.2, ARM Mali-G57 MC2 GPU, BT 5.3,Wi-Fi 6E 2x2 AX, 720P HD, 3 Cell Li-ion 50Wh, 65W, 1 Year Mail-in, Luna Grey- English (US)	83SY0008US	Yes	3000	$499.00	$1,497,000.00
2	CA e-Waste fee for LCDs	CA e-Waste fee	No	3000	$4.00	$12,000.00
3	Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	No	3000	$33.00	$99,000.00
4	Google ZTE - Setup for Hardware	GOOGLEZTEONLY	No	3000	$3.00	$9,000.00

Subtotal:	**$1,617,000.00**
Tax (8.7500%):	$131,215.00
Shipping:	$2,600.00
Misc:	$0.00
Total:	**$1,750,815.00**

Thank you for your order. We value your business and will continue to provide you excellent service in addition to our comprehensive product line.

GHA is an authorized and leading supplier for Microsoft, HP, Apple, Dell, Lenovo, VMWare, IBM and Cisco. GHA does not source any of these products from the gray market. If you have a pending quotation from a competitor that is significantly less in price, that may be a strong indication of gray market involvement. Please immediately bring this to the attention of your sales professional who can verify with the manufacturer for your benefit and protection. Your sales representative can also talk to you about the risks associated with doing business with a gray market supplier.

-The prices quoted may change due to market conditions beyond our control.

-GHA cannot be responsible for manufacturer availability or delays.

-No verbal quotations or promises can be honored unless set forth herein.

-Due to many people working from home, GHA will not be responsible for the boxes if lost or stolen after the delivery has been made, and if they are lost or stolen, you still agree to pay your GHA invoice. Signature will be required on all shipments.

-Handling Fees: Handling fees charged on shipments are in addition to the freight and insurance charges and vary.

-Returns Policy: Because GHA Represents more than 3500 manufacturers, it is the policy of GHA to pass through the return policy of the manufacturer. Return approvals are subject to the manufacturers approval. Cloud Service Provider CSP orders for Microsoft require at least 30 days of cancellation notice from Buyer. Buyer agrees to pay for any cloud subscription usage incurred. For all other CSP s, GHA will pass through and honor the cancellation policy as stated in the original contract 7, 30, 60 or 90 days of cancellation notice is required. Custom computers and technology orders are non-cancellable and non-returnable. No return will be accepted after 30 days from the invoice date. Goods accepted for credit upon return will be subject to handling/restocking charge, which shall be not less than 15% of the price of Goods. Custom-made Goods are not subject to cancellation or return under any circumstances. In no case are Goods to be returned without first obtaining Seller's written permission. Goods must be securely packed in the original packaging and delivered to Seller in an undamaged condition with Buyer being solely responsible for paying all return freight expenses and keeping the GHA invoice current within 30 days from the date of shipment regardless of the reason for a return. All returns must be accompanied by an authorized RMA number.

which California Online Public Schools - California Online Public Schools (CAOPS) Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM
with respect to the goods described hereon. Professional Service Organizations are separate companies from GHA. GHA is not responsible for their workmanship and there is no right to offset payment.

-International shipments/returns: Customer is responsible to pay all VAT, duties, customs charges, freight forwarding services, storage, handling, foreign exchange rates/fees, miscellaneous fees from any country, expedited or return freight expenses. Customer shall be liable; GHA is NOT responsible. GHA is not responsible for any return shipment expenses.

-Supplier represents and warrants that it is an equal-opportunity employer and does not discriminate on the basis of age, race, creed, color, religion, sex, sexual orientation, gender identity, national origin, disability, marital or veteran status, or any other basis that is prohibited by law.

-This document shall be governed by the laws of the State of Arizona.

-You may view all Terms & Conditions at: https://www.gha-associates.com/terms-and-conditions - .

-THIS QUOTE HAS BEEN PROVIDED FOR CLIENT AND GHA PURPOSES ONLY**

-CORPORATE OFFICE: (REMIT PAYMENTS TO THE DEPARTMENT NUMBER AND PO BOX LISTED ABOVE; NO PAYMENTS SHOULD BE MAILED TO THE CORPORATE OFFICE) GHA Technologies, Inc. 8998 E. Raintree Drive Scottsdale, AZ 85260

Your Statement

Statement For: **California Online Public Schools**
Account Number: **971471262**
Corporate ID : **STATE OF CALIFORNIA - NASPO MA176**

Important Information

Visit my.t-mobile.com or the T-Mobile App to pay your bill online, manage your account and get product support.

California Online Public Schools
33272 Valle Road
SAN JUAN CAPISTRANO CA 92675-4842

Summary

Previous Balance	$	67,807.77
Pmt Rec'd - Thank You	$	(67,807.77)
Total Past Due ***(Due Immediately)***	$	-
Monthly Recurring Chgs	$	61,733.41
Other Charges	$	7,847.70
Taxes & Surcharges	$	95.16
Total Current Charges	**$**	**69,676.27**
Current Charges Due By		***5/20/26***
Grand Total	**$**	***69,676.27***

PLEASE DETACH THIS PORTION AND RETURN WITH YOUR PAYMENT PLEASE MAKE SURE ADDRESS SHOWS THROUGH WINDOW.

T··Mobile·

Statement For: **California Online Public Schools**
Account Number: 971471262

Amount Due By 5/20/26	Amount Enclosed
$69,676.27	

T-MOBILE
PO BOX 742596
CINCINNATI OH 45274-2596

☐ If you have changed your address - check box and record new address on the reverse side.

040971471262052026006967627692675 4842

Statement For: **California Online Public Schools**
Account Number: **971471262**
Corporate ID : **STATE OF CALIFORNIA - NASPO MA176**

Customer Service Number 1-800-937-8997

Apr 21, 2026

Need to know

T-Mobile ONE recurring charges include applicable **Government taxes & fees & T-Mobile fees & charges** as determined by your primary place of use.

Government taxes & fees includes sales, use, excise, public utility & E911 taxes & governmental charges & fees that we are required by law to bill & remit. These may change without notice.

T-Mobile fees and charges include: (1) Regulatory Programs & Telco Recovery Fee, collected & retained by us to help cover costs for: (a) funding & complying with government mandates, programs & obligations, like E911 or local number portability ($.50 for voice lines; $0.12 for data only lines), & (b) charges imposed on us by other carriers for delivery of calls from our customers to theirs & by 3rd parties for certain network facilities & services we buy to provide you service ($3.99 for voice lines; $1.98 for data only lines); (2) state & federal Universal Service Fund charges (recovers charges imposed on us by the government to support universal service); (3) other governmental assessments including, without limitation, gross receipt & excise taxes. These fees & charges are T-Mobile recovery charges, not governmentally imposed taxes. What is included in the fees & charges may vary by locale & rate plan & is subject to change.

LATE FEES Late Fees, which are the greater of $10 or 5% of past due balance, or a variable percentage allowed under state law, apply on applicable unpaid balances not paid by the due date on your invoice. This fee is a liquidated damage & not a penalty.
Monthly subscriptions & Device Protection renew monthly until cancelled. Cancel at anytime by contacting us.

Payment by Check. When you pay by check, you authorize us to either use information from your check to make a one-time electronic fund transfer (EFT) from your account or to process the payment as a check transaction. If we process your payment by EFT, the funds may be withdrawn the same day we receive your check, & your canceled check will not be returned. If payment is returned unpaid, you authorize us to collect additional fees as outlined in the Terms & Conditions of Service at t-mobile.com/termsconditions. Call (800) 937-8997 with any questions.
Equipment Protect by Assurant (in Puerto Rico: CAPIC) is for the equipment repair & replacement you may have selected. See Equipment Protection Term & Conditions at t-mobile.com for details.
Contact us with any questions or disputes about your service or bill. Call (800) 937-8997 or 611 from your T-Mobile device-TTY (877) 296-1018, visit t-mobile.com, or write to T-Mobile Customer Relations, P.O. Box 37380, Albuquerque, NM 87176-7380. View your bill & usage details online by logging into your account at t-mobile.com. View Terms & Conditions online at tmobile.com/terms-conditions.
CA customers, if you have a complaint you cannot resolve with us, write the California Public Utilities Commission at Consumer Affairs Branch, 505 Van Ness Ave., San Francisco, CA 94102, or at www.cpuc.ca.gov, or call 1-800-649-7570 or TDD 1-800-229-6846. **NM customers** may also contact the New Mexico Public Regulation Commission at 1-888-427-5772. **Puerto Rico customers:** For any disputes regarding your bill, you should notify us no later than 20 days from the date such bill was sent to you. We will notify you of our resolution regarding your dispute within 15 days after the date in which such notification was received, as well as the mechanism of reconsideration before T-Mobile. If you disagree with our resolution in reconsideration, you will have the right to submit a Petition for Review by the Telecommunications Regulatory Board of Puerto Rico, 500 Ave. Roberto H. Todd (Pda. 18 - Santurce) San Juan, PR 00907-3941, within 30 days of the notification of our resolution. You must send us a copy of your Petition for Review to P.O. Box 191957, SJ, PR 00919-1957 Attn: Customer Service Manager. If you have any questions, please contact our Customer Service representatives by calling toll-free at 1-800-937-8997 or 611 from your T-Mobile phone. Lifeline is a program of the Federal Universal Service Fund administered by USAC offering qualified consumers a discount on their monthly telecommunications service. In Puerto Rico, additional support is available for low income consumers from the PR Universal Service Fund, administered by the PR Telecommunications Regulatory Board. Visit http://www.t-mobilepr.com/lifeline or T-Mobile stores for more info.
Data is rounded up to the nearest KB for each use & for billing, rounded up to the nearest MB at the end of each bill cycle. If you switch data plans mid-cycle, for billing, data will be rounded up to the nearest MB at time of the change, & charges may not be displayed separately for each plan. 1024 KB = 1 MB, 1024 MB = 1 GB.

During congestion, heavy data users and customers choosing lower-prioritized plans may notice lower speeds than other customers.
Video typically streams on smartphone/tablet at DVD quality (480p), unless you add HD-capable (1080p) plan/feature.
High-speed tethering up to allotment, if any, and then max 3G speeds. See plan for details.

View your bill and call details online for free. Log into your account at www.t-mobile.com.

Change Of Address:

Effective Date___/____/___

Address
|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|
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City
|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|
State |__|__|
Zip |__|__|__|__|__| - |__|__|__|__|

You may be able to save money monthly by enrolling in AutoPay. To sign up for AutoPay and/or view the AutoPay Terms and Conditions please visit: https://my.t-mobile.com/autopay

Home#( )_____

Business#( )_____

PO Box 511842
Los Angeles, CA 90051-1827
USA
8184740322
ap@charterimpact.com
www.charterimpact.com

INVOICE

BILL TO
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA
92675
United States

INVOICE # 18806
DATE 05/01/2026
DUE DATE 05/31/2026
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
Business Mgmt. Business Management Services - Central Coast	1	4,350.00	4,350.00
Business Mgmt. Business Management Services - Central Valley	1	27,419.00	27,419.00
Business Mgmt. Business Management Services - Monterey	1	12,771.00	12,771.00
Business Mgmt. Business Management Services - North Bay	1	5,252.00	5,252.00
Business Mgmt. Business Management Services - NorCal	1	41,020.00	41,020.00
Business Mgmt. Business Management Services - SoCal	1	109,457.00	109,457.00

BALANCE DUE **$200,269.00**

INVOICE

SoftMSP, LLC
271 Ott St Ste 19
Corona, CA 92882-7104

ssafi@softmsp.com
+1 (909) 645-5064
softmsp.com

SoftMSP

Bill to
California Online Public Schools

Invoice details
Invoice no.: 1090
Terms: Net 30
Invoice date: 04/29/2026
Due date: 05/29/2026

P.O. No.: 2025 - 26 - 91

#	Product or service	Description	Qty	Rate	Amount
1.	**IT Hardware**	Macbook Air M5 15" Model 15IN MBA M5 10C 10C GPU 24GB, 512GB SSD 70W	20	$1,501.36	$30,027.20
2.	**Services**	AppleCare+ CA E-Waste Recovery Fee For 15-INCH MACBOOK AIR, (M5)	20	$181.00	$3,620.00
3.	**CA E-Waste Recycle Fee**	CA E-Waste Recycle Fee	20	$5.00	$100.00

Subtotal	$33,747.20
Sales tax	$2,944.13
Total	**$36,691.33**

Ways to pay

View and pay

INVOICE

AspirEDU, Inc.
PO Box 1615
Anna Maria, FL 34216-1615

accountsreceivable@aspiredu.com
+1 (813) 310-4392

ASPIREDU
EDUCATIONAL ANALYTICS
Dropout Detective™ Instructor Insight™
Grade Guardian™ Retention Radar™

Bill to
California Online Public Schools

Invoice details
Invoice no.: 17439
Terms: By Due Date
Invoice date: 04/24/2026
Due date: 06/17/2026

Subscription period: 6/17/2026-6/16/2027

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**Grade Guardian - Subscription**	Annual Subscription Fee	9703	$3.75	$36,386.25
2.		**Progress Reports**	Annual Subscription Fee	1	$1,500.00	$1,500.00
3.		**Instructor Insight - Subscription**	Annual Subscription Fee (60% of Dropout Detective Subscription Fee)	36386.25	$0.60	$21,831.75
4.		**Canvas API Fee**	Canvas API Fee	9703	$0.50	$4,851.50

Total **$64,569.50**

Ways to pay

BANK

ACH and checks accepted. We do not accept credit cards. Thank you!

Note to customer

ACH - GTE Financial (checking)
Routing # 263182794
Account # 472307274

View and pay

Account Number: 7033516822
Order Form Number: Q3921721
Valid Until: 07/01/2026

Zoom Communications, Inc. ('Zoom')
55 Almaden Blvd, 6th Floor
San Jose, CA

Billed To	Sold To
Customer: California Online Public Schools **Account Legal Name:** California Online Public Schools **Contact Name:** Finance Department **Address:** 33272 VALLE RD SAN JUAN CAPISTRANO,California 92675, United States **Email Address:** finance@californiaops.org **Phone:** (+1) 800-906-5166	**Customer:** California Online Public Schools **Account Legal Name:** California Online Public Schools **Contact Name:** Finance Department **Address:** 33272 VALLE RD SAN JUAN CAPISTRANO,California 92675, United States **Email Address:** finance@californiaops.org **Phone:** (+1) 800-906-5166
Auto Renew: No **Initial Paid Subscription Term:** 24 Months **Paid Period Start Date:** 07/01/2026	**Billing Method:** Email **Currency:** USD **Payment Term:** Net 30

This Zoom Order Form and any other Order Forms that reference this Order Form are governed by the Zoom Terms of Service found at https://explore.zoom.us/en/terms/ (unless Customer and Zoom have entered a written governing Master Subscription Agreement, in which case such written agreement will govern).

SERVICE	BILLING PERIOD	QUANTITY	PRICE	TOTAL
Zoom Workplace Enterprise Plus Annual	Annual	592	USD 127.00	USD 75,184.00
Zoom Contact Center Annual Prepay Monthly Usage	Annual	1	USD 1,200.00	USD 1,200.00
Zoom Contact Center Monthly Usage - overage fee	Month	NA	USD 1.0000	NA
Zoom Contact Center Essentials Annual	Annual	29	USD 524.40	USD 15,207.60
Concurrent Meeting Plus Annual	Annual	1	USD 336.00	USD 336.00
Zoom Phone US/Canada Phone Numbers Annual	Annual	16	USD 18.00	USD 288.00
Zoom US/Canada Toll-Free Phone Number Annual	Annual	1	USD 48.00	USD 48.00
Zoom US/Canada Virtual Service Phone Number Monthly	Month	3	USD 5.00	USD 15.00
Zoom Phone Monthly Usage - overage fee	Month	NA	USD 1.0000	NA
Zoom Phone Pay As You Go	Month	1	USD 0.00	USD 0.00
Zoom Phone US/Canada Unlimited Calling Named User Annual Z1 ENT/ENT+	Annual	592	USD 45.00	USD 26,640.00
Zoom Virtual Agent Annual - Tier 1(upto 5000 Monthly Engagements)	Annual	5,000	USD 31,500.00	USD 31,500.00
Zoom Virtual Agent Monthly Usage - overage fee	Month	NA	USD 1.0000	NA

(Before Taxes)	
Monthly Payment:	USD 15.00
Annual Payment:	USD 150,403.60

Payment Schedule Summary (Before Taxes)

First Payment: USD 150,418.60
Monthly Recurring Payment: USD 15.00 (Starting from the Second Month)

Other Terms & Notes

Zoom One is rebranding to Zoom Workplace! This new name does not impact your services.

A Zoom Virtual Agent (ZVA) engagement begins when an End User first sends a message. A ZVA engagement ends either when an End User closes the ZVA message window or following sixty minutes of inactivity.

Contact Center Named User means a licensed user of the Contact Center Service. A Contact Center Named User license may not be shared or used by anyone other than the individual to whom the license is assigned. Customer may re-assign licenses as needed within their account.

Virtual Service Numbers are phone numbers that are suitable for receiving high-volume, concurrent incoming calls. Virtual Service Numbers have limited outbound calling capabilities. Customer acknowledges and accepts that Virtual Service Numbers may not support calls to emergency service providers by default, and Customer may need to make additional arrangements to access emergency services. Zoom will charge Customer at the contracted per minute rates below, and Customer agrees to pay for all inbound and outbound calls associated with each Virtual Service Number.

- Committed monthly minutes not utilized by the customer during that month are not carried forward into the next month. Any usage over the commit amount is billed monthly in arrears.

Other:
Named Host - means any licensed host who may host an unlimited number of meetings, one meeting at a time, during the Term using the Service. Any meeting will have at least one Named Host. Unless Customer has purchased an extended capacity, the number of participants (participants do not require a license) will not exceed 200 per meeting. Named Host license may not be shared or used by anyone other than the individual to whom the Named Host license is assigned.
'Whiteboard Named Host' means a user of Zoom Whiteboard, licensed hereunder. A Whiteboard Named Host license may not be shared or used by anyone other than the individual to whom the Whiteboard Named Host license is assigned. Customer may reassign licenses as needed within their account. A Whiteboard Named Host may be the owner of an unlimited number of concurrent whiteboard files, with the ability to edit all such files, subject to Customer's cloud storage capacity limits.

Zoom Workplace Enterprise Plus: Zoom Workplace Enterprise Named Host Plan includes 1000 meeting capacity and Zoom Webinars Plus 1000 attendee capacity for all named users as well as Unlimited Whiteboard, Visitor Management, Conference Room Connectors, Zoom Rooms, Zoom Phone Pro, Common Area Phone , Customer Engagement Pack, Customer Management Key , Translations on a 1 to 1 ratio per named user, Workspace Reservation, Zoom Notes, Zoom AI Companion, Zoom Docs, Zoom Tasks, Workflow Automation, Zoom Hub, Custom Avatars and Zoom Clips Plus.

Concurrent Meetings
- Concurrent Meetings Basic enables a user to host an additional 4 meetings at once.
- Concurrent Meetings Plus enables a user to host an additional 20 meetings at once.

Country or region availability for Zoom Phone is listed on Zoom's website and is subject to change (see https://explore.zoom.us/docs/en-us/zoomphone/global-coverage.html).
Fees - The fees for the Services, if any, are described in the Order Form. The actual fees may also include overage amounts or per use charges for audio and/or cloud recording in addition to the fees in the Order, if such use is higher than the amounts described in the Order, and you agree to pay these amounts or charges if you incur them. Invoicing for Services begins on the first day that the service is available for use by the Customer and monthly there after for the duration Term, except for annual pre-pay option which is invoiced once in the first month of the annual term. Amendment orders will co-term with the existing subscription term end date. Invoices are pro-rated from paid period start date to base subscription end date. Purchase order, if any, issued in connection with this order should reference the above order form number. Commitments not utilized by the Customer during the month for which they are committed may not be carried forward into any subsequent month or term. All invoices for the subscription Services listed herein will be provided to the Customer via the billing email address associated with the corresponding Zoom Account.

All prices shown for Zoom services are exclusive of taxes and fees. The terms 'taxes' and 'fees' include but are not limited to: US state and local taxes, VAT, GST, HST, JCT, any other consumption based taxes, Digital Service Taxes, Universal Service Fund, or other telecom regulatory fees and Withholding Taxes that may apply upon

making payments to Zoom. Any taxes that apply will be based on the prevailing rates in place at the time of invoicing.

If you are exempt from any of these taxes or fees, please submit your exemption documentation online through the Billing Management section of your account. The document will be reviewed and if approved, will exempt you from all applicable taxes.

Regulatory telecommunications fees, such as USF or any similar foreign fee, will apply to Zoom Phone services and details of taxes and fees will be included in issued invoices.

Professional Services, if purchased, will be presented in a separate Order Form.

Zoom Phone Rates

Zoom Phone Table Format: Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status

Y means Zoom Phone for country is Enabled upon provisioning

N means Zoom Phone for country is Not Enabled upon provisioning

Note: All rates shown are per call, per minute. Calls are billed in 60 second intervals.

Toll-Free Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status	Callout Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status
	ASCENSION ISLAND | 2.7369 $ | 1.5397 $ | 4.6289 $ | Y ANDORRA | 0.2303 $ | 0.5037 $ | 1.0196 $ | Y UNITED ARAB EMIRATES | 0.6532 $ | 0.6532 $ | 0 $ | Y AFGHANISTAN | 0.4527 $ | 0.5451 $ | 0 $ | Y ANTIGUA AND BARBUDA | 1.0212 $ | 1.0486 $ | 0 $ | Y ANGUILLA | 1.0440 $ | 1.0440 $ | 0 $ | Y ALBANIA | 0.3676 $ | 1.0153 $ | 1.7532 $ | Y ARMENIA | 0.4484 $ | 0.5003 $ | 0.7377 $ | Y NETHERLANDS ANTILLES | 0.2840 $ | 0.2176 $ | 0.7238 $ | Y ANGOLA | 0.6883 $ | 0.5872 $ | 0 $ | Y ARGENTINA | 0.1156 $ | 0.5622 $ | 0 $ | Y AMERICAN SAMOA | 0.3268 $ | 0.3268 $ | 0 $ | Y AUSTRIA | 0.0501 $ | 0.2301 $ | 1.4785 $ | Y AUSTRALIA | 0.0444 $ | 0.1821 $ | 0 $ | Y ARUBA | 0.2260 $ | 0.4768 $ | 1.4091 $ | Y AZERBAIJAN | 0.6282 $ | 0.7600 $ | 0.9115 $ | Y BOSNIA AND HERZEGOVINA | 0.6179 $ | 1.3123 $ | 0 $ | Y BARBADOS | 0.9719 $ | 1.0240 $ | 0 $ | Y BANGLADESH | 0.1705 $ | 0.1698 $ | 0 $ | Y BELGIUM | 0.3079 $ | 0.5271 $ | 1.9264 $ | Y BURKINA FASO | 0.8599 $ | 0.9443 $ | 0 $ | Y BULGARIA | 0.1186 $ | 0.8405 $ | 0 $ | Y BAHRAIN | 0.4352 $ | 0.5153 $ | 0 $ | Y BURUNDI | 1.1394 $ | 1.2878 $ | 1.6460 $ | Y BENIN | 0.8710 $ | 0.7554 $ | 0 $ | Y BERMUDA | 0.3214 $ | 0.3214 $ | 0 $ | Y BRUNEI DARUSSALAM | 0.2067 $ | 0.0822 $ | 0.7377 $ | Y BOLIVIA (PLURINATIONAL STATE OF) | 0.5155 $ | 0.8000 $ | 0 $ | Y BONAIRE, SINT EUSTATIUS AND SABA | 0.7028 $ | 0.7028 $ | 0 $ | Y BRAZIL | 0.0523 $ | 0.2583 $ | 0 $ | Y BAHAMAS | 0.6275 $ | 0.6275 $ | 0 $ | Y BHUTAN | 0.1825 $ | 0.1486 $ | 0.7377 $ | Y BOTSWANA | 0.4356 $ | 0.9398 $ | 0 $ | Y BELARUS | 0.9584 $ | 0.9605 $ | 2.4085 $ | Y BELIZE | 1.5329 $ | 1.5329 $ | 0 $ | Y CANADA | 0.0357 $ | 0.0357 $ | 0 $ | Y COCOS (KEELING) ISLANDS | 0.4552 $ | 0 $ | 0 $ | Y

CONGO, DEMOCRATIC REPUBLIC OF THE | 1.2532 $ | 1.0274 $ | 4.8185 $ | Y
CENTRAL AFRICAN REPUBLIC | 1.5868 $ | 1.1731 $ | 0 $ | Y
CONGO | 1.4000 $ | 1.4000 $ | 1.4000 $ | Y
SWITZERLAND | 0.3694 $ | 0.7010 $ | 1.4931 $ | Y
COTE D'IVOIRE | 0.9687 $ | 1.0315 $ | 3.2763 $ | Y
COOK ISLANDS | 2.3113 $ | 1.9082 $ | 0 $ | Y
CHILE | 0.1133 $ | 0.5308 $ | 0 $ | Y
CAMEROON | 0.5945 $ | 0.7493 $ | 4.5108 $ | Y
CHINA | 0.0396 $ | 0.0396 $ | 0 $ | Y
COLOMBIA | 0.1172 $ | 0.1004 $ | 0 $ | Y
COSTA RICA | 0.1229 $ | 0.3136 $ | 0 $ | Y
CUBA | 3.0799 $ | 5.6543 $ | 0 $ | Y
CABO VERDE | 0.7695 $ | 0.5230 $ | 1.5397 $ | Y
CURAÇAO | 0.2813 $ | 0.7028 $ | 0 $ | Y
CHRISTMAS ISLAND | 0.4552 $ | 0 $ | 0 $ | Y
CYPRUS | 0.0954 $ | 0.2861 $ | 0 $ | Y
CZECHIA | 0.1131 $ | 0.2347 $ | 0 $ | Y
GERMANY | 0.0353 $ | 0.1434 $ | 1.0429 $ | Y
DIEGO GARCIA | 0.6295 $ | 0.6295 $ | 0.7377 $ | Y
DJIBOUTI | 1.0429 $ | 0.8276 $ | 1.5397 $ | Y
DENMARK | 0.0325 $ | 0.1407 $ | 0.8296 $ | Y
DOMINICA | 1.0224 $ | 0.7725 $ | 0 $ | Y
DOMINICAN REPUBLIC | 0.1716 $ | 0.3824 $ | 0 $ | Y
ALGERIA | 0.3774 $ | 2.1167 $ | 0 $ | Y
ECUADOR | 0.5394 $ | 0.7572 $ | 0 $ | Y
ESTONIA | 2.1376 $ | 2.0887 $ | 0 $ | Y
EGYPT | 0.4327 $ | 0.6225 $ | 0 $ | Y
WESTERN SAHARA | 0.5182 $ | 0 $ | 0 $ | Y
ERITREA | 1.0160 $ | 0.5899 $ | 1.5397 $ | Y
SPAIN | 0.0382 $ | 0.1832 $ | 0.9222 $ | Y
ETHIOPIA | 0.5827 $ | 0.5501 $ | 1.4739 $ | Y
FINLAND | 0.8581 $ | 0.8640 $ | 0 $ | Y
FIJI | 1.5033 $ | 0.7629 $ | 0 $ | Y
FALKLAND ISLANDS (MALVINAS) | 2.8468 $ | 2.8468 $ | 0 $ | Y
MICRONESIA (FEDERATED STATES OF) | 1.2557 $ | 1.2015 $ | 0 $ | Y
FAROE ISLANDS | 0.2217 $ | 0.0430 $ | 1.3226 $ | Y
FRANCE | 0.0328 $ | 0.1259 $ | 2.1422 $ | Y
GABON | 0.9033 $ | 1.0008 $ | 0 $ | Y
UNITED KINGDOM | 0.0234 $ | 0.0683 $ | 0 $ | Y
GRENADA | 1.0196 $ | 1.2755 $ | 0 $ | Y
GEORGIA | 0.8423 $ | 1.1831 $ | 0 $ | Y
FRENCH GUIANA | 0.2963 $ | 0.1750 $ | 0.3860 $ | Y
GUERNSEY | 0.0234 $ | 0.0683 $ | 0 $ | Y
GHANA | 1.1364 $ | 1.1364 $ | 0 $ | Y
GIBRALTAR | 0.2328 $ | 0.9395 $ | 0 $ | Y
GREENLAND | 1.6260 $ | 0.4670 $ | 0 $ | Y
GAMBIA | 0.9607 $ | 1.1583 $ | 0 $ | Y
GUINEA | 1.6788 $ | 1.3203 $ | 2.3343 $ | Y
GUADELOUPE,SAINT-MARTIN (FRENCH) AND SAINT BARTHÉLEMY | 0.0396 $ | 0.1477 $ | 1.1601 $ | Y
EQUATORIAL GUINEA | 2.7396 $ | 2.7396 $ | 0 $ | Y
GREECE | 0.0910 $ | 0.3357 $ | 0 $ | Y
GUATEMALA | 0.6252 $ | 0.7811 $ | 0 $ | Y
GUAM | 0.0410 $ | 0.0410 $ | 0 $ | Y
GUINEA-BISSAU | 1.2941 $ | 1.4371 $ | 0 $ | Y
GUYANA | 0.4821 $ | 0.4752 $ | 0.7138 $ | Y
HONG KONG SAR | 0.0863 $ | 0.1331 $ | 0 $ | Y
HONDURAS | 0.2681 $ | 0.3343 $ | 0.6147 $ | Y
CROATIA | 0.4579 $ | 1.2507 $ | 0 $ | Y
HAITI | 0.5103 $ | 0.6421 $ | 1.9976 $ | Y
HUNGARY | 0.1211 $ | 0.2155 $ | 0 $ | Y
INDONESIA | 0.1486 $ | 0.2403 $ | 0 $ | Y
IRELAND | 0.0255 $ | 0.1780 $ | 0 $ | Y

ISRAEL | 0.0637 $ | 0.1161 $ | 0 $ | Y
ISLE OF MAN | 0.0234 $ | 0.0683 $ | 0 $ | Y
INDIA | 0.0915 $ | 0.0838 $ | 0 $ | Y
IRAQ | 0.3494 $ | 0.4279 $ | 1.1507 $ | Y
IRAN | 1.2762 $ | 1.3672 $ | 0 $ | Y
ICELAND | 0.2310 $ | 0.1052 $ | 0 $ | Y
ITALY | 0.0337 $ | 0.2174 $ | 0.8294 $ | Y
JERSEY | 0.0234 $ | 0.0683 $ | 0 $ | Y
JAMAICA | 1.0440 $ | 1.0440 $ | 0 $ | Y
JORDAN | 0.6553 $ | 0.8567 $ | 0 $ | Y
JAPAN | 0.0603 $ | 0.1368 $ | 0 $ | Y
KENYA | 0.9338 $ | 0.7235 $ | 0 $ | Y
KYRGYZSTAN | 0.3109 $ | 0.4880 $ | 1.5538 $ | Y
CAMBODIA | 0.3498 $ | 0.3498 $ | 0 $ | Y
KIRIBATI | 2.7863 $ | 3.1420 $ | 0 $ | Y
COMOROS | 0.9568 $ | 1.0333 $ | 0 $ | Y
SAINT KITTS AND NEVIS | 0.9286 $ | 0.9286 $ | 0 $ | Y
KOREA, REPUBLIC OF | 0.1031 $ | 0.1031 $ | 0 $ | Y
KUWAIT | 0.3626 $ | 0.3626 $ | 0 $ | Y
CAYMAN ISLANDS | 0.7256 $ | 0.4934 $ | 0 $ | Y
KAZAKHSTAN | 0.3587 $ | 0.6848 $ | 0 $ | Y
LAO PEOPLE'S DEMOCRATIC REPUBLIC | 0.4181 $ | 0.2183 $ | 0.7377 $ | Y
LEBANON | 0.2847 $ | 0.3478 $ | 0.4973 $ | Y
SAINT LUCIA | 0.9580 $ | 0.5276 $ | 0 $ | Y
LIECHTENSTEIN | 0.6118 $ | 0.3086 $ | 1.4853 $ | Y
SRI LANKA | 0.6955 $ | 0.6955 $ | 0 $ | Y
LIBERIA | 1.1200 $ | 1.1089 $ | 2.0461 $ | Y
LESOTHO | 1.1344 $ | 1.6663 $ | 5.1811 $ | Y
LITHUANIA | 1.8390 $ | 1.4787 $ | 0 $ | Y
LUXEMBOURG | 0.3564 $ | 0.3828 $ | 0 $ | Y
LATVIA | 2.1199 $ | 2.4840 $ | 0 $ | Y
LIBYA | 0.8924 $ | 0.6505 $ | 1.5397 $ | Y
MOROCCO | 0.5182 $ | 2.1317 $ | 0 $ | Y
MONACO | 0.8021 $ | 2.1249 $ | 0 $ | Y
MOLDOVA, REPUBLIC OF | 0.6760 $ | 0.7217 $ | 1.5463 $ | Y
MONTENEGRO | 0.5112 $ | 1.2368 $ | 1.2304 $ | Y
MADAGASCAR | 1.4516 $ | 1.5752 $ | 2.1850 $ | Y
MARSHALL ISLANDS | 0.5858 $ | 0.5858 $ | 1.5397 $ | Y
NORTH MACEDONIA | 0.6600 $ | 1.5051 $ | 0 $ | Y
MALI | 0.8046 $ | 0.9052 $ | 1.5397 $ | Y
MYANMAR | 0.3733 $ | 0.5144 $ | 0 $ | Y
MONGOLIA | 0.1020 $ | 0.0733 $ | 0.3787 $ | Y
MACAU SAR | 0.4727 $ | 0.4727 $ | 0 $ | Y
NORTHERN MARIANA ISLANDS | 0.0341 $ | 0.0341 $ | 0 $ | Y
MARTINIQUE | 0.0687 $ | 0.1504 $ | 0.9154 $ | Y
MAURITANIA | 1.2557 $ | 1.4548 $ | 1.8426 $ | Y
MONTSERRAT | 1.2004 $ | 1.2004 $ | 0 $ | Y
MALTA | 0.3330 $ | 0.6614 $ | 0 $ | Y
MAURITIUS | 0.7172 $ | 0.6366 $ | 0 $ | Y
MALDIVES | 5.7016 $ | 5.7016 $ | 0 $ | Y
MALAWI | 1.1512 $ | 0.9794 $ | 1.5397 $ | Y
MEXICO | 0.0503 $ | 0.1712 $ | 0 $ | Y
MALAYSIA | 0.1001 $ | 0.0920 $ | 0 $ | Y
MOZAMBIQUE | 0.3942 $ | 0.6628 $ | 1.7254 $ | Y
NAMIBIA | 0.3104 $ | 0.2672 $ | 1.1061 $ | Y
NEW CALEDONIA | 1.4091 $ | 0.6500 $ | 1.5397 $ | Y
NIGER | 1.0265 $ | 0.8524 $ | 3.6054 $ | Y
NORFOLK ISLAND | 3.0653 $ | 1.5397 $ | 0 $ | Y
NIGERIA | 0.6427 $ | 0.6427 $ | 0 $ | Y
NICARAGUA | 0.2763 $ | 0.5080 $ | 0.8050 $ | Y
NETHERLANDS | 0.0913 $ | 0.4454 $ | 1.9740 $ | Y
NORWAY | 0.0339 $ | 0.1520 $ | 0 $ | Y
NEPAL | 0.5330 $ | 0.5330 $ | 0 $ | Y

NAURU | 2.6825 $ | 2.9276 $ | 0 $ | Y
NIUE | 2.5956 $ | 1.9050 $ | 0 $ | Y
NEW ZEALAND | 0.0567 $ | 0.2556 $ | 0 $ | Y
OMAN | 0.5335 $ | 1.1353 $ | 0 $ | Y
PANAMA | 0.0485 $ | 0.9942 $ | 0 $ | Y
PERU | 0.0485 $ | 0.1473 $ | 0 $ | Y
FRENCH POLYNESIA | 0.5952 $ | 0.7716 $ | 3.1994 $ | Y
PAPUA NEW GUINEA | 1.3626 $ | 1.9264 $ | 0 $ | Y
PHILIPPINES | 0.5808 $ | 0.7074 $ | 0 $ | Y
PAKISTAN | 0.5731 $ | 0.5731 $ | 0 $ | Y
POLAND | 0.0394 $ | 0.3728 $ | 0 $ | Y
SAINT PIERRE AND MIQUELON | 0.8414 $ | 0.8414 $ | 1.6260 $ | Y
PUERTO RICO | 0.0244 $ | 0.0244 $ | 0 $ | Y
PALESTINE, STATE OF | 0.3860 $ | 0.4516 $ | 0 $ | Y
PORTUGAL | 0.0257 $ | 0.1545 $ | 0.9168 $ | Y
PALAU | 0.6559 $ | 0.6391 $ | 0 $ | Y
PARAGUAY | 0.1532 $ | 0.2970 $ | 0 $ | Y
QATAR | 0.8433 $ | 0.8783 $ | 0 $ | Y
RÉUNION | 0.3569 $ | 0.6072 $ | 0 $ | Y
ROMANIA | 0.0815 $ | 0.2815 $ | 0 $ | Y
SERBIA | 0.4242 $ | 0.6421 $ | 1.0135 $ | Y
RUSSIAN FEDERATION | 0.1052 $ | 0.8892 $ | 0 $ | Y
RWANDA | 1.1025 $ | 1.2493 $ | 0 $ | Y
SAUDI ARABIA | 0.3751 $ | 0.5610 $ | 0 $ | Y
SATELLITE - AEROMOBILE | 0 $ | 44.8179 $ | 0 $ | Y
SOLOMON ISLANDS | 1.4091 $ | 2.7822 $ | 0 $ | Y
SEYCHELLES | 1.6025 $ | 1.5586 $ | 2.9827 $ | Y
SUDAN | 1.4455 $ | 1.4742 $ | 0 $ | Y
SWEDEN | 0.0237 $ | 0.0958 $ | 0.8876 $ | Y
SATELLITE - EMSAT | 0 $ | 21.0161 $ | 0 $ | Y
SINGAPORE | 0.0330 $ | 0.0335 $ | 0 $ | Y
SAINT HELENA, ASCENSION AND TRISTAN DA CUNHA | 3.5060 $ | 3.3783 $ | 0 $ | Y
SLOVENIA | 0.1855 $ | 1.1225 $ | 0 $ | Y
SATELLITE - INMARSAT-AERO | 0 $ | 29.5946 $ | 0 $ | Y
SATELLITE - INMARSAT-BGAN-HSD | 0 $ | 38.1728 $ | 0 $ | Y
SATELLITE - INMARSAT-B-HSD | 0 $ | 48.2519 $ | 0 $ | Y
SATELLITE - INMARSAT-M4-HSD | 0 $ | 43.9628 $ | 0 $ | Y
SATELLITE - INMARSAT-MINI M | 0 $ | 31.7388 $ | 0 $ | Y
SATELLITE - INMARSAT-B | 0 $ | 37.3146 $ | 0 $ | Y
SATELLITE - INMARSAT-M | 0 $ | 11.3661 $ | 0 $ | Y
SATELLITE - INMARSAT-BGAN | 0 $ | 29.5946 $ | 0 $ | Y
SVALBARD AND JAN MAYEN | 0.0339 $ | 0.1520 $ | 0 $ | Y
SLOVAKIA | 0.0699 $ | 0.4764 $ | 0 $ | Y
SIERRA LEONE | 1.2195 $ | 1.1230 $ | 1.4275 $ | Y
SAN MARINO | 1.2909 $ | 0.4557 $ | 0 $ | Y
SATELLITE - MCP | 0 $ | 12.2242 $ | 0 $ | Y
SENEGAL | 1.0517 $ | 1.2941 $ | 2.2960 $ | Y
SOMALIA | 1.1407 $ | 1.1216 $ | 1.5511 $ | Y
SURINAME | 0.2895 $ | 0.6562 $ | 1.2302 $ | Y
SOUTH SUDAN | 0.9464 $ | 1.0374 $ | 0 $ | Y
SATELLITE - GLOBALSTAR | 0 $ | 16.0838 $ | 0 $ | Y
SATELLITE - IRIDIUM | 0 $ | 31.7388 $ | 0 $ | Y
SATELLITE - INMARSAT | 0 $ | 36.0284 $ | 0 $ | Y
SAO TOME AND PRINCIPE | 2.3085 $ | 2.2749 $ | 0 $ | Y
SATELLITE - THURAYA | 0 $ | 28.7368 $ | 0 $ | Y
EL SALVADOR | 0.8291 $ | 0.6227 $ | 0 $ | Y
SINT MAARTEN (DUTCH PART) | 0.4138 $ | 0.4682 $ | 0 $ | Y
ESWATINI | 0.3321 $ | 0.3860 $ | 0.5945 $ | Y
TURKS AND CAICOS ISLANDS | 1.4107 $ | 1.6547 $ | 0 $ | Y
CHAD | 1.1999 $ | 1.2381 $ | 1.5836 $ | Y
FRENCH SOUTHERN TERRITORIES | 0.0346 $ | 0.2328 $ | 0 $ | Y
TOGO | 0.7351 $ | 0.6819 $ | 0 $ | Y
THAILAND | 0.1272 $ | 0.1272 $ | 0 $ | Y

	TAJIKISTAN | 0.3771 $ | 0.4079 $ | 3.3068 $ | Y TOKELAU | 1.4091 $ | 3.5465 $ | 0 $ | Y TIMOR-LESTE | 1.4091 $ | 1.3399 $ | 0 $ | Y TURKMENISTAN | 0.6295 $ | 0.6295 $ | 0.7377 $ | Y TUNISIA | 1.7710 $ | 1.8190 $ | 5.6338 $ | Y TONGA | 2.1194 $ | 2.1863 $ | 0 $ | Y TURKEY | 0.2267 $ | 0.5802 $ | 0 $ | Y TRINIDAD AND TOBAGO | 0.5073 $ | 0.6434 $ | 0 $ | Y TAIWAN, CHINA | 0.0742 $ | 0.4131 $ | 0 $ | Y TANZANIA, UNITED REPUBLIC OF | 1.6100 $ | 1.6100 $ | 0 $ | Y UKRAINE | 0.5868 $ | 1.0756 $ | 0 $ | Y UGANDA | 1.6082 $ | 1.6082 $ | 0 $ | Y UNITED STATES MINOR OUTLYING ISLANDS | 0.0341 $ | 0.0341 $ | 0 $ | Y UNITED STATES OF AMERICA | 0.0319 $ | 0.0319 $ | 0 $ | Y URUGUAY | 0.2285 $ | 0.8433 $ | 0 $ | Y UZBEKISTAN | 0.3045 $ | 0.3045 $ | 0 $ | Y HOLY SEE (VATICAN CITY) | 0.0082 $ | 0 $ | 0 $ | Y SAINT VINCENT AND THE GRENADINES | 0.9716 $ | 0.5278 $ | 0 $ | Y VENEZUELA (BOLIVARIAN REPUBLIC OF) | 0.0519 $ | 0.2809 $ | 0 $ | Y VIRGIN ISLANDS (BRITISH) | 0.4552 $ | 0.4552 $ | 0 $ | Y VIRGIN ISLANDS (U.S.) | 0.9646 $ | 1.5306 $ | 0 $ | Y VIET NAM | 0.3143 $ | 0.3143 $ | 0 $ | Y VANUATU | 1.9162 $ | 2.1524 $ | 0 $ | Y WALLIS AND FUTUNA | 1.4091 $ | 1.4091 $ | 1.4120 $ | Y SAMOA | 0.4821 $ | 1.3863 $ | 0 $ | Y YEMEN | 0.4183 $ | 0.3325 $ | 0 $ | Y MAYOTTE | 0.3569 $ | 0.6072 $ | 1.5397 $ | Y SOUTH AFRICA | 0.3846 $ | 0.6878 $ | 0 $ | Y ZAMBIA | 1.0802 $ | 1.0231 $ | 0 $ | Y ZIMBABWE | 0.4941 $ | 0.9245 $ | 0 $ | Y

Shared Cost Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status	**National** Country | Landline Rate | Mobile Rate | Special Rate |Enabled Status
CHINA | 0.3337 $ | 0.3337 $ | 0 $ | Y	KOREA, REPUBLIC OF | 0.2847 $ | 0.2847 $ | 0 $ | Y PORTUGAL | 0.0075 $ | 0.0075 $ | 0 $ | Y

ITFS Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status	**Mobile Phone Number Call-in** Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status
UNITED ARAB EMIRATES | 0.9120 $ | 0.9120 $ | 0 $ | Y AUSTRIA | 0.1222 $ | 0.3626 $ | 0 $ | Y BOSNIA AND HERZEGOVINA | 0.6118 $ | 0.6118 $ | 0 $ | Y BULGARIA | 0.3434 $ | 0.3434 $ | 0 $ | Y BRUNEI DARUSSALAM | 0.7340 $ | 0.7340 $ | 0 $ | Y COSTA RICA | 0.5292 $ | 0.5292 $ | 0 $ | Y CYPRUS | 0.2483 $ | 0.2483 $ | 0 $ | Y DOMINICAN REPUBLIC | 0.5838 $ | 0.5838 $ | 0 $ | Y ECUADOR | 0.7477 $ | 0.7477 $ | 0 $ | Y EGYPT | 0.7169 $ | 0.7169 $ | 0 $ | Y GUADELOUPE | 0.5726 $ | 0.5726 $ | 0 $ | Y INDIA | 0.4108 $ | 0.4108 $ | 0 $ | Y ICELAND | 0.1985 $ | 0.1985 $ | 0 $ | Y JAMAICA | 0.5462 $ | 0.5462 $ | 0 $ | Y JORDAN | 0.8738 $ | 0.8738 $ | 0 $ | Y JAPAN | 0.4040 $ | 1.7309 $ | 0 $ | Y KENYA | 0.5462 $ | 0.5462 $ | 0 $ | Y CAMBODIA | 0.7169 $ | 0.7169 $ | 0 $ | Y SRI LANKA | 0.7477 $ | 0.7477 $ | 0 $ | Y	AUSTRIA | 0 $ | 0.0077 $ | 0 $ | Y BELGIUM | 0 $ | 0.0075 $ | 0 $ | Y DENMARK | 0 $ | 0.0057 $ | 0 $ | Y FINLAND | 0 $ | 0.0057 $ | 0 $ | Y FRANCE | 0 $ | 0.0077 $ | 0 $ | Y GERMANY | 0 $ | 0.0057 $ | 0 $ | Y ISRAEL | 0 $ | 0.0075 $ | 0 $ | Y NETHERLANDS | 0 $ | 0.0075 $ | 0 $ | Y POLAND | 0 $ | 0.0059 $ | 0 $ | Y PORTUGAL | 0 $ | 0.0059 $ | 0 $ | Y SOUTH AFRICA | 0 $ | 0.0059 $ | 0 $ | Y SWEDEN | 0 $ | 0.0075 $ | 0 $ | Y SWITZERLAND | 0 $ | 0.0075 $ | 0 $ | Y

MOLDOVA, REPUBLIC OF | 0.8426 $ | 0.8426 $ | 0 $ | Y
NORTH MACEDONIA | 0.4695 $ | 1.1867 $ | 0 $ | Y
MALTA | 0.2251 $ | 0.2251 $ | 0 $ | Y
OMAN | 1.1949 $ | 1.1949 $ | 0 $ | Y
PANAMA | 0.1639 $ | 0.1639 $ | 0 $ | Y
PHILIPPINES | 0.9218 $ | 0.9218 $ | 0 $ | Y
PUERTO RICO | 0.0990 $ | 0.0990 $ | 0 $ | Y
PARAGUAY | 0.7306 $ | 0.7306 $ | 0 $ | Y
QATAR | 0.6930 $ | 0.6930 $ | 0 $ | Y
RÉUNION | 0.5726 $ | 0.5726 $ | 0 $ | Y
SAUDI ARABIA | 0.9571 $ | 0.9571 $ | 0 $ | Y
TANZANIA, UNITED REPUBLIC OF | 0.7852 $ | 0.7852 $ | 0 $ | Y
UGANDA | 0.3585 $ | 0.3585 $ | 0 $ | Y
URUGUAY | 0.2895 $ | 0.2895 $ | 0 $ | Y
VIET NAM | 0.7852 $ | 0.7852 $ | 0 $ | Y

Zoom Phone Mobile Rates Country | Landline Rate | Mobile Rate | Special Rate | DayPass Rate | Enabled Status
UNITED STATES OF AMERICA | EsimRoaming | 0 $ | 0 $ | 0 $ | 18.0000 $ | Y
UNITED KINGDOM | EsimSMS | 0 $ | 0.5000 $ | 0 $ | 0 $ | Y
UNITED KINGDOM | EsimMMS | 0 $ | 0.7500 $ | 0 $ | 0 $ | Y
UNITED KINGDOM | EsimDCallout | 0.0100 $ | 0.0501 $ | 0 $ | 0 $ | Y

Zoom Fax Table Format: Country | Type | Rate | Enabled Status

Y means Zoom Fax for country is Enabled upon provisioning

Note: All rates shown are per page.

FAX Country | Type | Rate | Enabled Status	Virtual Service Call-in Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status
ARGENTINA | FaxInbound-TN | 0.0500 $ | Y ARGENTINA | FaxInbound-TF | 1.1000 $ | Y AUSTRALIA | FaxInbound-TN | 0.0500 $ | Y AUSTRALIA | FaxInbound-TF | 0.0900 $ | Y AUSTRIA | FaxInbound-TN | 0.0500 $ | Y AUSTRIA | FaxInbound-TF | 0.9500 $ | Y BELGIUM | FaxInbound-TN | 0.0500 $ | Y BELGIUM | FaxInbound-TF | 1.2300 $ | Y BRAZIL | FaxInbound-TN | 0.0500 $ | Y BRAZIL | FaxInbound-TF | 0.5100 $ | Y BULGARIA | FaxInbound-TN | 0.0500 $ | Y BULGARIA | FaxInbound-TF | 0.0000 $ | Y CANADA | FaxInbound-TN | 0.0500 $ | Y CANADA | FaxInbound-TF | 0.0500 $ | Y CHILE | FaxInbound-TN | 0.0500 $ | Y CHILE | FaxInbound-TF | 0.7900 $ | Y COLOMBIA | FaxInbound-TN | 0.0700 $ | Y COLOMBIA | FaxInbound-TF | 0.3600 $ | Y COSTA RICA | FaxInbound-TN | 0.0500 $ | Y COSTA RICA | FaxInbound-TF | 0.0000 $ | Y CROATIA | FaxInbound-TN | 0.0500 $ | Y CROATIA | FaxInbound-TF | 1.3100 $ | Y CYPRUS | FaxInbound-TN | 0.0500 $ | Y CYPRUS | FaxInbound-TF | 0.7000 $ | Y CZECHIA | FaxInbound-TN | 0.0500 $ | Y	Not Applicable

CZECHIA | FaxInbound-TF | 1.1200 $ | Y
DENMARK | FaxInbound-TN | 0.0500 $ | Y
DENMARK | FaxInbound-TF | 1.2300 $ | Y
ECUADOR | FaxInbound-TN | 0.0500 $ | Y
ECUADOR | FaxInbound-TF | 1.3300 $ | Y
ESTONIA | FaxInbound-TN | 0.0500 $ | Y
ESTONIA | FaxInbound-TF | 1.4500 $ | Y
FINLAND | FaxInbound-TN | 0.0500 $ | Y
FINLAND | FaxInbound-TF | 0.7100 $ | Y
FRANCE | FaxInbound-TN | 0.0500 $ | Y
FRANCE | FaxInbound-TF | 0.3300 $ | Y
GERMANY | FaxInbound-TN | 0.0500 $ | Y
GERMANY | FaxInbound-TF | 0.1900 $ | Y
GREECE | FaxInbound-TN | 0.0500 $ | Y
GREECE | FaxInbound-TF | 3.1600 $ | Y
HONG KONG SAR | FaxInbound-TN | 0.1800 $ | Y
HONG KONG SAR | FaxInbound-TF | 0.2500 $ | Y
HUNGARY | FaxInbound-TN | 0.0500 $ | Y
HUNGARY | FaxInbound-TF | 0.0800 $ | Y
IRELAND | FaxInbound-TN | 0.0500 $ | Y
IRELAND | FaxInbound-TF | 0.1600 $ | Y
ISRAEL | FaxInbound-TN | 0.0500 $ | Y
ISRAEL | FaxInbound-TF | 0.2200 $ | Y
ITALY | FaxInbound-TN | 0.0500 $ | Y
ITALY | FaxInbound-TF | 0.4900 $ | Y
LATVIA | FaxInbound-TN | 0.0500 $ | Y
LATVIA | FaxInbound-TF | 1.1200 $ | Y
LITHUANIA | FaxInbound-TN | 0.0500 $ | Y
LITHUANIA | FaxInbound-TF | 0.1200 $ | Y
LUXEMBOURG | FaxInbound-TN | 0.0500 $ | Y
LUXEMBOURG | FaxInbound-TF | 0.8600 $ | Y
MEXICO | FaxInbound-TN | 0.0500 $ | Y
MEXICO | FaxInbound-TF | 0.3300 $ | Y
NETHERLANDS | FaxInbound-TN | 0.0500 $ | Y
NETHERLANDS | FaxInbound-TF | 1.3100 $ | Y
NEW ZEALAND | FaxInbound-TN | 0.0500 $ | Y
NEW ZEALAND | FaxInbound-TF | 0.1500 $ | Y
NORWAY | FaxInbound-TN | 0.0500 $ | Y
NORWAY | FaxInbound-TF | 0.1500 $ | Y
PANAMA | FaxInbound-TN | 0.0500 $ | Y
PANAMA | FaxInbound-TF | 0.3300 $ | Y
PERU | FaxInbound-TN | 0.0500 $ | Y
PERU | FaxInbound-TF | 0.8500 $ | Y
POLAND | FaxInbound-TN | 0.0500 $ | Y
POLAND | FaxInbound-TF | 0.0900 $ | Y
PORTUGAL | FaxInbound-TN | 0.0500 $ | Y
PORTUGAL | FaxInbound-TF | 0.3500 $ | Y
PUERTO RICO | FaxInbound-TN | 0.0500 $ | Y
PUERTO RICO | FaxInbound-TF | 0.0500 $ | Y
ROMANIA | FaxInbound-TN | 0.0500 $ | Y
ROMANIA | FaxInbound-TF | 0.3500 $ | Y
SINGAPORE | FaxInbound-TN | 0.0500 $ | Y
SINGAPORE | FaxInbound-TF | 0.1800 $ | Y
SLOVAKIA | FaxInbound-TN | 0.0500 $ | Y
SLOVAKIA | FaxInbound-TF | 0.0000 $ | Y
SLOVENIA | FaxInbound-TN | 0.0500 $ | Y
SLOVENIA | FaxInbound-TF | 0.9800 $ | Y
SOUTH AFRICA | FaxInbound-TN | 0.0500 $ | Y
SOUTH AFRICA | FaxInbound-TF | 0.3100 $ | Y
SPAIN | FaxInbound-TN | 0.0500 $ | Y
SPAIN | FaxInbound-TF | 0.0800 $ | Y

SWEDEN | FaxInbound-TN | 0.0500 $ | Y
SWEDEN | FaxInbound-TF | 0.0800 $ | Y
SWITZERLAND | FaxInbound-TN | 0.0500 $ | Y
SWITZERLAND | FaxInbound-TF | 1.9700 $ | Y
UNITED KINGDOM | FaxInbound-TN | 0.0500 $ | Y
UNITED KINGDOM | FaxInbound-TF | 0.2400 $ | Y
UNITED STATES OF AMERICA | FaxInbound-TN | 0.0500 $ | Y
UNITED STATES OF AMERICA | FaxInbound-TF | 0.0500 $ | Y
ARGENTINA | FaxOutbound-TN | 0.8000 $ | Y
ARGENTINA | FaxOutbound-TF | 0.8000 $ | Y
AUSTRALIA | FaxOutbound-TN | 0.1200 $ | Y
AUSTRALIA | FaxOutbound-TF | 0.1200 $ | Y
AUSTRIA | FaxOutbound-TN | 0.1900 $ | Y
AUSTRIA | FaxOutbound-TF | 0.1900 $ | Y
BELGIUM | FaxOutbound-TN | 0.6300 $ | Y
BELGIUM | FaxOutbound-TF | 0.6300 $ | Y
BRAZIL | FaxOutbound-TN | 0.2300 $ | Y
BRAZIL | FaxOutbound-TF | 0.2300 $ | Y
BULGARIA | FaxOutbound-TN | 0.6200 $ | Y
BULGARIA | FaxOutbound-TF | 0.6200 $ | Y
CANADA | FaxOutbound-TN | 0.0500 $ | Y
CANADA | FaxOutbound-TF | 0.0500 $ | Y
CHILE | FaxOutbound-TN | 0.2600 $ | Y
CHILE | FaxOutbound-TF | 0.2600 $ | Y
COLOMBIA | FaxOutbound-TN | 0.2600 $ | Y
COLOMBIA | FaxOutbound-TF | 0.2600 $ | Y
COSTA RICA | FaxOutbound-TN | 0.3600 $ | Y
COSTA RICA | FaxOutbound-TF | 0.3600 $ | Y
CROATIA | FaxOutbound-TN | 0.7200 $ | Y
CROATIA | FaxOutbound-TF | 0.7200 $ | Y
CYPRUS | FaxOutbound-TN | 0.7800 $ | Y
CYPRUS | FaxOutbound-TF | 0.7800 $ | Y
CZECHIA | FaxOutbound-TN | 0.7900 $ | Y
CZECHIA | FaxOutbound-TF | 0.7900 $ | Y
DENMARK | FaxOutbound-TN | 2.1300 $ | Y
DENMARK | FaxOutbound-TF | 2.1300 $ | Y
ECUADOR | FaxOutbound-TN | 1.2700 $ | Y
ECUADOR | FaxOutbound-TF | 1.2700 $ | Y
ESTONIA | FaxOutbound-TN | 2.1700 $ | Y
ESTONIA | FaxOutbound-TF | 2.1700 $ | Y
FINLAND | FaxOutbound-TN | 2.1100 $ | Y
FINLAND | FaxOutbound-TF | 2.1100 $ | Y
FRANCE | FaxOutbound-TN | 0.1800 $ | Y
FRANCE | FaxOutbound-TF | 0.1800 $ | Y
GERMANY | FaxOutbound-TN | 0.1000 $ | Y
GERMANY | FaxOutbound-TF | 0.1000 $ | Y
GREECE | FaxOutbound-TN | 0.4300 $ | Y
GREECE | FaxOutbound-TF | 0.4300 $ | Y
HONG KONG SAR | FaxOutbound-TN | 0.7000 $ | Y
HONG KONG SAR | FaxOutbound-TF | 0.7000 $ | Y
HUNGARY | FaxOutbound-TN | 0.4100 $ | Y
HUNGARY | FaxOutbound-TF | 0.4100 $ | Y
INDONESIA | FaxOutbound-TN | 0.4100 $ | Y
INDONESIA | FaxOutbound-TF | 0.0000 $ | Y
IRELAND | FaxOutbound-TN | 0.1300 $ | Y
IRELAND | FaxOutbound-TF | 0.1300 $ | Y
ISRAEL | FaxOutbound-TN | 0.5300 $ | Y

ISRAEL | FaxOutbound-TF | 0.5300 $ | Y
ITALY | FaxOutbound-TN | 0.1300 $ | Y
ITALY | FaxOutbound-TF | 0.1300 $ | Y
JAPAN | FaxOutbound-TN | 0.1900 $ | Y
JAPAN | FaxOutbound-TF | 0.1900 $ | Y
LATVIA | FaxOutbound-TN | 3.1300 $ | Y
LATVIA | FaxOutbound-TF | 3.1300 $ | Y
LITHUANIA | FaxOutbound-TN | 2.9600 $ | Y
LITHUANIA | FaxOutbound-TF | 2.9600 $ | Y
LUXEMBOURG | FaxOutbound-TN | 1.0600 $ | Y
LUXEMBOURG | FaxOutbound-TF | 1.0600 $ | Y
MALAYSIA | FaxOutbound-TN | 0.1400 $ | Y
MALAYSIA | FaxOutbound-TF | 0.0000 $ | Y
MEXICO | FaxOutbound-TN | 0.0500 $ | Y
MEXICO | FaxOutbound-TF | 0.0500 $ | Y
NETHERLANDS | FaxOutbound-TN | 1.4700 $ | Y
NETHERLANDS | FaxOutbound-TF | 1.4700 $ | Y
NEW ZEALAND | FaxOutbound-TN | 0.1900 $ | Y
NEW ZEALAND | FaxOutbound-TF | 0.1900 $ | Y
NORWAY | FaxOutbound-TN | 0.0700 $ | Y
NORWAY | FaxOutbound-TF | 0.0700 $ | Y
PANAMA | FaxOutbound-TN | 0.7400 $ | Y
PANAMA | FaxOutbound-TF | 0.7400 $ | Y
PERU | FaxOutbound-TN | 0.2000 $ | Y
PERU | FaxOutbound-TF | 0.2000 $ | Y
PHILIPPINES | FaxOutbound-TN | 1.0400 $ | Y
PHILIPPINES | FaxOutbound-TF | 0.0000 $ | Y
POLAND | FaxOutbound-TN | 0.2100 $ | Y
POLAND | FaxOutbound-TF | 0.2100 $ | Y
PORTUGAL | FaxOutbound-TN | 0.5200 $ | Y
PORTUGAL | FaxOutbound-TF | 0.5200 $ | Y
PUERTO RICO | FaxOutbound-TN | 0.0500 $ | Y
PUERTO RICO | FaxOutbound-TF | 0.0500 $ | Y
ROMANIA | FaxOutbound-TN | 0.2800 $ | Y
ROMANIA | FaxOutbound-TF | 0.2800 $ | Y
SINGAPORE | FaxOutbound-TN | 0.9200 $ | Y
SINGAPORE | FaxOutbound-TF | 0.9200 $ | Y
SLOVAKIA | FaxOutbound-TN | 0.7600 $ | Y
SLOVAKIA | FaxOutbound-TF | 0.7600 $ | Y
SLOVENIA | FaxOutbound-TN | 2.6000 $ | Y
SLOVENIA | FaxOutbound-TF | 2.6000 $ | Y
SOUTH AFRICA | FaxOutbound-TN | 1.4100 $ | Y
SOUTH AFRICA | FaxOutbound-TF | 1.4100 $ | Y
SPAIN | FaxOutbound-TN | 0.2000 $ | Y
SPAIN | FaxOutbound-TF | 0.2000 $ | Y
SWEDEN | FaxOutbound-TN | 0.0900 $ | Y
SWEDEN | FaxOutbound-TF | 0.0900 $ | Y
SWITZERLAND | FaxOutbound-TN | 0.5800 $ | Y
SWITZERLAND | FaxOutbound-TF | 0.5800 $ | Y
TAIWAN, CHINA | FaxOutbound-TN | 0.2200 $ | Y
TAIWAN, CHINA | FaxOutbound-TF | 0.0000 $ | Y
THAILAND | FaxOutbound-TN | 0.3300 $ | Y
THAILAND | FaxOutbound-TF | 0.0000 $ | Y
UNITED KINGDOM | FaxOutbound-TN | 0.4600 $ | Y
UNITED KINGDOM | FaxOutbound-TF | 0.4600 $ | Y
UNITED STATES OF AMERICA | FaxOutbound-TN | 0.0500 $ | Y
UNITED STATES OF AMERICA | FaxOutbound-TF | 0.0500 $ | Y
VIET NAM | FaxOutbound-TN | 0.6800 $ | Y
VIET NAM | FaxOutbound-TF | 0.0000 $ | Y

Zoom Contact Center Rates

Zoom Contact Center Table Format: Country | Landline Rate | Mobile Rate | Enabled Status

Y means audio for country is Enabled upon provisioning

N means audio for country is Not Enabled upon provisioning

Toll-Free Country | Landline Rate | Mobile Rate | Enabled Status	Virtual Service Phone Number Call-In Country | Landline Rate | Mobile Rate | Enabled Status	Callout Country | Landline Rate | Mobile Rate | Special Rate | Enabled Status
UNITED ARAB EMIRATES | 0.5884 $ | 0.5884 $ | Y	ARGENTINA | 0.005 $ | 0.005 $ | Y	ASCENSION ISLAND | 1.8031 $ | 1.0138 $ | 3.0501 $ | N
ARGENTINA | 0.2643 $ | 0.2643 $ | Y	AUSTRIA | 0.0048 $ | 0.0048 $ | Y	ANDORRA | 0.1513 $ | 0.3313 $ | 0.6711 $ | N
AUSTRALIA | 0.0409 $ | 0.0438 $ | Y	AUSTRALIA | 0.0048 $ | 0.0048 $ | Y	UNITED ARAB EMIRATES | 0.4216 $ | 0.4216 $ | N
BELGIUM | 0.0548 $ | 1.157 $ | Y	BOSNIA AND HERZEGOVINA | 0.005 $ | 0.005 $ | Y	AFGHANISTAN | 0.2974 $ | 0.3585 $ | N
BRAZIL | 0.1718 $ | 0.6168 $ | Y	BELGIUM | 0.0048 $ | 0.0048 $ | Y	ANTIGUA AND BARBUDA | 0.6592 $ | 0.6765 $ | N
CANADA | 0.0242 $ | 0.0242 $ | Y	BULGARIA | 0.0182 $ | 0.0182 $ | Y	ANGUILLA | 0.6737 $ | 0.6737 $ | N
SWITZERLAND | 0.2743 $ | 1.3716 $ | Y	BRAZIL | 0.0348 $ | 0.0348 $ | Y	ALBANIA | 0.2412 $ | 0.6688 $ | 1.1548 $ | N
CHILE | 0.6999 $ | 0.6999 $ | Y	CANADA | 0.0048 $ | 0.0048 $ | Y	ARMENIA | 0.2949 $ | 0.3289 $ | 0.4855 $ | N
COLOMBIA | 0.2153 $ | 0.2153 $ | Y	SWITZERLAND | 0.0048 $ | 0.0048 $ | Y	NETHERLANDS ANTILLES | 0.1862 $ | 0.1428 $ | 0.4761 $ | N
CZECHIA | 0.0699 $ | 0.0699 $ | Y	CHILE | 0.005 $ | 0.005 $ | Y	ANGOLA | 0.444 $ | 0.3788 $ | N
GERMANY | 0.0169 $ | 0.1815 $ | Y	COLOMBIA | 0.005 $ | 0.005 $ | Y	ARGENTINA | 0.0746 $ | 0.3628 $ | Y
DENMARK | 0.037 $ | 1.0761 $ | Y	CZECHIA | 0.0048 $ | 0.0048 $ | Y	AMERICAN SAMOA | 0.2108 $ | 0.2108 $ | Y
ESTONIA | 0.1474 $ | 1.2048 $ | Y	GERMANY | 0.0048 $ | 0.0048 $ | Y	AUSTRIA | 0.0323 $ | 0.1484 $ | 0.9743 $ | Y
SPAIN | 0.0582 $ | 0.8106 $ | Y	DENMARK | 0.0048 $ | 0.0048 $ | Y	AUSTRALIA | 0.0286 $ | 0.1174 $ | Y
FINLAND | 0.1645 $ | 0.3771 $ | Y	DOMINICAN REPUBLIC | 0.0048 $ | 0.0048 $ | Y	ARUBA | 0.1483 $ | 0.3136 $ | 0.9281 $ | N
FRANCE | 0.0574 $ | 0.1623 $ | Y	ESTONIA | 0.0048 $ | 0.0048 $ | Y	AZERBAIJAN | 0.4131 $ | 0.5003 $ | 0.5998 $ | N
UNITED KINGDOM | 0.0242 $ | 0.0242 $ | Y	SPAIN | 0.0048 $ | 0.0048 $ | Y	BOSNIA AND HERZEGOVINA | 0.3985 $ | 0.8471 $ | N
GREECE | 0.0385 $ | 1.4356 $ | Y	FINLAND | 0.0048 $ | 0.0048 $ | Y	BARBADOS | 0.6271 $ | 0.6605 $ | N
HONG KONG SAR | 0.1096 $ | 0.1096 $ | Y	FRANCE | 0.0048 $ | 0.0048 $ | Y	BANGLADESH | 0.1099 $ | 0.1095 $ | N
CROATIA | 0.1078 $ | 0.583 $ | Y	UNITED KINGDOM | 0.0048 $ | 0.0048 $ | Y	BELGIUM | 0.1987 $ | 0.3401 $ | 1.2688 $ | Y
HUNGARY | 0.0699 $ | 0.2206 $ | Y	GHANA | 0.1665 $ | 0.1665 $ | Y	BURKINA FASO | 0.5658 $ | 0.6218 $ | N
INDONESIA | 0.735 $ | 0.735 $ | Y	GREECE | 0.0048 $ | 0.0048 $ | Y	BULGARIA | 0.0765 $ | 0.5423 $ | Y
IRELAND | 0.0843 $ | 0.5692 $ | Y	HONG KONG SAR | 0.005 $ | 0.005 $ | Y	BAHRAIN | 0.281 $ | 0.3325 $ | N
ISRAEL | 0.0814 $ | 0.0814 $ | Y	CROATIA | 0.0048 $ | 0.0048 $ | Y	BURUNDI | 0.7501 $ | 0.8479 $ | 1.0842 $ | N
ITALY | 0.0972 $ | 0.5119 $ | Y	HUNGARY | 0.0048 $ | 0.0048 $ | Y	BENIN | 0.5731 $ | 0.4972 $ | N
JAPAN | 0.2607 $ | 1.1168 $ | Y	INDONESIA | 0.0358 $ | 0.0358 $ | Y	BERMUDA | 0.2075 $ | 0.2075 $ | N
LITHUANIA | 0.3172 $ | 0.3172 $ | Y	IRELAND | 0.0048 $ | 0.0048 $ | Y	BRUNEI DARUSSALAM | 0.1356 $ | 0.0532 $ | 0.4855 $ | N
LUXEMBOURG | 0.0943 $ | 0.4455 $ | Y	ISRAEL | 0.005 $ | 0.005 $ | Y	BOLIVIA (PLURINATIONAL STATE OF) | 0.3326 $ | 0.5163 $ | N
MACAU SAR | 0.8818 $ | 0.8818 $ | Y	INDIA | 0.2106 $ | 0.2106 $ | Y	BONAIRE, SINT EUSTATIUS AND SABA | 0.4535 $ | 0.4535 $ | N
MEXICO | 0.0855 $ | 0.0855 $ | Y	ITALY | 0.0048 $ | 0.0048 $ | Y	BRAZIL | 0.0338 $ | 0.1666 $ | Y
MALAYSIA | 0.3825 $ | 0.3825 $ | Y	JAPAN | 0.0048 $ | 0.0048 $ | Y	BAHAMAS | 0.405 $ | 0.405 $ | Y
NETHERLANDS | 0.2206 $ | 0.7343 $ | Y	KENYA | 0.005 $ | 0.005 $ | Y	BHUTAN | 0.1197 $ | 0.0976 $ | 0.4855 $ | N
NORWAY | 0.0759 $ | 0.0759 $ | Y	CAYMAN ISLANDS | 0.1166 $ | 0.1166 $ | Y	BOTSWANA | 0.2813 $ | 0.6063 $ | N
NEW ZEALAND | 0.0406 $ | 0.294 $ | Y	LITHUANIA | 0.0048 $ | 0.0048 $ | Y	BELARUS | 0.631 $ | 0.6322 $ | 1.5864 $ | N
PERU | 0.8231 $ | 0.8231 $ | Y	LUXEMBOURG | 0.0048 $ | 0.0048 $ | Y	BELIZE | 0.989 $ | 0.989 $ | N
		CANADA | 0.0229 $ | 0.0229 $ | Y
		COCOS (KEELING) ISLANDS | 0.2937 $ | 0 $ | N
		CONGO, DEMOCRATIC REPUBLIC OF THE | 0.8253 $ | 0.6767 $ | 3.1751 $ | N
		CENTRAL AFRICAN REPUBLIC | 1.0444 $ | 0.773 $ | N
		CONGO | 0.9033 $ | 0.9033 $ | 0.9033 $ | N
		SWITZERLAND | 0.2383 $ | 0.4523 $ | 0.9834 $ | Y

POLAND | 0.3231 $ | 0.3231 $ | Y
ROMANIA | 0.1527 $ | 0.3378 $ | Y
SERBIA | 1.3519 $ | 1.3519 $ | Y
SAUDI ARABIA | 0.6175 $ | 0.6175 $ | Y
SWEDEN | 0.0382 $ | 0.24 $ | Y
SINGAPORE | 0.1009 $ | 0.1009 $ | Y
SLOVENIA | 0.1665 $ | 0.4282 $ | Y
SLOVAKIA | 0.3143 $ | 0.981 $ | Y
THAILAND | 0.8526 $ | 0.8526 $ | Y
TAIWAN, CHINA | 0.1771 $ | 0.3825 $ | Y
UNITED STATES OF AMERICA | 0.0242 $ | 0.0242 $ | Y
SOUTH AFRICA | 0.2056 $ | 0.2056 $ | Y

NORTH MACEDONIA | 0.005 $ | 0.005 $ | Y
MEXICO | 0.005 $ | 0.005 $ | Y
MALAYSIA | 0.0447 $ | 0.0447 $ | Y
NETHERLANDS | 0.0048 $ | 0.0048 $ | Y
NORWAY | 0.0048 $ | 0.0048 $ | Y
NEW ZEALAND | 0.0048 $ | 0.0048 $ | Y
PHILIPPINES | 0.4162 $ | 0.4162 $ | Y
POLAND | 0.0048 $ | 0.0048 $ | Y
PUERTO RICO | 0.0659 $ | 0.0659 $ | Y
PORTUGAL | 0.0048 $ | 0.0048 $ | Y
ROMANIA | 0.0048 $ | 0.0048 $ | Y
SEYCHELLES | 0.9595 $ | 0.9595 $ | Y
SWEDEN | 0.0048 $ | 0.0048 $ | Y
SINGAPORE | 0.0048 $ | 0.0048 $ | Y
SLOVENIA | 0.0048 $ | 0.0048 $ | Y
SLOVAKIA | 0.0048 $ | 0.0048 $ | Y
EL SALVADOR | 0.005 $ | 0.005 $ | Y
THAILAND | 0.0048 $ | 0.0048 $ | Y
TRINIDAD AND TOBAGO | 0.1166 $ | 0.1166 $ | Y
UGANDA | 0.0348 $ | 0.0348 $ | Y
UNITED STATES OF AMERICA | 0.0048 $ | 0.0048 $ | Y
VIET NAM | 0.0496 $ | 0.0496 $ | Y
SOUTH AFRICA | 0.0048 $ | 0.0048 $ | Y

COTE D'IVOIRE | 0.6378 $ | 0.6786 $ | 2.1587 $ | N
COOK ISLANDS | 1.5224 $ | 1.257 $ | N
CHILE | 0.073 $ | 0.3425 $ | Y
CAMEROON | 0.391 $ | 0.493 $ | 2.9721 $ | N
CHINA | 0.0255 $ | 0.0255 $ | Y
COLOMBIA | 0.0755 $ | 0.0647 $ | Y
COSTA RICA | 0.0794 $ | 0.2025 $ | Y
CUBA | 1.9872 $ | 3.6482 $ | N
CABO VERDE | 0.5061 $ | 0.3439 $ | 1.0138 $ | N
CURAÇAO | 0.1815 $ | 0.4535 $ | N
CHRISTMAS ISLAND | 0.2937 $ | 0 $ | N
CYPRUS | 0.0615 $ | 0.1846 $ | Y
CZECHIA | 0.0729 $ | 0.1515 $ | Y
GERMANY | 0.0228 $ | 0.0925 $ | 0.6864 $ | Y
DIEGO GARCIA | 0.4141 $ | 0.4141 $ | 0.4855 $ | N
DJIBOUTI | 0.6868 $ | 0.5443 $ | 1.0138 $ | N
DENMARK | 0.0211 $ | 0.0906 $ | 0.5461 $ | Y
DOMINICA | 0.6598 $ | 0.4985 $ | N
DOMINICAN REPUBLIC | 0.1107 $ | 0.2467 $ | N
ALGERIA | 0.2434 $ | 1.3656 $ | N
ECUADOR | 0.3479 $ | 0.4885 $ | N
ESTONIA | 1.3794 $ | 1.3478 $ | N
EGYPT | 0.2791 $ | 0.4017 $ | N
WESTERN SAHARA | 0.3344 $ | 0 $ | N
ERITREA | 0.6691 $ | 0.3882 $ | 1.0138 $ | N
SPAIN | 0.0246 $ | 0.1182 $ | 0.6068 $ | Y
ETHIOPIA | 0.3834 $ | 0.362 $ | 0.9709 $ | N
FINLAND | 0.5538 $ | 0.5574 $ | N
FIJI | 0.9702 $ | 0.4923 $ | N
FALKLAND ISLANDS (MALVINAS) | 1.8754 $ | 1.8754 $ | N
MICRONESIA (FEDERATED STATES OF) | 0.8268 $ | 0.7908 $ | N
FAROE ISLANDS | 0.1451 $ | 0.0275 $ | 0.871 $ | N
FRANCE | 0.0212 $ | 0.0813 $ | 0.8235 $ | Y
GABON | 0.5946 $ | 0.6588 $ | N
UNITED KINGDOM | 0.015 $ | 0.044 $ | Y
GRENADA | 0.6578 $ | 0.8231 $ | N
GEORGIA | 0.5436 $ | 0.7634 $ | N
FRENCH GUIANA | 0.1945 $ | 0.1147 $ | 0.2538 $ | N
GUERNSEY | 0.015 $ | 0.044 $ | N
GHANA | 0.7333 $ | 0.7333 $ | N
GIBRALTAR | 0.1506 $ | 0.6062 $ | Y
GREENLAND | 1.0709 $ | 0.3073 $ | N
GAMBIA | 0.6323 $ | 0.7625 $ | N
GUINEA | 1.1059 $ | 0.8697 $ | 1.5377 $ | N
GUADELOUPE,SAINT MARTIN (FRENCH PART) AND SAINT BARTHÉLEMY | 0.0253 $ | 0.0969 $ | 0.7639 $ | N
EQUATORIAL GUINEA | 1.7676 $ | 1.7676 $ | N
GREECE | 0.0588 $ | 0.2166 $ | N
GUATEMALA | 0.4032 $ | 0.504 $ | N
GUAM | 0.0264 $ | 0.0264 $ | Y
GUINEA-BISSAU | 0.852 $ | 0.9463 $ | N
GUYANA | 0.317 $ | 0.3124 $ | 0.4703 $ | N
HONG KONG SAR | 0.0557 $ | 0.086 $ | Y
HONDURAS | 0.1758 $ | 0.2194 $ | 0.4045 $ | N
CROATIA | 0.2955 $ | 0.8071 $ | N
HAITI | 0.3362 $ | 0.4224 $ | 1.3158 $ | N
HUNGARY | 0.078 $ | 0.1391 $ | N
INDONESIA | 0.0959 $ | 0.1553 $ | N
IRELAND | 0.0165 $ | 0.1151 $ | Y
ISRAEL | 0.0412 $ | 0.0749 $ | Y
ISLE OF MAN | 0.015 $ | 0.044 $ | N
INDIA | 0.059 $ | 0.054 $ | Y
IRAQ | 0.2293 $ | 0.2813 $ | 0.7579 $ | N

IRAN | 0.8234 $ | 0.8821 $ | N
ICELAND | 0.1487 $ | 0.068 $ | N
ITALY | 0.0218 $ | 0.1401 $ | 0.546 $ | Y
JERSEY | 0.015 $ | 0.044 $ | N
JAMAICA | 0.6737 $ | 0.6737 $ | N
JORDAN | 0.4227 $ | 0.5527 $ | N
JAPAN | 0.0388 $ | 0.0884 $ | Y
KENYA | 0.6027 $ | 0.4668 $ | N
KYRGYZSTAN | 0.2038 $ | 0.3205 $ | 1.0233 $ | N
CAMBODIA | 0.2256 $ | 0.2256 $ | N
KIRIBATI | 1.8356 $ | 2.0702 $ | N
COMOROS | 0.6299 $ | 0.6804 $ | N
SAINT KITTS AND NEVIS | 0.5995 $ | 0.5995 $ | N
KOREA, REPUBLIC OF | 0.0664 $ | 0.0664 $ | Y
KUWAIT | 0.2339 $ | 0.2339 $ | N
CAYMAN ISLANDS | 0.4683 $ | 0.3183 $ | N
KAZAKHSTAN | 0.2314 $ | 0.4421 $ | N
LAO PEOPLE'S DEMOCRATIC REPUBLIC | 0.2746 $ | 0.1431 $ | 0.4855 $ | N
LEBANON | 0.187 $ | 0.2286 $ | 0.3268 $ | N
SAINT LUCIA | 0.6181 $ | 0.3404 $ | N
LIECHTENSTEIN | 0.4032 $ | 0.2028 $ | 0.9782 $ | N
SRI LANKA | 0.4486 $ | 0.4486 $ | N
LIBERIA | 0.7372 $ | 0.7299 $ | 1.3476 $ | N
LESOTHO | 0.7468 $ | 1.0975 $ | 3.4138 $ | N
LITHUANIA | 1.1867 $ | 0.9542 $ | N
LUXEMBOURG | 0.2298 $ | 0.2472 $ | N
LATVIA | 1.3679 $ | 1.6027 $ | N
LIBYA | 0.5872 $ | 0.4281 $ | 1.0138 $ | N
MOROCCO | 0.3344 $ | 1.3755 $ | N
MONACO | 0.5176 $ | 1.3708 $ | N
MOLDOVA, REPUBLIC OF | 0.4448 $ | 0.4752 $ | 1.0183 $ | N
MONTENEGRO | 0.3366 $ | 0.8146 $ | 0.8104 $ | N
MADAGASCAR | 0.956 $ | 1.0377 $ | 1.4392 $ | N
MARSHALL ISLANDS | 0.3852 $ | 0.3852 $ | 1.0138 $ | N
NORTH MACEDONIA | 0.4259 $ | 0.9711 $ | N
MALI | 0.5294 $ | 0.5957 $ | 1.0138 $ | N
MYANMAR | 0.2451 $ | 0.338 $ | N
MONGOLIA | 0.0666 $ | 0.0476 $ | 0.249 $ | N
MACAU SAR | 0.3049 $ | 0.3049 $ | N
NORTHERN MARIANA ISLANDS | 0.0221 $ | 0.0221 $ | N
MARTINIQUE | 0.0443 $ | 0.0984 $ | 0.6025 $ | N
MAURITANIA | 0.827 $ | 0.9581 $ | 1.2139 $ | N
MONTSERRAT | 0.7746 $ | 0.7746 $ | N
MALTA | 0.2149 $ | 0.4266 $ | N
MAURITIUS | 0.4626 $ | 0.4105 $ | N
MALDIVES | 3.6787 $ | 3.6787 $ | N
MALAWI | 0.7581 $ | 0.6444 $ | 1.0138 $ | N
MEXICO | 0.0323 $ | 0.1104 $ | Y
MALAYSIA | 0.0646 $ | 0.0592 $ | Y
MOZAMBIQUE | 0.2591 $ | 0.4368 $ | 1.1363 $ | N
NAMIBIA | 0.2036 $ | 0.1751 $ | 0.7282 $ | N
NEW CALEDONIA | 0.9281 $ | 0.4275 $ | 1.0138 $ | N
NIGER | 0.676 $ | 0.5612 $ | 2.3755 $ | N
NORFOLK ISLAND | 2.0188 $ | 1.0138 $ | N
NIGERIA | 0.4147 $ | 0.4147 $ | N
NICARAGUA | 0.1811 $ | 0.3339 $ | 0.53 $ | N
NETHERLANDS | 0.0589 $ | 0.2873 $ | 1.3001 $ | Y
NORWAY | 0.0218 $ | 0.0982 $ | Y
NEPAL | 0.3438 $ | 0.3438 $ | N
NAURU | 1.7669 $ | 1.9285 $ | N
NIUE | 1.7101 $ | 1.2547 $ | N
NEW ZEALAND | 0.0366 $ | 0.1649 $ | Y

OMAN | 0.3442 $ | 0.7324 $ | N
PANAMA | 0.0313 $ | 0.6413 $ | N
PERU | 0.0314 $ | 0.0952 $ | N
FRENCH POLYNESIA | 0.3913 $ | 0.508 $ | 2.108 $ | N
PAPUA NEW GUINEA | 0.8974 $ | 1.2688 $ | N
PHILIPPINES | 0.3747 $ | 0.4564 $ | N
PAKISTAN | 0.3701 $ | 0.3701 $ | N
POLAND | 0.088 $ | 0.2405 $ | Y
SAINT PIERRE AND MIQUELON | 0.5536 $ | 0.5536 $ | 1.0709 $ | N
PUERTO RICO | 0.0156 $ | 0.0156 $ | Y
PALESTINE, STATE OF | 0.2539 $ | 0.2968 $ | N
PORTUGAL | 0.0168 $ | 0.0997 $ | 0.6031 $ | Y
PALAU | 0.4314 $ | 0.4205 $ | N
PARAGUAY | 0.0988 $ | 0.1917 $ | N
QATAR | 0.544 $ | 0.5667 $ | N
RÉUNION | 0.2303 $ | 0.3918 $ | N
ROMANIA | 0.0524 $ | 0.1816 $ | N
SERBIA | 0.2788 $ | 0.4224 $ | 0.6671 $ | N
RUSSIAN FEDERATION | 0.068 $ | 0.5737 $ | N
RWANDA | 0.7116 $ | 0.8063 $ | N
SAUDI ARABIA | 0.2419 $ | 0.3618 $ | N
SATELLITE - AEROMOBILE | 0 $ | 28.917 $ | N
SOLOMON ISLANDS | 0.9281 $ | 1.8328 $ | N
SEYCHELLES | 1.0555 $ | 1.0265 $ | 1.9648 $ | N
SUDAN | 0.9326 $ | 0.9511 $ | N
SWEDEN | 0.0151 $ | 0.0617 $ | 0.5841 $ | Y
SATELLITE - EMSAT | 0 $ | 13.5598 $ | N
SINGAPORE | 0.0212 $ | 0.0216 $ | Y
SAINT HELENA, ASCENSION AND TRISTAN DA CUNHA | 2.3099 $ | 2.2259 $ | N
SLOVENIA | 0.1197 $ | 0.7244 $ | N
SATELLITE - INMARSAT-AERO | 0 $ | 19.0948 $ | N
SATELLITE - INMARSAT-BGAN-HSD | 0 $ | 24.6295 $ | N
SATELLITE - INMARSAT-B-HSD | 0 $ | 31.1326 $ | N
SATELLITE - INMARSAT-M4-HSD | 0 $ | 28.3653 $ | N
SATELLITE - INMARSAT-MINI M | 0 $ | 20.4782 $ | N
SATELLITE - INMARSAT-B | 0 $ | 24.0758 $ | N
SATELLITE - INMARSAT-M | 0 $ | 7.3335 $ | N
SATELLITE - INMARSAT-BGAN | 0 $ | 19.0948 $ | N
SVALBARD AND JAN MAYEN | 0.0218 $ | 0.0982 $ | N
SLOVAKIA | 0.0452 $ | 0.3076 $ | N
SIERRA LEONE | 0.8033 $ | 0.7398 $ | 0.9399 $ | N
SAN MARINO | 0.8499 $ | 0.2997 $ | N
SATELLITE - MCP | 0 $ | 7.8872 $ | N
SENEGAL | 0.6923 $ | 0.852 $ | 1.5128 $ | N
SOMALIA | 0.7509 $ | 0.739 $ | 1.0213 $ | N
SURINAME | 0.19 $ | 0.4315 $ | 0.8093 $ | N
SOUTH SUDAN | 0.6227 $ | 0.6828 $ | N
SATELLITE - GLOBALSTAR | 0 $ | 10.3774 $ | N
SATELLITE - IRIDIUM | 0 $ | 20.4782 $ | N
SATELLITE - INMARSAT | 0 $ | 23.2459 $ | N
SAO TOME AND PRINCIPE | 1.5207 $ | 1.4982 $ | N
SATELLITE - THURAYA | 0 $ | 18.5413 $ | N
EL SALVADOR | 0.5351 $ | 0.4018 $ | N
SINT MAARTEN (DUTCH PART) | 0.2669 $ | 0.3018 $ | N
ESWATINI | 0.2183 $ | 0.2538 $ | 0.391 $ | N
TURKS AND CAICOS ISLANDS | 0.9103 $ | 1.0675 $ | N
CHAD | 0.7901 $ | 0.8153 $ | 1.043 $ | N
FRENCH SOUTHERN TERRITORIES | 0.0219 $ | 0.1524 $ | N
TOGO | 0.4835 $ | 0.4485 $ | N
THAILAND | 0.082 $ | 0.082 $ | N
TAJIKISTAN | 0.2478 $ | 0.2682 $ | 2.1785 $ | N
TOKELAU | 0.9281 $ | 2.3363 $ | N

		TIMOR-LESTE | 0.9281 $ | 0.8823 $ | N TURKMENISTAN | 0.4141 $ | 0.4141 $ | 0.4855 $ | N TUNISIA | 1.1664 $ | 1.198 $ | 3.7121 $ | N TONGA | 1.3957 $ | 1.4402 $ | N TURKEY | 0.1465 $ | 0.3744 $ | N TRINIDAD AND TOBAGO | 0.3274 $ | 0.415 $ | N TAIWAN, CHINA | 0.0478 $ | 0.2664 $ | N TANZANIA, UNITED REPUBLIC OF | 1.0389 $ | 1.0389 $ | N UKRAINE | 0.3786 $ | 0.6939 $ | N UGANDA | 1.0378 $ | 1.0378 $ | N UNITED STATES MINOR OUTLYING ISLANDS | 0.0221 $ | 0.0221 $ | Y UNITED STATES OF AMERICA | 0.0205 $ | 0.0205 $ | Y URUGUAY | 0.1474 $ | 0.544 $ | N UZBEKISTAN | 0.1966 $ | 0.1966 $ | N HOLY SEE (VATICAN CITY) | 0.0053 $ | 0 $ | N SAINT VINCENT AND THE GRENADINES | 0.6269 $ | 0.3406 $ | N VENEZUELA (BOLIVARIAN REPUBLIC OF) | 0.0334 $ | 0.1812 $ | N VIRGIN ISLANDS (BRITISH) | 0.294 $ | 0.294 $ | N VIRGIN ISLANDS (U.S.) | 0.6223 $ | 0.9876 $ | Y VIET NAM | 0.2027 $ | 0.2027 $ | N VANUATU | 1.2622 $ | 1.4174 $ | N WALLIS AND FUTUNA | 0.9281 $ | 0.9281 $ | 0.9298 $ | N SAMOA | 0.3169 $ | 0.9128 $ | N YEMEN | 0.2747 $ | 0.2186 $ | N MAYOTTE | 0.2352 $ | 0.3997 $ | 1.0138 $ | N SOUTH AFRICA | 0.248 $ | 0.4436 $ | N ZAMBIA | 0.7111 $ | 0.6735 $ | N ZIMBABWE | 0.3249 $ | 0.6082 $ | N

Whatsapp Country | Marketing Rate | Utility Rate | Authentication Rate | Service Rates| Enabled Status	**BYOC/Third Party Voice Integration carriage charges** Country | Rate | Enabled Status
Not Applicable	All | 0.0006 $ | Y

Zoom Contact Center SMS/MMS Rates

Zoom Contact Center SMS/MMS can only be used for US and Canada phone numbers. Usage is based on the number of messages sent and charged based on the below rates for each supported country.

Table Format: Country | Rate | Enabled Status

Y means International SMS/MMS for country is Enabled upon provisioning

N means International SMS/MMS for country is Not Enabled upon provisioning

Zoom Contact Center Call-In SMS/MMS Rates Country | Rate | Enabled Status	**Zoom Contact Center Call-Out SMS/MMS Rates** Country | Rate | Enabled Status
AUSTRALIA | MOBILE | SMSINBOUND | 0.1 $ | Y AUSTRIA | MOBILE | SMSINBOUND | 0 $ | Y BELGIUM | MOBILE | SMSINBOUND | 0 $ | Y CANADA | VN | SMSINBOUND | 0.007 $ | Y CANADA | TF | SMSINBOUND | 0.007 $ | Y DENMARK | MOBILE | SMSINBOUND | 0 $ | Y FINLAND | MOBILE | SMSINBOUND | 0 $ | Y FRANCE | MOBILE | SMSINBOUND | 0 $ | Y	AMERICAN SAMOA | VN | SMSOUTBOUND | 0.02 $ | Y ANGUILLA | VN | SMSOUTBOUND | 0.004 $ | Y ANTIGUA AND BARBUDA | VN | SMSOUTBOUND | 0.004 $ | Y ARGENTINA | VN | SMSOUTBOUND | 0.004 $ | Y AUSTRALIA | VN | SMSOUTBOUND | 0.1 $ | Y AUSTRALIA | MOBILE | SMSOUTBOUND | 0.1 $ | Y AUSTRIA | VN | SMSOUTBOUND | 0.1 $ | Y AUSTRIA | MOBILE | SMSOUTBOUND | 0.075 $ | Y

GERMANY | MOBILE | SMSINBOUND | 0 $ | Y
IRELAND | MOBILE | SMSINBOUND | 0.1 $ | Y
ISRAEL | MOBILE | SMSINBOUND | 0 $ | Y
NETHERLANDS | MOBILE | SMSINBOUND | 0 $ | Y
POLAND | MOBILE | SMSINBOUND | 0 $ | Y
PORTUGAL | MOBILE | SMSINBOUND | 0 $ | Y
SOUTH AFRICA | MOBILE | SMSINBOUND | 0 $ | Y
SWEDEN | MOBILE | SMSINBOUND | 0 $ | Y
SWITZERLAND | MOBILE | SMSINBOUND | 0.0538 $ | Y
UNITED KINGDOM | MOBILE | SMSINBOUND | 0.1 $ | Y
UNITED STATES OF AMERICA | VN | SMSINBOUND | 0.007 $ | Y
UNITED STATES OF AMERICA | TF | SMSINBOUND | 0.007 $ | Y

BAHAMAS | VN | SMSOUTBOUND | 0.004 $ | Y
BARBADOS | VN | SMSOUTBOUND | 0.004 $ | Y
BELGIUM | VN | SMSOUTBOUND | 0.1 $ | Y
BELGIUM | MOBILE | SMSOUTBOUND | 0.1805 $ | Y
BELIZE | VN | SMSOUTBOUND | 0.004 $ | Y
BERMUDA | VN | SMSOUTBOUND | 0.004 $ | Y
BOLIVIA (PLURINATIONAL STATE OF) | VN | SMSOUTBOUND | 0.004 $ | Y
BRAZIL | VN | SMSOUTBOUND | 0.004 $ | Y
CANADA | VN | SMSOUTBOUND | 0.007 $ | Y
CANADA | TF | SMSOUTBOUND | 0.007 $ | Y
CAYMAN ISLANDS | VN | SMSOUTBOUND | 0.004 $ | Y
CHILE | VN | SMSOUTBOUND | 0.004 $ | Y
CHINA | VN | SMSOUTBOUND | 0.02 $ | Y
COLOMBIA | VN | SMSOUTBOUND | 0.04 $ | Y
COSTA RICA | VN | SMSOUTBOUND | 0.04 $ | Y
CZECHIA | VN | SMSOUTBOUND | 0.1 $ | Y
DENMARK | VN | SMSOUTBOUND | 0.1 $ | Y
DENMARK | MOBILE | SMSOUTBOUND | 0.0938 $ | Y
DOMINICA | VN | SMSOUTBOUND | 0.004 $ | Y
DOMINICAN REPUBLIC | VN | SMSOUTBOUND | 0.12 $ | Y
ECUADOR | VN | SMSOUTBOUND | 0.004 $ | Y
EL SALVADOR | VN | SMSOUTBOUND | 0.004 $ | Y
ESTONIA | VN | SMSOUTBOUND | 0.02 $ | Y
FINLAND | VN | SMSOUTBOUND | 0.1 $ | Y
FINLAND | MOBILE | SMSOUTBOUND | 0.1428 $ | Y
FRANCE | VN | SMSOUTBOUND | 0.1 $ | Y
FRANCE | MOBILE | SMSOUTBOUND | 0.1 $ | Y
FRENCH GUIANA | VN | SMSOUTBOUND | 0.1 $ | Y
GERMANY | VN | SMSOUTBOUND | 0.1 $ | Y
GERMANY | MOBILE | SMSOUTBOUND | 0.1875 $ | Y
GREECE | VN | SMSOUTBOUND | 0.02 $ | Y
GREENLAND | VN | SMSOUTBOUND | 0.1 $ | Y
GRENADA | VN | SMSOUTBOUND | 0.004 $ | Y
GUAM | VN | SMSOUTBOUND | 0.02 $ | Y
GUATEMALA | VN | SMSOUTBOUND | 0.02 $ | Y
GUYANA | VN | SMSOUTBOUND | 0.004 $ | Y
HAITI | VN | SMSOUTBOUND | 0.12 $ | Y
HONDURAS | VN | SMSOUTBOUND | 0.004 $ | Y
HONG KONG SAR | VN | SMSOUTBOUND | 0.12 $ | Y
HUNGARY | VN | SMSOUTBOUND | 0.02 $ | Y
INDIA | VN | SMSOUTBOUND | 0.02 $ | Y
IRELAND | VN | SMSOUTBOUND | 0.1 $ | Y
IRELAND | MOBILE | SMSOUTBOUND | 0.1 $ | Y
ISRAEL | VN | SMSOUTBOUND | 0.1 $ | Y
ISRAEL | MOBILE | SMSOUTBOUND | 0.5472 $ | Y
ITALY | VN | SMSOUTBOUND | 0.1 $ | Y
JAMAICA | VN | SMSOUTBOUND | 0.004 $ | Y
JAPAN | VN | SMSOUTBOUND | 0.12 $ | Y
KOREA, REPUBLIC OF | VN | SMSOUTBOUND | 0.14 $ | Y
MEXICO | VN | SMSOUTBOUND | 0.004 $ | Y
MONTSERRAT | VN | SMSOUTBOUND | 0.02 $ | Y
NEPAL | VN | SMSOUTBOUND | 0.02 $ | Y
NETHERLANDS | VN | SMSOUTBOUND | 0.1 $ | Y
NETHERLANDS | MOBILE | SMSOUTBOUND | 0.175 $ | Y
NETHERLANDS ANTILLES | VN | SMSOUTBOUND | 0.004 $ | Y
NEW ZEALAND | VN | SMSOUTBOUND | 0.1 $ | Y
NICARAGUA | VN | SMSOUTBOUND | 0.004 $ | Y
NORWAY | VN | SMSOUTBOUND | 0.1 $ | Y
PANAMA | VN | SMSOUTBOUND | 0.004 $ | Y
PARAGUAY | VN | SMSOUTBOUND | 0.004 $ | Y
PERU | VN | SMSOUTBOUND | 0.004 $ | Y
PHILIPPINES | VN | SMSOUTBOUND | 0.02 $ | Y
POLAND | VN | SMSOUTBOUND | 0.1 $ | Y

	POLAND | MOBILE | SMSOUTBOUND | 0.0438 $ | Y PORTUGAL | VN | SMSOUTBOUND | 0.1 $ | Y PORTUGAL | MOBILE | SMSOUTBOUND | 0.0438 $ | Y PUERTO RICO | VN | SMSOUTBOUND | 0.02 $ | Y ROMANIA | VN | SMSOUTBOUND | 0.2 $ | Y RUSSIAN FEDERATION | VN | SMSOUTBOUND | 0.1 $ | Y SAINT KITTS AND NEVIS | VN | SMSOUTBOUND | 0.004 $ | Y SAINT LUCIA | VN | SMSOUTBOUND | 0.004 $ | Y SAINT VINCENT AND THE GRENADINES | VN | SMSOUTBOUND | 0.12 $ | Y SINGAPORE | VN | SMSOUTBOUND | 0.14 $ | Y SOUTH AFRICA | VN | SMSOUTBOUND | 0.1 $ | Y SOUTH AFRICA | MOBILE | SMSOUTBOUND | 0.1183 $ | Y SPAIN | VN | SMSOUTBOUND | 0.1 $ | Y SURINAME | VN | SMSOUTBOUND | 0.02 $ | Y SWEDEN | VN | SMSOUTBOUND | 0.1 $ | Y SWEDEN | MOBILE | SMSOUTBOUND | 0.1 $ | Y SWITZERLAND | VN | SMSOUTBOUND | 0.1 $ | Y SWITZERLAND | MOBILE | SMSOUTBOUND | 0.0625 $ | Y TAIWAN, CHINA | VN | SMSOUTBOUND | 0.14 $ | Y THAILAND | VN | SMSOUTBOUND | 0.02 $ | Y TIMOR-LESTE | VN | SMSOUTBOUND | 0.02 $ | Y TURKEY | VN | SMSOUTBOUND | 0.02 $ | Y TURKS AND CAICOS ISLANDS | VN | SMSOUTBOUND | 0.004 $ | Y UNITED KINGDOM | VN | SMSOUTBOUND | 0.1 $ | Y UNITED KINGDOM | MOBILE | SMSOUTBOUND | 0.1 $ | Y UNITED STATES OF AMERICA | VN | SMSOUTBOUND | 0.007 $ | Y UNITED STATES OF AMERICA | TF | SMSOUTBOUND | 0.007 $ | Y URUGUAY | VN | SMSOUTBOUND | 0.004 $ | Y VENEZUELA (BOLIVARIAN REPUBLIC OF) | VN | SMSOUTBOUND | 0.02 $ | Y VIET NAM | VN | SMSOUTBOUND | 0.02 $ | Y VIRGIN ISLANDS (BRITISH) | VN | SMSOUTBOUND | 0.004 $ | Y VIRGIN ISLANDS (U.S.) | VN | SMSOUTBOUND | 0.02 $ | Y

Accepted and agreed as of the date specified below by the authorized representative of Customer

Signature:
Print Name:
Date:
Zoom Service Effective Date: 7/1/2026
PO # (If Applicable):

The Services will be activated within 48 hours of order signature or Zoom Service Effective Date, whichever is later.

Zoom reserves the right at its sole discretion to accept Order Forms received after the Valid Until date.

If a PO# is required for processing the invoice related to this order, please provide a PO with this order. If issuance of PO is delayed, please provide a PO within 5 days of the service effective date via email to *purchase-orders@zoom.us*. Notwithstanding the foregoing, the period for payment shall commence as of the applicable invoice date. Such payment period shall not restart based on any delays in issuing a Purchase Order or any procurement process. Zoom Phone services provided by Zoom Voice Communications, Inc. Rates, terms and conditions for Zoom Phone services are set by Zoom Voice Communications, Inc.

Coversheet

Approval of Director Duty/Salary Realignment (attached)

Section: VI. Consent Items
Item: G. Approval of Director Duty/Salary Realignment (attached)
Purpose: Vote
Submitted by:
Related Material: Director Duty and Salary Realignment BIM.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Director Duties and Salary Realignment

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Personnel
Date: May 12, 2026
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Fiscal
Decision Type (Action Item, Information Only, etc.): Consent Item

Background (Brief Summary of Background Information):

Prior to the 2024-2025 school year, our organization was known as California Connections Academy and received the overwhelming bulk of its services from Pearson Virtual Schools (PVS). Within the leadership structure of PVS, Principals were compensated higher than Directors. The reason for this was that most of the services the Directors provided for the organization were anchored in the structure of the organization of PVS. Starting in the 2024-2025 school year, as our organization became California Online Public Schools (CalOPS), our Directors' importance to our organization grew dramatically. No longer could the Directors defer to PVS for support, they now have to shoulder the responsibilities of running their departments much more independently. As a result, the Superintendent's reliance on the Directors has also increased during the transition to CalOPS.

In addition to this increased reliance, the duties of the Directors have shifted since the transition to CalOPS, increasing the number of areas of responsibilities the Directors directly oversee. Admittedly, some of these responsibilities have shifted disproportionately to some directors but not all. One outcome of this project is to realign duties as follows:

Current Distribution of Director Responsibilities:

	Human Resources	Operations	Student Services	Ed Services	Financial Services
Area 1	HR	Enrollment	Special Education	Curriculum and Instruction	Finance
Area 2	Risk Mngmt	Outreach		Assessment and Accountability	State Reporting
Area 3	Benefits	Charter and Board		English Language	Records

		Relations		Development	
Area 4	DEI	Technology		Guidance	
Area 5		Discipline		504	
Area 6		Attendance			
Area 7		Marketing			

Proposed Distribution of Director Responsibilities:

	Human Resources	Operations	Student Services	Ed Services	Financial Services
Area 1	HR	Enrollment	Special Education	Curriculum and Instruction	Finance
Area 2	Risk Mngmt	Outreach	Discipline	Assessment and Accountability	State Reporting
Area 3	Benefits	Charter and Board Relations	Involuntary Withdrawal	English Language Development	Records
Area 4	DEI	Technology		Guidance	Attendance
Area 5	Marketing			504	
Area 6					
Area 7					

Rationale (Why is this important and why is this coming to the Board):

Ultimately, the goal of this project is to better align the responsibilities of the Directors to business verticals and the experience and expertise of each Director. Additionally, this project works to realign the salaries of each Director to the current responsibility level they operate at. In the Superintendents, Principals, and Directors (SPuDs) Group, Principals and Directors have an equal decision making responsibility, with the Superintendents as the final say.

Additionally, the potential salary realignment, sets up the organization into the future in that all members of the same decision making authority are compensated similarly. All members of the SPuDs group are currently Form 700 signers meaning they are all seen as having equal responsibility and impact on the running of the organization.

Evidence of Due Diligence:
All responsibilities and duties of all members of SPuDs have been identified and considered. This proposed change fits in the organization and is needed in that CalOPS no longer has the position of Assistant Superintendent. Additionally, this proposed change will support the Co-Superintendent model and will also work if the Board chooses to return to a Superintendent and Deputy Superintendent model.

Fiscal Impact:
The proposed salary adjustments are as follows:

Director	Current Salary Schedule Placement	Proposed Salary Schedule Placement
30328	Step 32 Column 4	Step 36 Column B
30119	Step 32 Column 4	Step 36 Column B
30394	Step 32 Column 5	Step 36 Column 1
30196	Step 31 Column 3	Step 36 Column A
30184	Step 32 Column 8	Step 36 Column 2

These salary schedule placement changes total $94,236.48. This is significantly less than the potential full salary of an Assistant Superintendent in our organization which would earn a salary around $284,295.16.

Total Fiscal Impact: -$190,058.68

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
Motion to approve CalOPS Directors' salary adjustments, included in the consent agenda.

Prepared/Recommended/Approved By:
Richie Romero, Co-Superintendent
Richard Savage, Co-Superintendent

Coversheet

Approval of 2026-27 Curriculum Contract Renewals (attached)

Section: VI. Consent Items
Item: H. Approval of 2026-27 Curriculum Contract Renewals (attached)
Purpose: Vote
Submitted by:
Related Material:
26_27 Curriculum BIM Renewals over $20K- CalOPS.pdf
California Online School Renewal v2 26-27.pdf
CA Online Public Schools_TK8 Art Kits 2026_Nasco Education QT#61084 (2).pdf
Invoice_3518_from_SchoolsPLP_LLC (3).pdf
Estimate_QT15013788_1775854852378.pdf
California Online Public Schools - Renewal - June 2026 - Q-03796.pdf
quotation_04102026042804 Accelerate.pdf
0239 CalOPS TK Books.pdf
4.24.2026 MC Quote#042426.pdf
0237B Quote CalOPS.pdf
Q-740176 - 4_13_2026 Edmentum Renewal 26-27 Updated.pdf
EAI - California Online PS CA 04.24.26 Student Kits for the 2026-27 school year.pdf
Q-359102-California Online PS-NWS-SSX-ULS.pdf

California Online Public Schools

Board Information Memo (BIM)
Curriculum Renewal Contracts for 2026–27 (Including Items Over $20k)

SUBJECT: Tier 1 Curriculum Renewals

Category *(Contract Approval, Policy, Personnel, General Approval, etc.)*: Approval

Date: 5/12/26

Reason for Board Consideration *(Fiscal Policy, State Requirement, etc.)*: **Fiscal Policy**

Decision Type *(Action Item, Information Only, etc.)*: **Action Item**

Background *(Brief Summary of Background Information)* California Online Public Schools annually reviews and renews curriculum and instructional materials to ensure alignment with California State Standards and to support high-quality instruction across all grade levels and programs.

The vendors listed below represent core (Tier 1) curriculum and essential instructional materials currently in use across the organization and recommended for renewal for the 2026–27 school year. These renewals support continuity of instruction, student achievement outcomes, and alignment with LCAP Goals 1 and 3.

a. *Contract Term (Length):* All contracts are for a one-year term to ensure continued access to current, standards-aligned curriculum and to allow for annual review and adjustment based on student needs and program effectiveness.

b. *Total Contracted Amount:* **Total for This Request: $4,074,531.47** (Represents the current set of curriculum renewal contracts; additional curriculum-related items may be presented in future BIMs). Includes Tier 1 core curriculum, supplemental instructional materials, and program supports across all grade levels.

Curriculum & Instructional Vendors:

- *CodeHS – HS Electives:* ***$15,048.75***
- *Edmentum – HS and MS Core Coursework:* ***$991,746.00***
- *Accelerate – Elementary Core Coursework:* ***$1,290,205.80***
- *Goodheart-Wilcox – HS and MS Health:* ***$43,305.00***
- *ULS/Everway – Special Education Coursework:* ***$40,335.14***
- *FlexPoint – HS, MS, and Elementary Coursework:* ***$730,200.00***
- *Marshall Cavendish – Elementary Math:* ***$464,219.18***
- *SchoolsPLP – HS Credit Recovery:* ***$59,160.00***

Supplemental Instruction & Materials:

- *Jessica Kaminski – Math With Purpose (Instruction + Materials):* ***$25,600.00***
- *EAI Education – Elementary Math Materials:* ***$125,361.60***
- *Nasco/School Specialty – Art Supplies (All Grade Levels):* ***$289,350.00***

c. *Payment Schedule and Amounts:* While many vendors require contract execution prior to purchase, all payments will be processed after July 1, 2026, to align with the 2026–27 fiscal year.

d. *Additional Fees:* Additional costs may be incurred if student enrollment exceeds projected levels, requiring expanded licenses or materials.

Rationale *(Why is this important and why is this coming to the Board):* In accordance with CalOPS fiscal policy, all contracts exceeding $20,000 require Board approval. While some items listed fall below this threshold, they are included to ensure full transparency of all curriculum-related purchases supporting the instructional program.

Evidence of Due Diligence: All curriculum and instructional materials included in this renewal have been reviewed and approved by grade-level administrators and program leaders to ensure alignment with instructional needs, student outcomes, and program effectiveness for the 2026–27 school year.

Fiscal Impact: *(Please reach out to the Director or Assistant Director of Finance for guidance)*

Budget Category:

X Curriculum Subject: English Language Arts, Mathematics, Science, Social Studies, and Electives	☐ Dues & Memberships	☐ Repairs & Maintenance
	☐ Marketing	☐ Insurance
X Textbooks - Math, Art Kits	☐ Software	☐ Professional Development
☐ School Supplies	☐ Communications	☐ Educational Consulting
☐ Event Supplies	☐ IT	☐ Consulting
☐ Office Supplies	☐ Rent / Leases	☐ Professional Services
☐ Equipment *(Staff or Student)*	☐ Facility Upgrades	☐ Other: _____

Funding Source:

X General Funds	X Special Education Funds	☐ Restricted (Specialized Funds)	☐ Federal Funds

Potential Conflicts of Interest: *(Disclose if the business has any connections to CalOPS board members, employees, or their family members, as this may present a potential conflict of interest under CalOPS policy.)*
NA
Recommendation/Board Action (if applicable): Approval

Prepared/Recommended/Approved By: Leslie Dombek, Director of Educational Services

CodeHS

Quote #34472

Leslie Dombek
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
USA

Order Summary

Start Date	07/01/2026	**Total Amount**	$15,048.75
End Date	06/30/2027	**Billing Frequency**	Annual
Term	12 months	**Payment Method**	Check, Bank Transfer
Payment Terms	Net 30	**Auto Renewal**	No
Currency	USD	**Integrations**	Canvas LTI 1.3/LTI Advantage

Pricing Summary

Items	Start Date	End Date	Quantity	Price	Total Price
Pro Teacher License HS (District)	07/01/2026	06/30/2027	3	$3,750.00	$11,250.00
Teacher PD Membership	07/01/2026	06/30/2027	3	$395.00	$1,185.00
90 Min Virtual PD	07/01/2026	06/30/2027	1	$1,500.00	$1,500.00
AI Creator - 25% Discount Promo	07/01/2026	06/30/2027	3	$371.25	$1,113.75
Total					**$15,048.75**

The price associated with the order form is only available if executed no later than 10/15/2026.

Description of Licenses:
Pro Teacher License HS (District): This license provides Pro access to 1 teacher, and all of their sections and students. This includes District level features.

Teacher PD Membership: Professional development membership for 1 teacher. This provides access to exclusive computer science PD sessions, as well as a library of recorded sessions.

90 Min Virtual PD: 90 minute virtual professional development workshop, led by the CodeHS PD team. Topic to be set between CodeHS and the customer.

AI Creator: License for an individual teacher for AI Creator

Company Address:
CodeHS Inc.
747 N LaSalle Dr #500
Chicago, IL 60654
Phone: (415) 889-3376

Prepared by: Rachel McPhail

School Specialty. Nasco Education
901 Janesville Avenue, Fort Atkinson, WI 53538
Phone: 920-563-2446 Toll Free: 800-558-9595
Fax: 920-563-8296
Email: quotes@nascoeducation.com
Web: nascoeducation.com

PLEASE REFERENCE

QUOTE#

61084

QUOTATION

CUSTOMER RFQ#: **DATES VALID** 4/16/26 **THRU** 7/16/26

Bill To **Account:** 46069100	**Terms** **Minimum Order:** 199.00
BESSETTE, HILARY CA ONLINE PUBLIC SCHOOLS 33272 Valle RD San Juan Capistrano CA 92675-4842	NET 30 W/APPROVED CREDIT *DELIVERY APPROX 6-8 WEEKS AFTER ORDER IS PLACED. *FREE STANDARD GROUND SHIPPING TO ONE LOCATION IN THE CONTINENTAL U.S. ********** *ITEMS MAY BE SUBSTITUTED FOR SIMILAR QUALITY BRANDS AS NEEDED TO EXPEDITE +

Quantity	U/M	Catalog#	Description	Unit Price	Extended
300	KT	KI06879	CA ONLINE SEM1 VIS.ART2026 MINIMUM ORDER OF 300 KITS	55.75	16,725.00
300	KT	KI06881	CA ONLINE SEM2 VIS.ART2026 MINIMUM ORDER OF 300 KITS	41.25	12,375.00
6000	KT	KI06759	CA ONLINE PUBLIC SCHOOLS MINIMUM ORDER OF 504 KITS	41.75	250,500.00
600	KT	KI06878	CA ONLINE ADV.DRAWING 2025 MINIMUM ORDER OF 10 KITS	16.25	9,750.00

IMPORTANT: In the event that international tariffs are imposed by the U.S. government, some products or parts manufactured outside the United States may incur a tariff surcharge. If this surcharge applies to your order, you will be notified of any price increase before we process your purchase order.

+ THE ORDER.
*CUSTOM KITS OFFERED
THROUGH THIS QUOTATION
ARE NON-RETURNABLE.
*ORDER CAN NOT BE CANCELLED
OR CHANGED ONCE IT IS PLACED.
*PLEASE NOTE REQUIRED
MINIMUM ORDER QUANTITY
FOR EACH CUSTOM KIT.
*CONTACT NASCO AT 800-558-9595
FOR QUESTIONS ABOUT YOUR
ORDER.

SUBTOTAL:	$289,350.00
SHIPPING/HANDLING:	FREE
NET TOTAL:	$289,350.00

SchoolsPLP, LLC.
24 W Camelback Rd A-422
Phoenix, AZ 85013 US
+16027916138
orders@schoolsplp.com
www.schoolsplp.com

INVOICE

BILL TO
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
US

SHIP TO
California Online Public Schools
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842 US

INVOICE # 3518
DATE 07/01/2026
DUE DATE 07/31/2026
TERMS Net 30

P.O. NUMBER
Quote 1002068

CONTACT
Brian Snyder

DESCRIPTION	QTY	RATE	AMOUNT
Core Content Grades PreK-12th Grade and College and Career Elective Courses. Enrolled User licenses may be recycled and reused during the contract term.	252	230.00	57,960.00
Setup, training and ongoing support	1	1,200.00	1,200.00

SUBTOTAL	59,160.00
TAX	0.00
TOTAL	59,160.00
BALANCE DUE	**$59,160.00**

Payment is due no later than stated terms.
All past due accounts will be charged interest at a rate of 18% per annum.
Kindly make all checks payable to SchoolsPLP, LLC and mail it to 24 W Camelback Road A-422, Phoenix, Arizona 85013

Goodheart-Willcox Publisher
18604 West Creek Drive ● Tinley Park, IL 60477-6243
Phone: 1.800.323.0440 Fax: 1.888.409.3900
www.g-w.com ● custserv@g-w.com

QUOTE

Quote No.
#QT15013788
Quote Date
4/10/2026

Bill To
Than Short
CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675-4842
United States

Ship To
THAN SHORT
CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675-4842
United States

Customer Account No.	Date	Expires	Sales Rep	Shipping Method
9990019758	4/10/2026	10/31/2026	John Rudy	FedEx Ground

Quantity	Item	List Price	Disc. %	Net Rate	Amount
1,000	**9798891185142 CCL HUMAN DEVELOP SEX HS 1YR EM (2025)**	$34.64	25%	$25.98	$25,980.00
700	**9798891185128 CCL HUMAN DEVELOP REL HS 1YR EM (2025)**	$33.00	25%	$24.75	$17,325.00

Shipping Charges are good for 30 days from date of quote.

Free items available only with purchase of student items direct from Goodheart-Willcox.

Notes:

Subtotal	$43,305.00
Shipping Cost	$0.00
Estimated Tax	$0.00
Total	
Total	$43,305.00

Please send tax exemption certificates to taxcert@g-w.com.

BDL Bundle
BSK BrightSpace Packet
BSL BrightSpace License
CCL Common Cartridge License
CCK Common Cartridge Packet
CUR Curriculum Center
EBI Ebook Instructor
EBS Ebook Student
LM Lab Manual
OG Observation Guide
OIR Online Instructor Resource
OLS Online Learning Suite
OSC Online Student Center
OT Online Textbook
PP PowerPoint
RCD Instructor's Resource CD
SDG Software Design Guide
SG Study Guide
SHP Shop Manual
TAW Teacher's Annotated Workbook
TE Teacher's Edition
TSE Exam View Test Software
TXT Textbook
WB Workbook

QT15013788

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QUOTE

This is not an invoice

Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, Florida 32819

Prepared by:
Erin Baldwin
rbaldwin@flexpointeducation.com
(407) 212-2994

Created Date: 03/26/2026
Expiration Date: 04/25/2026
Quote Number: Q-03796

Remit To:
Florida Virtual School
P.O. Box 737413
Dallas, TX 75373-7413

Prepared for:
Than Short
tshort@californiaops.org
(209) 432-9088

Customer Information:
California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, California 92675

Product	Quantity	Unit Price	Total Price	Line Description
Client Hosted Per Student License	2,500	$172.95	$432,375.00	
Client Hosted Per Enrollment License	3,500	$84.95	$297,325.00	
Course Access	6		$500.00	See Exhibit(s) for details.

Grand Total	$730,200.00

Please make Purchase Order out to Florida Virtual School and send to billing@flexpointeducation.com.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

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Payment/Pricing Information

Pricing is exclusive of any applicable sales, use or other similar taxes or duties.

Please make Purchase Order out to Florida Virtual School and send to billing@flexpointeducation.com. If paying via another method, please contact your FlexPoint representative for an invoice.

Customer is deemed to have accepted this quote and the Terms and Conditions for Use of Florida Virtual School Licensed Product(s) upon Florida Virtual School's receipt and acceptance of Customer's Purchase Order and/or payment.

License Terms

Type of License:

- **Per Enrollment**: Under the Per Enrollment License an "enrollment" is defined as a student who has been enrolled in a single course for 14 days or has completed at least 15% of the course, whichever occurs first. Example: A student who is enrolled in 3 courses would be considered 3 enrollments.
- **Per Student**: Under the Student license, a student is defined as a unique user ID enrolled in an active status in one or more courses for 14 days or that has completed at least 15% of a course, whichever occurs first. If a student is no longer actively enrolled in FlexPoint courses before the renewable term expires, the license cannot be re-used to provide access to another student.

Terms and Restrictions:

- Course materials are NOT included in the course licensing costs and will need to be purchased separately. Please see *Exhibit: External Course Materials* for a list of applicable materials and associated costs if purchased from Florida Virtual School.
- Instruction provided by customer.
- eTeacher's Guides are included. (*Guides may not be available for all courses)
- Courses may be modified and/or customized by customer.
- Course Customization: Course customization may be defined as, but is not limited in definition to, the combining of course content from two or more FlexPoint or FlexPoint-provided courses. Combination of two or more FlexPoint courses or FlexPoint-provided course content is not allowed in a per enrollment license. Third-party course content provided by FlexPoint, including but not limited to Mawi Learning courses, etc., may not be customized or used in other course customizations. Please contact your FlexPoint representative for more information about possible course customization fees and a list of third-party courses before creating or enrolling students in customized course content.
- **Overages ("Additional Usage")**: Customer is financially responsible for overages. An overage is any enrollment used in excess of the number purchased at the beginning of or during the term of the license. Customer is required to provide all information requested within ten business days of FlexPoint's request for course usage information. If Customer fails to provide the information requested within ten business days, FlexPoint may suspend access to course content until such information is received. Please note that suspension may result in permanent loss of student data.
- Some courses may not be available in this model. Please contact your FlexPoint representative for details.
- Support for the licensed courses is included with annual license fees.
- Customers with a current annual license may be eligible to receive new course versions. Please contact your FlexPoint representative for details.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

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Length of Term:

- Licensed Product(s) are an annual renewable license. Customer will have access to utilize the licensed courseware for 12 months from the date access is granted.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

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Exhibit: External Course Materials

Course Name	Vendor	Material Name	Purchase Information	Pricing Information	Required or Optional
AP World History v24		Ways of the World for the AP World History Modern Course	Available directly from BFW Publishers (ISBN: 9781319549176). Customers can request a quote by emailing BFW representative.	$68.75 per e-text code/student	Required

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Exhibit: Course Access

Course Name	Add-ons	Total Price	Line Description
AP World History v24 NH Course Access		$500.00	
Spanish II v25 NH Course Access		$0.00	New Course Version
American Sign Language II v25 NH Course Access		$0.00	New Course Version
MS Comprehensive Science I v26 NH Course Access		$0.00	New Course Version
MS Comprehensive Science II v26 NH Course Access		$0.00	New Course Version
MS Comprehensive Science III v27 NH Course Access		$0.00	New Course Version

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QUOTE

Bill To:

Leslie Dombek

California online public schools

33272 Valle Rd

San Juan Capistrano, CA

Submitted By: Paul Gusman

Phone:

Date: 4/10/2026

Expiration: 5/29/2026

Quote #: Q03131

32238	Canvas Grade 6-12 Per Semester Content	Canvas Per Semester Course Enrollments. Includes Content, and Support. Physical Materials not Included. Unused enrollments can roll over to 26-27.	$23.40	$754,369.20
5872	K-5 Workbooks	Carry over from 25-26 pre-pay Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc.	$0.00	$0.00
1989	Canvas K5 Content FT Seat	Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from: 8-1-26 to 6-25-27	$269.40	$535,836.60
393	Canvas K5 Content FT Seat	Carry over from 25-26: Canvas Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from: 8-1-2026 to 6-25-2027	$0.00	$0.00

Additional Information

- For Per Enrollment courses, each enrollment has a 14-day grace period to drop the student
- Actual Seat usage above the initial pre-purchased amount will be invoiced periodically during the year
- Actual Per Enrollment usage above the initial pre-purchased amount will be invoiced periodically during the year
- For FT Seats, each seat has a 14-day grace period to drop the student

Subtotal	$1,290,205.80
Tax	$0.00
Total	$1,290,205.80

Detailed catalogs and course descriptions of the Licensed Materials listed herein can be accessed at www.Accelerate.Education within the catalogs section of the web site.

Quotation prepared by: Paul Gusman

This is a quotation on the goods named above, subject to the conditions of the signed contract.

To accept this quotation, sign here and return: _____

JESSICA KAMINSKI

Math with Purpose

#0239 QUOTE

APRIL 27, 2026

Bill To		Ship To	
Customer	California Online Public Schools	**Recipient**	TBD
Address	C/O Than Short	**Address**	

Qty.	Date	Description	Unit Price	Line Total
300		Pre-Kindergarten Homeschool Companion Book A with printed resources	$28	$8,400
300		Pre-Kindergarten Homeschool Companion Book B with printed resources	$25	$7,500
		Bulk Shipping Cost	$350	$350
			Total:	**$16,250**

Terms:

All books will ship to the warehouse once signed.

All payment is due within 60 days of ship date for printed materials. Please make all payments payable to Jessica Kaminski.

By signing below, you agree to pay the above fees to Jessica Kaminski.

Signature: _____ Date: _____

Jessica Kaminski

5238 Mc Donald Rd, Mc Donald, TN 37353

info@mathwithpurpose.com 478-396-3902

Marshall Cavendish Education

Quote

Rye Brook, NY 10573
800 Westchester Avenue

Date	Quote #
5/1/2026	042426

Bill To

California Online Public Schools
dba CA Connections Academy Southern Cali
Attn: Business Office
33272 Valle Road
San Juan Capistrano, CA 92675

Ship To

Total Transportation Logistics
Attn: Michelle Li
10 Latitude Way
Building 11
Corona, CA 92881

Rep	
JK	

Item	Description	Qty	Rate	Total
9789814911542	PRI MATH ADDT PRAC KDGTN A	550	13.60	7,480.00
9789814911559	PRI MATH ADDT PRAC KDGTN B	550	13.60	7,480.00
9789814911566	PRI MATH ADDT PRAC 1A	650	13.60	8,840.00
9789814911573	PRI MATH ADDT PRAC 1B	650	13.60	8,840.00
9789814911580	PRI MATH ADDT PRAC 2A	600	13.60	8,160.00
9789814911597	PRI MATH ADDT PRAC 2B	600	13.60	8,160.00
9789814911603	PRI MATH ADDT PRAC 3A	650	13.60	8,840.00
9789814911610	PRI MATH ADDT PRAC 3B	650	13.60	8,840.00
9789814911627	PRI MATH ADDT PRAC 4A	600	13.60	8,160.00
9789814911634	PRI MATH ADDT PRAC 4B	600	13.60	8,160.00
9789814911641	PRI MATH ADDT PRAC 5A	600	13.60	8,160.00
9789814911658	PRI MATH ADDT PRAC 5B	600	13.60	8,160.00
9789814913140	PRI MATH HOME INSTRUCTORS GUIDE KDGTN A	550	25.50	14,025.00
9789814913157	PRI MATH HOME INSTRUCTORS GUIDE KDGTN B	550	25.50	14,025.00
9789814913164	PRI MATH HOME INSTRUCTORS GUIDE 1A	650	25.50	16,575.00
9789814913171	PRI MATH HOME INSTRUCTORS GUIDE 1B	650	25.50	16,575.00
9789814913188	PRI MATH HOME INSTRUCTORS GUIDE 2A	600	25.50	15,300.00
9789814913195	PRI MATH HOME INSTRUCTORS GUIDE 2B	600	25.50	15,300.00
9789814913201	PRI MATH HOME INSTRUCTORS GUIDE 3A	650	25.50	16,575.00
9789814913218	PRI MATH HOME INSTRUCTORS GUIDE 3B	650	25.50	16,575.00
9789814913225	PRI MATH HOME INSTRUCTORS GUIDE 4A	600	25.50	15,300.00
9789814913232	PRI MATH HOME INSTRUCTORS GUIDE 4B	600	25.50	15,300.00
9789814913249	PRI MATH HOME INSTRUCTORS GUIDE 5A	600	25.50	15,300.00
9789814913256	PRI MATH HOME INSTRUCTORS GUIDE 5B	600	25.50	15,300.00
9789814911344	PRI MATH STU BK KDGTN A	550	13.60	7,480.00
9789814911351	PRI MATH STU BK KDGTN B	550	13.60	7,480.00
9789814911368	PRI MATH STU BK 1A REV	650	13.60	8,840.00
9789814911375	PRI MATH STU BK 1B REV	650	13.60	8,840.00
9789814911382	PRI MATH STU BK 2A REV	600	13.60	8,160.00
9789814911399	PRI MATH STU BK 2B REV	600	13.60	8,160.00
9789814911405	PRI MATH STU BK 3A REV	650	13.60	8,840.00
9789814911412	PRI MATH STU BK 3B REV	650	13.60	8,840.00
9789814911429	PRI MATH STU BK 4A REV	600	13.60	8,160.00

Total

Phone #
914-332-8888

Powered by BoardOnTrack

Marshall Cavendish Education

Quote

Rye Brook, NY 10573
800 Westchester Avenue

Date	Quote #
5/1/2026	042426

Bill To

California Online Public Schools
dba CA Connections Academy Southern Cali
Attn: Business Office
33272 Valle Road
San Juan Capistrano, CA 92675

Ship To

Total Transportation Logistics
Attn: Michelle Li
10 Latitude Way
Building 11
Corona, CA 92881

Rep	
JK	

Item	Description	Qty	Rate	Total
9789814911436	PRI MATH STU BK 4B REV	600	13.60	8,160.00
9789814911443	PRI MATH STU BK 5A REV	600	13.60	8,160.00
9789814911450	PRI MATH STU BK 5B REV	600	13.60	8,160.00
9789810189761	EARLYBIRD KDGTN MATH TB A CC	300	27.30	8,190.00
9789810189778	EARLYBIRD KDGTN MATH TB B CC	300	27.30	8,190.00
9789810198398	EARLYBIRD KDGTN MATH AB A CC	300	20.70	6,210.00
9789810198404	EARLYBIRD KDGTN MATH AB B CC	300	20.70	6,210.00
9789814927574	PRI MATH KH DIGITAL ASSESSMT KDGTN PREMIUM	8	199.00	1,592.00
9789814927581	PRI MATH KH DIGITAL ASSESSMT G1 PREMIUM	10	199.00	1,990.00
9789814927598	PRI MATH KH DIGITAL ASSESSMT G3 PREMIUM	15	199.00	2,985.00
9789814927611	PRI MATH KH DIGITAL ASSESSMT G2 PREMIUM	12	199.00	2,388.00
9789814927628	PRI MATH KH DIGITAL ASSESSMT G4 PREMIUM	14	199.00	2,786.00
9789814927642	PRI MATH KH DIGITAL ASSESSMT G5 PREMIUM	14	199.00	2,786.00
Shipping & Handl...	Shipping & Handling		41,351.00	41,351.00
Shipping & Handl...	Discount on Shipping & Handling		-41,351.00	-41,351.00
	Sales Tax		36,182.18	36,182.18
	Select this as a transaction's tax to use AvaTax		0.00%	0.00

Total $464,219.18

Phone #
914-332-8888

Powered by BoardOnTrack

JESSICA KAMINSKI

Math with Purpose

#0237B QUOTE APRIL 11, 2026

Bill To		Ship To	
Customer	California Online Public Schools	**Recipient**	TBD
Address	C/O Than Short	**Address**	

Qty.	Date	Description	Unit Price	Line Total
110	9/5/2026	Google Drive Access to over 800 videos embedded into Canvas for Primary Mathematics 2022 Access to the Math Learning Lab with all-access to on-demand math professional development Total Price reflects a 20% returning customer discount	$106.25	$9,350
		Custom Math Goals Creation based on School Need	$275	FREE
			Total:	**$9,350**

Video Library Terms:

The Client will provide staff emails via email to the Consultant (Jessica Kaminski). All links are YouTube links customized to CalOPS and available in the Canvas integration. There is also a master list of links that can be used.

Participants also have access to the Math Learning Lab with hours of continuing education for math support and on-demand learning. New sessions are added each month.

The Client agrees to the following terms:

Jessica Kaminski
5238 Mc Donald Rd, Mc Donald, TN 37353
info@mathwithpurpose.com 478-396-3902

- The video is a growing library. Educators may make requests for specific videos by emailing the Consultant at info@mathwithpurpose.com

- All video links in the Google Drive may only be shared to password protected non-profit sites (Google Classroom, Schoology, etc.). Links may not be shared publicly or for profit.

- All video links in the Google Drive may not be downloaded or removed from the Google Drive folder.

- All content presented in these videos belong to Jessica Kaminski as dictated in the Digital Millennium Copyright Act.

- Pricing will reflect a 20% discount for any additional years and purchases as long as the subscription does not lapse, and the minimum accounts are purchased. (Minimum refers to the number purchased from the creation of the original contract.)

Payment for the Video Library will be due within 60 days of the implementation date. Please make all payments payable to Jessica Kaminski.

By signing below, you agree to pay the above fees to Jessica Kaminski.

Signature: _____ Date: _____

Jessica Kaminski

5238 Mc Donald Rd, Mc Donald, TN 37353

info@mathwithpurpose.com 478-396-3902

edmentum™

Date:	04/13/2026
Order Number:	Q-740176
Revision:	1
Order Form Expiration Date:	06/30/2026

ORDER FORM

Customer and Billing Address

Customer No.:	737224
Customer Name:	California Online Public Schools
Billing Address:	33272 Valle Road San Juan Capistrano, CA 92675

Products and Services

California Online Public Schools

Products	Qty	License Start Date	License End Date	License Term (Months)
Apex Learning Courses: Unlimited enrollment subscription	5000	07/01/2026	06/30/2027	12
Carone Learning: User Enrollment Subscription	4200	07/01/2026	06/30/2027	12
Courseware: HS CTE Library - Program License	3500	07/01/2026	06/30/2027	12
Courseware: HS Electives Library - Program License	4000	07/01/2026	06/30/2027	12
Courseware: Math Library - Program License	2500	07/01/2026	06/30/2027	12
Customer Success Services	1	07/01/2026	06/30/2027	12

California Online Public Schools Subtotal: $991,746.00

Total US Funds: $991,746.00

This Order shall have an effective date (“Effective Date”) which is the earlier of (a) the date we accept your signed Order Form or (b) the initial License Start Date, if any, applicable to the products listed in the order summary above (“Order Summary”) and shall remain in effect through the end of the Term.

To the extent this Order includes Purchases of Enrollment Products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the Order Summary, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.
*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Order Notes

Pending Board approval by May 31, 2026.

Date:	04/13/2026
Order Number:	Q-740176
Revision:	1
Order Form Expiration Date:	06/30/2026

ORDER FORM

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section. We reserve the right to pursue collections to the fullest extent permitted by law for sales taxes that have been charged on invoices submitted prior to our receipt of a valid tax exemption certificate.

Invoicing and Payment Terms

The full amount of your Order will be invoiced on the Effective Date or in accordance with the payment schedule shown below, if any.

You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

Payment Due Date	Amount
07/16/2026	$991,746.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates.

This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect. If this Agreement includes Professional Services, they are more fully described herein, in the Standard Terms and/or on an attached Statement of Work.

Purchase Order

This Agreement is non-cancellable. You will submit a purchase order to us for the full amount of this Order Form or, if applicable, for the amount listed on the first payment due date in Invoicing and Payment Terms, followed by additional purchase orders according to the Invoicing and Payment Terms. Your Order will not be scheduled for delivery until a conforming purchase order referencing this Order Form is submitted.

To the extent applicable, you will submit additional purchase orders ("Subsequent Purchase Orders") within ten (10) days of our notice to you that your Enrollment Products Purchases, in the aggregate, have exceeded the amount identified in the Initial Purchase Order for such products. If we waive a Subsequent Purchase Order requirement, you agree to pay the amounts identified on our invoice.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as

Date:	04/13/2026
Order Number:	Q-740176
Revision:	1
Order Form Expiration Date:	06/30/2026

ORDER FORM

signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Customer Signature

Name (Printed or Typed)

Title

Date

Division of Eric Armin Inc.
118 Bauer Drive
Oakland, NJ 07436-7046
P: (800) 770-8010
F: (201) 891-5689
www.eaieducation.com
sales@eaieducation.com

QUOTE

Quote: QTE0162177

Email: tshort@californiaops.org

Vendor:

Date: 04/24/2026

Entered By: CARRIE

BILL TO:

California Online PS
Accounts Payable
33272 Valle Rd
Finance@californiaops.org
San Juan Capistrano, CA 92675-4842
P: (209) 432-9088
F: (979) 240-7895

SHIP TO:

Total Transportation Logistics
Michelle Li/951-749-3739
10 Longitude Way Bldg 11
Del Hrs 8am-4pm M-F
Corona, CA 92881
P: (209) 432-9088

Ref #	Customer ID	BID/Contract #	Terms
THANSHORT	10112217		NET 30 DAYS

Item #	Description	Quantity	List Price	Discount	Unit Price	Extended Price
563209	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Earlybird Kindergarten/PreK	300	$25.75	0.00 %	$25.75	$7,725.00
563210	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade K	550	$24.00	0.00 %	$24.00	$13,200.00
563211	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 1	650	$32.75	0.00 %	$32.75	$21,287.50
563212	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 2	600	$35.75	0.00 %	$35.75	$21,450.00
563213	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 3	650	$30.25	0.00 %	$30.25	$19,662.50
563214	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 4	600	$27.25	0.00 %	$27.25	$16,350.00
563215	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 5	600	$26.00	0.00 %	$26.00	$15,600.00
10000	SEE COMMENT BELOW: Must reference QTE0162177 for discounted kit pricing shown on quote and free shipping of all kits in one shipment, to one warehouse location. EAI Education appreciates your business. Thank you!					
10000	SEE COMMENT BELOW: Payment is due Net 30 after each shipment of kits.					

This quote is valid for 30 days. Thank you for your business.

All terms and conditions on the final page of your quote, as well as those listed on the EAI Education website, are legally binding terms that will apply. Pricing is valid only for the bid referenced on the quote. Please contact the Sales Department to amend the quote and/or bid before placing your order. No further discounts apply.

Subtotal	$115,275.00
Misc	$0.00
Tax	$10,086.60
Freight	$0.00
Trade Discount	$0.00
Total	$125,361.60

Division of Eric Armin Inc.
118 Bauer Drive
Oakland, NJ 07436-7046
P: (800) 770-8010
F: (201) 891-5689
www.eaieducation.com
sales@eaieducation.com

Terms and Conditions

Please read the below terms and conditions carefully.

Submission of an official purchase order to EAI Education constitutes your acceptance of these terms.

These terms and conditions supersede those listed in our current catalog.

Product Exclusions can be viewed at:
www.eaieducation.com/exclusions

Terms and conditions can also be viewed at:
www.eaieducation.com/bids-contracts-quotes

Terms and Conditions for the Purchase of General Products

- **Quote Validity:** Quotes are valid only for the quantities requested. Any changes to quantities may result in a unit price adjustment. No additional discounts will apply.
- **Bid Reference:** Changing the bid referenced on the quote to a different bid on the purchase order may result in higher pricing or a reduced discount percentage.
- **Delivery Requirements:** If your delivery location does not have a loading dock or pallet-moving equipment, please include the following on your purchase order: "Inside delivery / lift gate required."
- **Receiving & Inspection:** Upon delivery, verify that the number of packages received matches the quantity listed on the carrier's bill of lading. Any shortages or damage must be noted on the delivery receipt before signing and reported to EAI Education within 10 days of delivery. Failure to do so may prevent replacement of missing or damaged items. Damaged packages or boxes must be retained for possible inspection.
- **Returns:** For return information, please visit www.eaieducation.com/returns for specific terms and conditions.

Additional Terms and Conditions for Texas Instruments, Casio and Select STEM Products

- **State Contract & Co-Op Exclusions:** Texas Instruments, Casio, and select STEM products are excluded from State Contracts and Co-Op bids, including but not limited to: TASB BuyBoard, TIPS, HCDE Choice Partners, Goodbuy, Region 1 ROPC, Region 6 EPIC 6, Region 19, and select Pennsylvania Intermediate Units. Pricing for these products will increase if a State Contract, Co-Op, or IU bid is required.
- **Model Confirmation:** When requesting a quote or placing an order for calculators or accessories, please confirm that the correct model is specified. EAI Education is not responsible for incorrect model requests or orders.
- **Region 16 ESC/TexBuy Bid:** Purchase orders for Texas Instruments and Casio products referencing the Region 16 ESC/TexBuy bid are not eligible for the rebate program associated with this Co-Op bid.
- **Payment Terms:** Orders containing Texas Instruments and Casio products must be paid via check or ACH. **Credit card payments are not accepted.**
- **Shortage Reporting:** Any shortages of Texas Instruments products must be reported to EAI Education within 24 hours of delivery.
- **Return Restrictions:**
  Texas Instruments products are not eligible for return if the product box or plastic clamshell has been opened.
  Texas Instruments software is not eligible for return once the product has been registered.
- **Warranty:** Calculators are covered by a one-year limited manufacturer's warranty from the date of purchase, covering defects in materials or workmanship. The warranty does not cover damage resulting from accidents, misuse, neglect, or other causes not related to manufacturing defects. Proof of purchase is required to submit a claim.

If you have any questions regarding the terms outlined above, please contact your Sales Representative or email sales@eaieducation.com.

Thank you for your continued business.

Quote

#Q-359102

Quote must be attached to Purchase Order

Everway

2401 Sawmill Pkwy Suite 10-11,
Huron, OH 44839,
United States

April 21, 2026

Valid Until September 30, 2026

COMMENCEMENT DATE:8/1/2026

Bill To

California Online Public Schools

Accounts Payable

33272 Valle Road,

San Juan Capistrano, California 92675

ATTN: Accounts Payable

Ship To

California Online Public Schools

Accounts Payable

33272 Valle Road,

San Juan Capistrano, California 92675

ATTN: Than Short

PO's or Payment Questions

sales@everway.com

Fed Tax ID: 26-2606260

Everway Contact:

Donna Pronto

d.pronto@everway.com

Current Subscriptions Renewing

QTY	Item	Type	License Description	Sub Start Date	Sub End Date	Unit Price	Extended Price
23	NWS	Retail	News2you™	8/1/2026	7/31/2027	USD 280.99	USD 6,462.77
18	SSX	Retail	SymbolStix PRIME® / SYMBOLSTIX®	8/1/2026	7/31/2027	USD 190.99	USD 3,437.82
22	ULS	Retail	Unique Learning System®	8/1/2026	7/31/2027	USD 897.99	USD 19,755.78
						Current Subscriptions Renewing Total Unit:	USD 29,656.37

Add-On Licenses

QTY	Item	Type	License Description	Sub Start Date	Sub End Date	Unit Price	Extended Price
7	NWS	Retail	News2you™	8/1/2026	7/31/2027	USD 280.99	USD 1,966.93
8	SSX	Retail	SymbolStix PRIME® / SYMBOLSTIX®	8/1/2026	7/31/2027	USD 190.99	USD 1,527.92
8	ULS	Retail	Unique Learning System®	8/1/2026	7/31/2027	USD 897.99	USD 7,183.92
						Add-On Licenses Total Unit:	USD 10,678.77
						Tax:	USD 0.00
						Total:	USD 40,335.14

NOTE: Credits, discount, adjustments, notes

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RESOURCES INCLUDED WITH SUBSCRIPTION :

- For support, please reach out to:
  - na-support@everway.com
  - 800-697-6575 with coverage from 9am-5pm Eastern Standard Time
  - Note that chat support is available 9am-7:15pm Eastern Standard Time
- Online Support Forum/Knowledgebase
- Training and Implementation resources including Feature & How to Videos, Getting Started Guides, Toolmatcher, Training Portal, Product Certification, Live & Recorded webinars, Just-In-Time Email Communications, Smart Start Sessions and In-App Walkthroughs
- Product Updates and Enhancements
- Additional Professional Development Offerings available for purchase

FINANCIAL NOTES:

- Credit card payments can be accepted and are subject to a convenience fee applied to all credit card transactions over $2,000.
- A copy of the Tax-Exempt ID Certificate must accompany order if applicable, otherwise sales tax may be charged. All quoted sales tax is estimated and subject to change on final invoicing.
- Our prices are subject to periodic increases
- Additional licenses, optional features, upgrades and enhanced functionalities may incur additional fee(s), and will be priced pursuant to Everway's then current price list and quoted by Everway's upon receipt of a written request from Customer.
- Quotes dated more than 120 days in advance of service term may be subject to pricing changes.

Company IP - Confidential & Proprietary

Everway

Everway LLC
2401 Sawmill Pkwy Suite 10-11,
Huron, OH 44839,
United States

nafinance@everway.com
www.everway.com

June 9, 2025

Everway vendor information and change to entity structure
As a result of the significant change for our company, we have made some changes to our entity structure and our banking arrangements to allow us to better serve you, our valued customers.

Timeline
April 30, 2024, we announced that n2y LLC and Texthelp Inc had agreed to merge
January 9, 2025, we announced our new name, Everway
February 24, 2025 Texthelp Inc legally merged with n2y LLC
March 12, 2025 our name was changed to Everway LLC

Entity Update
As a result of the changes to our entity structure, our operating and contracting entity is Everway LLC EIN 26-2606260 as reflected on line 2 of the W9. This is the same EIN as previously held by n2y LLC.

For IRS reporting requirements, the W9 must reflect the name and EIN of the parent entity, which is Everway Holdco, LLC EIN 99-0735210. We do not contract under this entity; it is a holding company.

Bank Changes
We've provided details for our new banking partner to JP Morgan who offer more banking options.

Dun and Bradstreet Reports
Our D&B report is Everway LLC number: 100321616

The pages that follow outline key information you may need to update our details on your system. If there is further information have a look at our trust centre https://www.everway.com/trust/ any outstanding questions please contact nafinance@everway.com

Yours sincerely,

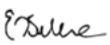
Erinn O'Sullivan
Chief Financial Officer

Company IP - Confidential & Proprietary

Our information

The pages that follow outline key information you may need to update our details on your system. If there is further information have a look at our trust center https://www.everway.com/trust/ any outstanding questions please contact nafinance@everway.com

Yours sincerely,



Erinn O'Sullivan
Chief Financial Officer

Company IP - Confidential & Proprietary

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.)

Everway Holdco, LLC (Parent Company)

2 Business name/disregarded entity name, if different from above.

Everway LLC (26-2606260) (Contracting/Operating entity)

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☑ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) C

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)

(Applies to accounts maintained outside the United States.)

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 . . . . . ☐

5 Address (number, street, and apt. or suite no.). See instructions.

2401 Sawmill Parkway #10-11

6 City, state, and ZIP code

Huron, OH 44839

Requester's name and address (optional)

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

9	9	–	0	7	3	5	2	1	0

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** Lori A. Broen | **Date** August 20, 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

Company IP - Confidential & Proprietary

DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	CERT	COPY
03/13/2025	202507104938	OHIO LLC - AMENDMENT (LAM)	50.00	100.00	0.00	0.00

Receipt

This is not a bill. Please do not remit payment.

C T CORPORATION SYSTEM
4400 EASTON CMNS WAY STE 125
COLUMBUS, OH 43219

STATE OF OHIO
CERTIFICATE

Ohio Secretary of State, Frank LaRose

1777593

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

EVERWAY LLC

and, that said business records show the filing and recording of:

Document(s)	Document No(s):
OHIO LLC - AMENDMENT	**202507104938**

Effective Date: 03/12/2025

United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of the Secretary of State at Columbus, Ohio this 13th day of March, A.D. 2025.

Ohio Secretary of State

Company IP - Confidential & Proprietary

Everway

Everway LLC
2401 Sawmill Pkwy Suite 10-11,
Huron, OH 44839,
United States

nafinance@everway.com
www.everway.com

April 1, 2025

Please find below the banking details for Everway LLC.

Our preferred payment method is bank ACH transfer. Please use the bank details provided to make payment. Please send all remittance information to NACreditControl@Everway.com

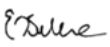
Bank Name	JPMorgan	**Account No.**	698606673
Account Name	Everway LLC	**Routing No.**	072000326

If you cannot pay by bank ACH transfer, please send a check to

Everway LLC
P.O. Box 735302
Dallas, TX 75373-5302

If you have any questions or require additional information please contact us at NAFinance@Everway.com

Yours sincerely,



Erinn O'Sullivan
Chief Financial Officer

Company IP - Confidential & Proprietary

J.P.Morgan

March 31, 2025

EVERWAY LLC
2401 SAWMILL PARKWAY SUITES 10 AND 11
--
Huron, OH 44839

IMPORTANT | Transaction Routing Instructions (ACH and Wire)

Thank you for your request for account and bank routing number information for EVERWAY LLC. Please provide the below routing instructions for ACH and wire transactions to remitters who send transactions to the company account.

For accurate and timely processing of transactions, it is very important that remitters correctly identify the company account number and the applicable routing number.

For ACH delivery:

Bank Routing Number:	072000326
Account Number:	698606673
Account Name:	EVERWAY LLC

For Wire Transfers:

Bank Routing Number:	021000021
SWIFT Code:	CHASUS33
General Bank Reference Address:	JPMorgan Chase New York, NY 10017
Account Number:	698606673
Account Name:	EVERWAY LLC

Thank you for your business and the opportunity to serve you.

Sincerely,

Jim Harvey

Jim Harvey
Managing Director
JPMorgan Chase Bank, N.A.

Please note, we do not verify funds availability, provide account statuses or other account information to third parties.

If you previously had accounts with First Republic Bank, your First Republic routing numbers are still valid and active for use.

IMPORTANT INFORMATION: J.P. Morgan and Chase are marketing names for certain businesses of JPMorgan Chase & Co. ("JPMC") and its subsidiaries worldwide. Products and services may be provided by banking affiliates, securities affiliates or other JPMC affiliates or entities. Any examples used are generic, hypothetical and for illustration purposes only. Prior to making any financial or investment decisions, a client or prospect ("Client" or "you" as the context may require) should seek individualized advice from financial, legal, tax and other professional advisors that take into account all of the particular facts and circumstances of the Client's own situation. In no event shall JPMC or any of its directors, officers, employees or agents be liable for any use of, for any decision made or action taken in reliance upon or for any inaccuracies or errors in, or omissions from information in this content. We are not acting as any Client's agent, fiduciary or advisor, including, without limitation, as a Municipal Advisor under the Securities and Exchange Act of 1934. JPMC assumes no responsibility or liability whatsoever to any Client with respect to such matters, and nothing herein shall amend or override the terms and conditions in the agreement(s) between JPMC and any Client or other person.

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ABOUT THIS MESSAGE This letter gives you updates and information about your JPMC relationship.

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Coversheet

Approval of Graduation Ceremony Venue Contracts (attached)

Section:	VII. Action Items
Item:	A. Approval of Graduation Ceremony Venue Contracts (attached)
Purpose:	Vote
Submitted by:	
Related Material:	BIM CalOPS Graduation Venues.pdf NorCal Commencement.pdf SoCal Commencement.pdf

California Online Public Schools

Board Information Memo

SUBJECT: CalOPS Graduation Venues (UC Irvine & UC Berkeley)

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 04/08/2026
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Fiscal Policy
Decision Type (Action Item, Information Only, etc.): Action

Background (Brief Summary of Background Information):
CalOPS is contracting with UC Irvine for services and venue to host our Southern California graduation. The total estimated cost exceeds $20,000 and is $48,329.00.

CalOPS is contracting with UC Berkeley for services and venue to host our Northern California graduation. The total estimated cost exceeds $20,000 and is $29,752.05.

Rationale (Why is this important and why is this coming to the Board): It is board policy that expenditures over $20,000 be approved by the board.

Evidence of Due Diligence: We have worked with UC Irvine and UC Berkeley in the past. Each of these selections were the venue that could best meet our needs and dates for graduation.

Fiscal Impact: Our graduation ceremonies are an annual necessity. We always have this event allocated in the budget and this will be the same pattern each year.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
Motion to approve the commencement ceremony contracts with UC Irvine and UC Berkeley, and payments exceeding $20k for the contract term.

Prepared/Recommended/Approved By:
Matthew Brockway, High School Principal



Co-Sponsorship Agreement #25.26 - CalOPS High School Commencement

This Performing Licensee Agreement ("Agreement") to furnish certain services described herein and in the documents referenced herein ("Event") is made by and between The Regents of the University of California, a California public corporation ("UC") on behalf of the University of California, Berkeley, Cal Performances, and **California Online Public Schools (formerly California Connections Academy),** ("Licensee").

In consideration of the mutual promises and agreements of the parties hereto, as hereinafter set forth, it is agreed as follows:

1. DESCRIPTION OF SERVICES: Licensee agrees to present **one (1)** Event of **NorCal Commencement** on **Tuesday, June, 16, 2026** at **1:00 PM** in the **Zellerbach Auditorium**.

2. VENUE: The venue for the Event shall be **Zellerbach Auditorium**, located at **101 Zellerbach Hall, Berkeley, CA 94720**.

3. TIME: **1:00 PM**

4. SERVICES TO BE PROVIDED BY UC. For Licensee's event(s) at University under this Agreement, UC agrees to furnish to the extent necessary for the conduct of the event:

   a. Event facility in good operating condition.
   b. Front-of-house staff including house manager and ushers.
   c. Box office services to include sales of tickets and necessary labor, ticketing systems, and supplies.
   d. A Cal Performances Event Manager, authorized to make decisions on behalf of Cal Performances will be available for consultation with the Licensee during the load-in, rehearsals, events, and load-out. For the purpose of this agreement, "load-in" is the process of unloading the licensee's equipment from Licensee's truck(s) carrying in onto the stage, and assembling and setting it up prior to rehearsal or performance, and "load out" plot. For the purpose of this Agreement, a "load out" is disassembling the equipment and loading it onto a truck(s) following a performance.
   e. Qualified stage personnel to prepare the venue prior to Licensee's occupancy, assist in load-in, set-up, rehearsal(s), event(s), load-out, and restoration.
   f. Facility reserved for load-in, technical set-up and rehearsals on the following schedule: **Tuesday, June, 16, 2026** at **10:00 AM**
   g. Licensee represents that Licensee is not contractually obligated to perform with International Alliance of Theater and Stage Employers (IATSE) stage personnel relative to events covered by this Agreement. If Licensee is not presently contractually obligated, but becomes contractually obligated at any time after the execution of this Agreement and prior to the events described hereinabove, Licensee must so notify UC in writing and UC in such case either may cancel the event(s) described hereinabove or charge Licensee for the actual cost of University stage personnel required to present the event.
   h. With regard to safety, UC has responsibility for and control over all matters pertaining to the safe management of the event, such as crowd control, security provisions, stage management, and box office operations. UC may interrupt or terminate Event when, in the sole judgment of UC, that action is necessary in the interest of public safety. If interrupted, UC and Licensee may arrange to complete Event later on the same day without additional charge. Notwithstanding the foregoing, Licensee shall be in charge of production and staging of the Event in matters relating to Licensee's presentation as long as the arrangements do not violate any health and safety regulations of the government or UC.

5. SERVICES TO BE PROVIDED BY LICENSEE. Licensee agrees to provide the Event described in Section 1 above and with regard to that Event furnish and arrange at Licensee's own expense:

   a. All accommodations, including lodging and all international, domestic, and ground transportation to and from airport, hotel, and theater for Licensee and all of Licensee's baggage, and equipment.
   b. Complete technical requirements, including but not limited to lighting plots for each event, specific crew requirements for each event, and residency activities, if any, and estimated time of load-in, technical rehearsals, and load-out. Such information to be furnished to UC not later than four (4) weeks prior to load in. For the purpose of this agreement, "plots" are diagrams which designate the location of stage or lighting equipment. A hanging plot designates the location of curtains. A lighting plot indicates where lights are mounted, how they are circuited, what kind they are, what wattage lamps they contain, what color media are used, and where the light strikes the stage.
   c. In the event that Licensee requires a visa or other travel document(s), it is agreed that the Licensee assumes the liability for obtaining such document(s) in a timely manner and assumes the full costs thereof.

6. COMPENSATION.

   a. UC shall be compensated as detailed in Appendix “A.” Estimated expenses are detailed in Appendix “A.” Reimbursement will be based upon actual costs.
   b. UC shall be reimbursed from the gross receipts of the Event for its costs incurred pursuant to Paragraph 15.02 above. It is expressly agreed that UC shall not be liable for any expense or bills in connection with the event(s), or any other costs to be paid by Licensee or by deduction from Licensee’s share of the receipts.
   c. A certified check as a deposit for the Event made payable to UC Regents in the amount of 100% of estimated expenses as outlined in Appendix “A” must be received with the return of the signed contract. The deposit is 50% refundable up to 60 days in advance of the event. Events canceled within 60 days forfeit 100% of the deposit.
   d. Upon request, one advance payment, calculated within ten (10) working days prior to the Event may be given to licensee/agent the night of the show. A final settlement, including a final box office statement and expense statement, shall be presented to Licensee/Licensee on or before thirty (30) days following the event. Any and all payments by UC shall be made by University check.
   e. The gross receipts shall be determined by the actual amount of money received from the sale of tickets, excluding federal tax, and in no case shall UC be liable for forged or counterfeited tickets, or any sum in excess of the amount actually received from the sale of tickets.
   f. The net receipts shall be determined by deducting from the gross receipts the costs of UC hereinabove mentioned.
   g. Event will go on sale only after a fully executed contract signed by both parties is received by UC.

7. INCOME TAX REPORTING AND WITHHOLDING.

   a. **UC shall withhold from the compensation hereinabove described the full amount of any and all income taxes required to be withheld by the laws of the State of California and of the United States of America.** UC shall remit such amount directly to the State of California Franchise Tax Board to be credited to the Licensee’s California State Income Tax Account(s). Point of contact: California State Franchise Tax Board, Withholding Services and Compliance Section, P.O. Box 942867, Sacramento, CA 94267-0651; (888) 792-4900. UC will report to the appropriate taxing authorities compensation paid to Licensee for the Event as required by applicable laws or regulations. UC shall remit any tax withholding amounts directly to the Internal Revenue Service and/or the Franchise Tax Board to be credited to the Agent or Licensee's tax accounts (whichever applies) with such taxing authorities. Licensee is responsible for settling such accounts and filing annual income tax returns with such authorities as required by law. Licensee will report to the appropriate taxing authorities compensation paid to Licensee for the Event hereinabove described as required by applicable laws or regulations. Licensee shall withhold from the compensation hereinabove described the full amount of any and all United States (U.S.) and California income taxes required to be withheld by applicable laws or regulations and Licensee shall remit such amounts withheld directly to the Internal Revenue Service and/or the Franchise Tax Board to be credited to the Licensee's tax accounts with such taxing authorities. Licensee is responsible for settling such accounts and filing annual income tax returns with such authorities as required by law. Reporting and withholding will be based on the Licensee’s residency for U.S. and California income tax purposes. For this purpose, Licensee is:

      [X] 1. A resident of California
      [ ] 2. Not a resident of California

8. RELOCATION TICKETS. Ten (10) tickets / house seats for each Event hereunder shall be provided to UC. UC, at its sole discretion, may return the tickets to Licensee for general sale.

9. REPRODUCTION OF EVENT. Licensee must obtain written permission from UC to photograph, film, broadcast, record or reproduce by radio, television or any other device, the Event. Recordings by Licensee for archival purposes are limited to one camera at the rear of the facility or in a location designated by UC. Audio recordings by Licensee are limited to CD with one microphone. Archival recordings by Licensee with additional requirements must be arranged for in advance. Except as set forth immediately above, neither UC nor Licensee shall photograph, film, broadcast, record, or reproduce, via radio, television, or any other medium, the Event or residency activity or any portion(s) thereof, nor shall either party grant such permission to any third party, without first obtaining the other party's consent. Any recording made available to the public by Licensee with UC’s consent, whether for purchase or not, as well as any film or broadcast medium, must include the following credit for Cal Performances: “Recorded at Cal Performances, UC Berkeley.” UC agrees to use reasonable best efforts to prevent the recording by any means, or media, and live dissemination of the Licensee’s Event except as otherwise expressly permitted herein.

10. AMPLIFIED SOUND LEVELS.

    a. Licensee(s) agrees that Licensee's staff will consult with UC sound engineer on all sound levels, balances, equalizations, and stage instrument amplifier settings.

    b. Average sound levels in excess of 87 dB are not permitted, as measured by a member of UC’s staff using a professional sound meter on setting "C" at the house mix position. Sound level measurement will include main PA Licensees, all monitors and side fills, and stage instrument amplifiers.

c. Average sound levels in excess of 87 dB on stage are not permitted, as measured by a member of UC's staff using a professional sound meter on setting "C" at the onstage monitor mix position. Sound level measurement will include all monitors, side fills, and stage instrument amplifiers. If Licensee(s) require monitor levels in excess of 87 dB On-stage in the event location in order to perform, then Cal Performances will supply in-ear monitors for Licensee(s) to use in lieu of wedges and side fills, so long as Licensee provides a minimum of ten (10) days' notice for this option.

d. If Licensee(s) engineer operates the soundboard, UC sound engineer shall retain ultimate control of the sound pressure level, balances, equalization, and stage instrument amplifier settings. If Licensee's(s') engineer requires the use of a touring sound system, the touring sound systems main outs must run through UC's limiter so that UC sound engineer will retain ultimate control of the sound pressure levels, balances, and equalization.

e. At all times, Licensee(s) or Licensee(s) representative must be present at sound checks.

11. INDEMNIFICATION. To the fullest extent permitted by law, Licensee shall defend, indemnify and hold UC, its officers, employees or agents harmless from and against any and all liability, allegations, demands, claims, costs, losses, claims for injury, damages, recoveries, settlements and expenses (including reasonable attorneys' fees, accounting fees, expert witness fees and penalties), or, incurred by UC ("Losses"), known or unknown, contingent or otherwise, directly or indirectly arising from or related to suits, actions or claims in connection with the event of this Agreement, except such suits actions, or claims resulting from or caused by UC's sole and active negligence or willful misconduct. Licensee's duty to indemnify shall include all Losses caused or alleged to be caused in whole or in part by any intentional negligent act or omission, whether active or passive of (i) Licensee, (ii) or Licensee's officers, agents, contractors, associates, partners, co-performers, or employees.

12. LICENSEE'S WARRANTY. Licensee warrants that it is the Licensee herein and as such, has full and current legal authority to act on behalf of the Licensee.

13. EVENT TICKETS. Prices of all tickets for the event(s) hereunder shall be established as follows: [COMPLETE]. A surcharge of 3% will be added on a per ticket basis for all tickets purchased with credit cards at venue box office to cover credit card usage fees imposed by credit card companies to the University Ticket Office.

14. SMOKE-FREE. UC venues are smoke-free environments. Smoking and the use of smokeless tobacco or unregulated nicotine products (such as electronic cigarettes) is prohibited on and within UC managed property. UC managed property includes all UC facilities, owned or leased, both indoor and outdoor. The sale or distribution of tobacco and unregulated nicotine products on or within UC managed property is also prohibited.

15. ACCESSIBILITY. Licensee agrees to comply with measures which will ensure that the Licensee's event and outreach activities are fully accessible in compliance with the Americans with Disabilities Act regulations and UC practices.

16. MERCHANDISING. Written approval must be obtained from UC no less than seven (7) days prior to event for lobby-only sale of souvenir programs, records, or any other Licensee souvenir. UC reserves the right to deny sale of souvenirs and/or to solicit sponsor or other vendor to sell Licensees' recordings and publications. If approval is granted, UC will be paid fifteen per cent (15%) of the gross sales of such souvenirs within one hour following the completion of each event. UC reserves the right to verify inventory. Licensee must sell for all credit card sales, on own hardware. Licensee must provide access to inventory and sales records upon request. If Licensee sells, as a courtesy, UC may provide a cash box and personnel for sales if Licensee requests them in writing no later than twelve (12) business days prior to Event; however, UC shall not be liable for any losses or liabilities as this is strictly a courtesy. If venue sells or Licensee uses a cash box provided by UC, Licensee will pay 15% of the gross sales to UC and fee of $23.00 per person per hour, two hour minimum per cashier. Venue staff can assist with cash only sales if confirmed at least three (3) weeks prior to event.

17. NOTICES. All notices to be addressed by UC to Licensee in connection with this Agreement shall be given in writing to Licensee to **Jennifer Brunner,**.jbrunner@californiaops.org All notices to be addressed by Licensee to UC in connection with this agreement shall be given in writing to **Ginarose Perino, events@calperformances.org until assigned Event Manager is confirmed**.

18. UC FAIR WORK FAIR WAGE. Licensee warrants that it is in compliance with applicable federal, state and local working conditions requirements, and Licensee will not pay less than UC Fair Wage rates to Licensee's employees, subcontractors, and/or independent contractors (defined as $15 per hour as of 10/1/17) when providing the Event in this Agreement. Licensee agrees UC may conduct such UC Fair Wage/Fair Work interim compliance audits as UC reasonably requests, as determined in UC's sole discretion. Licensee agrees to post UC Fair Wage/Fair Work notice in public areas (such as break rooms and lunch rooms) frequented by Licensee employees who perform services at UC. A copy of that form is located at: https://www.ucop.edu/procurement-services/_files/fair-wage-supplier-notice.pdf

19. FORCE MAJEURE. Neither Licensee nor UC shall be liable for failure to appear, present, or perform if such failure is caused by, or due to, acts or regulations of public or UC authorities, labor difficulties, civil tumult, strike, threats or acts of terrorism or similar acts, interruption or delay of transportation service, acts of God, fire or any cause beyond the control of Licensee or UC. Despite anything to the contrary in this paragraph, if the cause of a party's failure to perform results from any act by that party, then that

cause will not excuse the performance of the provisions of this Agreement by that party. Events cancelled pursuant to this Action may be rescheduled with the mutual consent of the parties. COVID-19 Considerations, defined in this Agreement, are not subject to this Section and are not considered a force majeure event.

20. EQUAL OPPORTUNITY AFFIRMATIVE ACTION. Licensee will abide by the requirements set forth in Executive Orders 11246 and 11375. Where applicable, Licensee will abide by 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a), incorporated by reference with this statement: **"This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability."** With respect to activities occurring in the State of California, Licensee agrees to adhere to the California Fair Employment and Housing Act. Licensee will provide UC on request a breakdown of its labor force by groups as specified by UC, and will discuss with UC its policies and practices relating to its affirmative action programs. Licensee will not maintain or provide facilities for employees at any establishment under its control that are segregated on a basis prohibited by federal law. Separate or single-user restrooms and necessary dressing or sleeping areas must be provided, however, to ensure privacy.

21. ANTICIPATORY BREACH. In the event that, Licensee indicates or informs UC of Licensee's intention not to present the Event on the date and at the time stated in Section 1 hereinabove, and such failure is not excusable under Section 20 hereinabove, Licensee shall be liable to UC for any and all costs or expenses of any kind and nature, including but not limited to deposits paid to Licensee, costs associated with ticket sales, Event promotion, or venue deposits, in connection with, caused by or arise from Licensee's non-performance or breach of any term under this Section 22. Within a reasonable time after Licensee's indication of Licensee's intention not to carry out the Event, UC will submit to Licensee a statement of all costs and expenses incurred by UC. Licensee shall, no later than (30) days after UC's submission of such statement, reimburse UC by check made payable to UC Regents.

22. LICENSEE WARRANTIES AGAINST INTELLECTUAL PROPERTY AND PERSONAL RIGHTS. Licensee represents and warrants that the Event will not interfere with or violate any copyright or proprietary right of any third party. Licensee represents and warrants that Licensee has the full right and authority to enter into this Agreement. Licensee warrants that Licensee has obtained all necessary usage rights for any images, audio, video used during the Event, including without limitation rights necessary for UC to use recordings made consistent with the terms of this Agreement. Licensee shall defend, indemnify and hold UC, its officers, employees or agents harmless from and against any and all claims of infringement of any intellectual property or personal rights, including but not limited to claims arising from the use of patented, trademarked, franchised or copyright-protected material, material that violates the right of privacy or right of publicity, or any other statutory or common law right, or claims of defamation arising from or related to the Event.

23. INSURANCE. Licensee shall, at its sole cost and expense, insure its activities in connection with this Agreement. Licensee and shall provide UC written evidence of coverage by insurance of the types and in the minimum amounts specified below:

a)	Commercial General Liability: (Minimum Limits)	
1.	General Aggregate (BI, PD)	$2,000,000
2.	Products, Completed Operations Aggregate	$1,000,000
3.	Personal and Advertising Injury	$1,000,000
4.	Each Occurrence	$1,000,000

If such insurance is written on a claims-made form, coverage shall survive for a period no less than three years following termination of this agreement. Coverage must have a retroactive date of placement prior to or coinciding with the effective date of this agreement.

b) Business Auto Liability for Owned, Scheduled, Non-Owned, or Hired Automobiles: combined single limit of no less than $1,000,000 per occurrence.

c) Workers' Compensation: as required under California State Law.

d) Such other insurance in such amounts as from time to time may reasonably be required by the mutual consent of UC and Licensee against such other insurable hazards relating to Event.

e) It is expressly understood, however, that the coverages required, excluding Workers' Compensation Insurance coverage, will not in any way limit the liability of the Licensee.

f) The Commercial General Liability and Business Automobile Liability coverages referred to above must be endorsed to include "The Regents of the University of California" as an additional insured. The named insured on the face of the certificates must be the legal name and address of the Licensee. The certificate holder must be identified as follows:

The Regents of the University of California
University of California, Berkeley
Supply Chain Management – Insurance Desk

1608 4th Street
Berkeley, CA 94710

g) The certificates of insurance must provide for advance written notice to UC, in accordance with policy provisions, of any modification, change, or cancellation of any component of the insurance coverage.

h) The Licensee and Agency acknowledge and agree that UC will not execute this Agreement that no valid Agreement between the parties will exist, and that this Agreement may be canceled until and unless the required certificate of insurance is received and approved.

i) The insuring party(ies) warrant(s) that the insurance policy(ies) provided to UC in connection with the insuring party(ies) obligations under this Section 24 contain an additional insured provision or endorsement permitting coverage for additional insureds.

j) The Licensee acknowledges and agree that UC will not execute this Agreement and that no valid Agreement between the parties will exist, and that this Agreement may be canceled until and unless the required certificate of insurance is received and approved.

24. USE OF UC NAME. Licensee shall have the right to use the name of the “University of California, Berkeley,” solely for the location identification of the event(s) referred to herein. The names “University of California, Berkeley” “Cal Performances” "VENUE NAME", or "SHORTENED VENUE NAME", shall not be used to sponsor or to be tied with any commercial product or company, or for the purpose of fundraising or the solicitation of sponsorship, without UC's prior written consent. There shall be no sign, banner, advertising or solicitation materials placed on University property without UC's expressed written permission.
    a. If Licensee requests and UC consents, Licensee must notify University in writing in advance of any fundraising Event occurring within seven (7) days before or after the performances described herein given by or in connection with Licensee, including but not limited to corporate sponsored events, ticket giveaways, receptions and benefit performances at locations other than the University. Benefit performances are not allowed in University facilities without the written approval of the Chancellor.
    b. UC reserves the right to limit Licensee's fundraising activities within the 7 day period described above if such activities are in its discretion, in direct conflict with UC's fundraising efforts.
    c. UC may by mutual agreement with Licensee, share expense and/or guest list for such events.
    d. The use of University facilities for such events requires the sponsorship of Cal Performances as University representative and may not be used without the approval of Cal Performances Development Director.
    e. UC is not obligated to credit Licensee's funding sources in any materials including but not limited to brochures, print advertising, posters and program magazines, and will do so only by mutual agreement with Licensee.
    f. If Event is co-sponsored, Cal Performances shall be credited as follows in all promotional materials: “In association with Cal Performances, University of California, Berkeley.” UC reserves the right to approve any materials imprinted with this credit prior to printing and distribution.

25. LICENSEE RESPONSIBLE FOR POLICY COMPLIANCE: Licensee's compliance with campus policies concerning events, including but not limited to the Major Event Policy, is required separate and apart from this Agreement and Licensee is responsible for all payment obligations set forth in the Agreement if Licensee is unable to proceed with its event due to lack of such compliance. UC's execution of this Agreement does not constitute a decision that Licensee has complied with campus policies that apply to the Event, and Licensee is strongly advised not to execute this Agreement and unless and until Licensee has complied with all policies relevant to the Event including without limitation the Major Events Policy.

26. GOVERNING LAW. This Agreement will be governed and construed in accordance with the internal substantive laws of the State of California as applied to contracts made and performed in California and without regard to its conflicts of laws provisions. All disputes arising out of or with respect to this Agreement shall be heard exclusively, in a state court having jurisdiction of Alameda County, California and each of the parties expressly consents to the jurisdiction and venue of such courts.

27. LIMITED WAIVER. Waiver of any default shall not constitute waiver of any subsequent or other default.

28. SUCCESSORS. All rights of the parties hereto shall inure to the benefit of their successors and assigns, and all obligations of any of the parties hereto shall bind his, her, or their heirs, executors, personal representatives, successors and assigns.

29. ATTORNEY FEES. In any litigation, arbitration, or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, the prevailing party will be awarded reasonable attorney fees, together with any costs and expenses, to resolve the dispute and to enforce the final judgment, including the reasonable value of any services provided by in-house counsel. The reasonable value of

services provided by in-house counsel will be calculated by applying an hourly rate commensurate with prevailing market rates charged by attorneys in private practice for such services.

30. SEVERABILITY OF AGREEMENT. If a court or an arbitrator of competent jurisdiction holds any provision of this Agreement to be illegal, unenforceable, or invalid for any reason, the validity and enforceability of the remaining provisions of this Agreement shall not be affected.

31. COUNTERPARTS. This Agreement may be executed in any number of counterparts, each of which will be an original, but all of which together will constitute one instrument.

32. EFFECTIVENESS. This Agreement will be effective only when signed by all parties.

33. RIGHT TO TERMINATE. UC shall have the right to terminate this Agreement without financial penalty if any of the following events occur: A material and permanent change in Licensee's ability to perform; or conduct of the Licensee which results in a violation of the law or adverse publicity which UC believes may reflect badly on the Licensee and/or UC; or if Licensee becomes contractually obligated at any time after the execution of this Agreement and prior to the Event to require all of Licensee labor to be employed under IATSE agreement, except that if Licensee becomes contractually obligated at any time after the execution of this Agreement and prior to the Event to require all of Licensee labor to be employed under IATSE agreement, and Licensee gives immediate notice of such obligation, then UC may elect in lieu of termination to charge Licensee for the difference between costs of UC stage personnel and those of the IATSE crew involved, which amount shall be deducted from Licensee's compensation paid by UC pursuant to this Agreement. In the event of termination pursuant to this Section, Licensee shall refund and return to UC any and all payments made by UC pursuant to this Agreement.

34. TERMINATION DUE TO COVID-19. The parties acknowledge that the situation with respect to COVID-19 is evolving and may involve the parties' required or voluntary compliance with international, national, state and local requirements, guidance (including, but not limited to, public health guidance), best practices and laws, as well as UC policies, guidelines and practices (collectively, "COVID-19 Considerations"), all of which may impact the Agreement. UC may terminate the Agreement at any time if UC determines in its sole and absolute discretion that the Agreement should be cancelled due to COVID-19 Considerations. In the event of such cancellation, neither party shall be responsible or liable to the other party for any losses or damages incurred by such other party arising out of any such cancellation.

35. ORAL REPRESENTATION AND AMENDMENTS. No representation, warranty, condition or agreement of any kind or nature whatsoever shall be binding upon the parties hereto unless incorporated in this Agreement. This Agreement and its incorporated documents contain the entire Agreement between the parties and supersede all prior written or oral agreements with respect to the subject matter herein.

36. ASSIGNMENT

    This Agreement shall not be assigned or transferred by either party without written consent of the other.

37. INCORPORATED DOCUMENTS: The attached Appendix "A" is part of this Agreement. This Agreement shall take precedence over any attachments in any case where there is a conflict of terms.

FOR THE REGENTS OF THE UNIVERSITY OF CALIFORNIA			FOR LICENSEE		
By:			By:	DocuSigned by: Richard Savage 3E5D9F2CDCCC49C...	04/20/2026
Name:	Jeremy Geffen	(Date)	Name:	Richard Savage	(Date)
Title:	Executive and Artistic Director Cal Performances		Title:	Co-Superintendent	

APPENDIX A: ESTIMATED EXPENSES

NorCal Commencement

KK26YH

Tuesday, June 16, 2026

Jennifer Brunner
California Online Public Schools

Thank you for your interest in hosting your event, **NorCal Commencement**, at our venue! Please see the anticipated expenses for staffing and services below:

VENUE RENTAL

Date	Time	Room	Usage	Price	Total
6/16/2026	All Day	Zellerbach Auditorium	Performance	$12,144.73	$12,144.73
			Subtotal		$12,144.73
			Rental Total		**$12,144.73**

ITEM CHARGES

Front of House

Time	Item/Title	Qty/Price	Subtotal
	Assistant House Manager	1 Person * 6 Hours @ $33.35/Hour	$200.10
	House Manager	1 Person * 6 Hours @ $33.35/Hour	$200.10
	Usher	6 Person * 6 Hours @ $33.35/Hour	$1,200.60
		Subtotal	$1,600.80
		Front of House Total:	**$1,600.80**

Production

Time	Item/Title	Qty/Price	Subtotal
	General Stagehand	6 Person * 6 Hours @ $76.82/Hour	$2,765.52
		Subtotal	$2,765.52
		Production Total:	**$2,765.52**

Facilities

Time	Item/Title	Qty/Price	Subtotal
	Facility Services	1 Each @ $1,200.00/Each	$1,200.00
	Custodial Level C -lowest level for facility services no food & beverage and no porter on hand. Final services determined based on venue capacity, served food/beverage or other activity that would create a need for additional service or labor.		
		Subtotal	$1,200.00
		Facilities Total:	**$1,200.00**

Ticketing

Time	Item/Title	Qty/Price	Subtotal
	Full Service-Zellerbach Auditorium	1 Each @ $4,991.00/Each	$4,991.00
	2024 paid for full service but did not use 2025 full service ticketing provided at no cost (2024 credit) 2026 standard charge noted		
		Subtotal	$4,991.00
		Ticketing Total:	**$4,991.00**

Third Party Services

Time	Item/Title	Qty/Price	Subtotal

Contingency	1 Each @ $7,050.00/Each	$7,050.00

2025 expenses for livestreaming & event staff +15% for final cofirmed needs & pricing

Subtotal	$7,050.00
Third Party Services Total:	**$7,050.00**
Item Charges Total	**$17,607.32**

EVENT SUMMARY

Event Charges	$29,752.05
Subtotal	$29,752.05
ESTIMATE TOTAL	**$29,752.05**

INTERCOLLEGIATE ATHLETICS
UNIVERSITY OF CALIFORNIA, IRVINE
BREN EVENTS CENTER

April 1, 2026

Richard Savage
California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, CA 92675

Dear Richard:

We are very pleased that you have chosen to return to the Bren Events Center as the site for the Cal Ops High School Commencement Ceremony on June 17, 2026.

Enclosed is a copy of Use Agreement #4697 for your June 17, 2026 event. Please sign the contract and the estimated expense report and return them via DocuSign on or before the due date listed below. **FAILURE TO RETURN SIGNED USE AGREEMENT AND 1ST RENT DEPOSIT BY DUE DATE MAY RESULT IN CANCELLATION OF YOUR RESERVATION WITHOUT NOTICE.** Upon receipt of your signed copies, we will return a final copy with all signatures for your records.

Please note the following important dates contained in the Agreement:

Description	Amount Due	Date
Signed UA and Rent Deposit	**$7,400.00**	**May 15, 2026**
Expense Deposit	**$40,929.00**	**June 1, 2026**
Insurance Certificate	**See item #13 on contract**	**June 1, 2026**

Your assigned Event Manager will reach out to coordinate the details of your event. Estimated expenses may change and incur additional charges should adjustments be made to the details of your event.

Again, thank you for choosing the Bren Events Center, we all look forward to working with you.

Respectfully,

DocuSigned by:
Danny S. Spitzer
6BC5008D70C6435...

Danny Spitzer
Director, Bren Events Center
Bren Events Center

Enclosure: Use Agreement #4697, Estimated Expense Report, Wire Transfer Instructions, Event Insurance Requirements

BREN EVENTS CENTER
100 Bren Events Center
University of California, Irvine
Irvine, California 92697-1500
Ph: (949) 824-5050 Fax: (949) 824-5097
USE AGREEMENT **Agreement No. 4697**

FOR OFF CAMPUS SPONSORED EVENTS

This **AGREEMENT**, made and entered into by and between **The Regents of the University of California,** hereinafter called "University", and **COMPANY NAME: CALIFORNIA ONLINE PUBLIC SCHOOLS** whose representative is: **RICHARD SAVAGE. ADDRESS: 33272 VALLE RD, SAN JUAN CAPISTRANO, CA 92675, PHONE: (949) 939-6543, E-MAIL: rsavage@californiaops.org.**

1. PREMISES. That in consideration of the covenants and agreements herein expressed and of the faithful performance by CALIFORNIA ONLINE PUBLIC SCHOOLS of all such covenants and agreements, the University does hereby demise for use by CALIFORNIA ONLINE PUBLIC SCHOOLS only that part of those premises generally known as the **BREN EVENTS CENTER**, hereinafter called "Center", and more particularly described as Arena, Koll Room, Stewart Room **for the sole purpose of presenting: CALOPS HIGH SCHOOL COMMENCEMENT CEREMONY.** CALIFORNIA ONLINE PUBLIC SCHOOLS shall not use or permit the premises to be used for any purpose other than that set forth in this agreement.

2. FACILITY USE SCHEDULE. The term of this Agreement is from at **8:00 AM to 11:59 PM** on **each day facilities are to be provided by the Bren Events Center.**

EVENT SCHEDULE

DAY	DATE	TIME	ACTIVITY	FACILITY
WEDNESDAY	06/17/26	9:00 AM	MOVE IN	ARENA/KOLL/STEWART
WEDNESDAY	06/17/26	10:00 AM	SET UP	ARENA/KOLL/STEWART
WEDNESDAY	06/17/26	11:30 PM	DOORS OPEN	ARENA/KOLL/STEWART
WEDNESDAY	06/17/26	1:00 PM	EVENT BEGINS	ARENA/KOLL/STEWART
WEDNESDAY	06/17/26	3:00 PM	EVENT ENDS	ARENA/KOLL/STEWART
WEDNESDAY	06/17/26	3:00 PM-6:00 PM	MOVE OUT/STRIKE	ARENA/KOLL/STEWART

PAYMENT SCHEDULE

Payment shall be made in the following manner and on the basis and terms set forth below:**(CASHIER' S CHECK OR WIRE TRANSFER MADE PAYABLE TO THE "UC REGENTS".)**

$7,400.00 RENT PAYMENT WITH SIGNED USE AGREEMENT DUE BY: MAY 15, 2026
$40,929.00 ESTIMATED EXPENSE DEPOSIT DUE BY: JUNE 1, 2026

3. RENTAL FEES. Rental fees include the following services and equipment:

- **A.** Lighting, heating, and air conditioning.
- **B.** Such equipment including, but not limited to, stage, risers, chairs, tables, athletic fixtures, electronic message board and public address system as specified by CALIFORNIA ONLINE PUBLIC SCHOOLS and available to the Center.
- **C.** One (1) set-up and one (1) strike.

The CALIFORNIA ONLINE PUBLIC SCHOOLS hereby covenants and agrees to pay the University expenses **BY CASHIER'S CHECK, MONEY ORDER OR WIRE TRANSFER MADE PAYABLE TO THE "UC REGENTS"** for use of said premises as described below and in the following manner:

• **ARENA**	$6,000.00
• ~~**ARENA OVERTIME**~~ **(Not Requested)**	~~$ 0.00~~
• **KOLL ROOM:** $700/DAY MAXIMUM	$ 700.00
• **STEWART ROOM:** $700/DAY MAXIMUM	$ 700.00
	$7,400.00

NOTE: *Rental fees do not include additional expenses as described below in sections 5 through 13 of this contract.*

ADDITIONAL EXPENSES

4. OVERTIME: CALIFORNIA ONLINE PUBLIC SCHOOLS shall pay to the Center an Additional use fee in the sum of $350.00 for each hour or fraction of an hour for the extension of said Event on the premises by CALIFORNIA ONLINE PUBLIC SCHOOLS, its patrons or customer **BEFORE 8:00 A.M. AND AFTER 11:59 P.M. EACH DAY.**

5. ANY COSTS RELATED TO THE EVENT, which may be incurred by the Center at the request of CALIFORNIA ONLINE PUBLIC SCHOOLS It is further agreed that should any costs related to the Event be incurred by the Center, resulting from delayed billing, subsequent to the above payments to CALIFORNIA ONLINE PUBLIC SCHOOLS, CALIFORNIA ONLINE PUBLIC SCHOOLS

shall pay the Center the amount of such costs. Any modifications to the schedule of payments(s) due CALIFORNIA ONLINE PUBLIC SCHOOLS shall be by mutual consent of both parties.

6. SERVICES TO BE PROVIDED BY THE CENTER TO CALIFORNIA ONLINE PUBLIC SCHOOLS, AT CALIFORNIA ONLINE PUBLIC SCHOOLS'S EXPENSE. University will designate and provide at CALIFORNIA ONLINE PUBLIC SCHOOLS's expense additional personnel and services in connection with CALIFORNIA ONLINE PUBLIC SCHOOLS's use of the premises, as may be required by University or CALIFORNIA ONLINE PUBLIC SCHOOLS including, but not limited to: Additional set ups of, administrative staffing, ticket sellers, ushers, ticket takers, message board operator, cleaning and janitorial services, event manager, facility supervisor, crew leader, crew member, additional labor, emergency medical technician, sound and lighting technicians, installation of additional phone line, existing phone line activation, guards, traffic controllers, parking lot 6a, pre-printed permits, additional parking, curtain and banner installation and University security personnel including the services of stand-by fire personnel assigned to the Center by University.

7. EXPENSE DEPOSIT (OPERATING PERSONNEL, SERVICE & EQUIPMENT): CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to provide an expense deposit of $40,929.00 due by JUNE 1, 2026. University reserves the right to increase Expense Deposit if estimated event expenses increases. IF DEPOSIT FROM TICKET SALES TWO WEEKS PRIOR TO THE EVENT IS NOT ACHIEVED, THE CENTER WILL REQUIRE CALIFORNIA ONLINE PUBLIC SCHOOLS TO PAY THE REMAINDER OF DEPOSIT WITH CASH OR CASHIERS CHECK. The terms of such a deposit, will be: University will deduct all rent and expenses from deposit. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees that University shall have the right to apply said expense deposit to any unpaid amounts, default, breach, damages or claims and the remainder of which will be returned to CALIFORNIA ONLINE PUBLIC SCHOOLS In the event that any such unpaid amounts, default, breach, damages or claims shall not have been fully satisfied or discharged by the application thereto of said expense deposit, CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to assume full responsibility for payment of charges that University shall have the right to apply CALIFORNIA ONLINE PUBLIC SCHOOLS's share of paid admission receipts, if any, to any such unpaid amounts, default, breach, damages or claims.

8. DAMAGE DEPOSIT. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to allow a damage deposit of **$2,000.00 upon request of University.** Damage Deposit, less damages, to be refunded ten (10) days following the termination of this agreement.

9. TICKETS. If tickets are sold in connection with CALIFORNIA ONLINE PUBLIC SCHOOLS's use of the premises:

A. University shall have sole supervision over the sale and collection of all tickets at such places as University, in its sole discretion, deems appropriate. CALIFORNIA ONLINE PUBLIC SCHOOLS may request that ticket sales privileges be extended to additional persons and if University grants the request, then CALIFORNIA ONLINE PUBLIC SCHOOLS assumes all responsibility for collection of unsold tickets or of funds from the sale of tickets from such persons and will be liable to University for the value of all tickets so distributed.

B. CALIFORNIA ONLINE PUBLIC SCHOOLS shall be responsible for any ticket printing fees imposed by the computerized ticket system or other ticket printing operation and any credit card processing fees imposed by the bank to process charge card transactions from sales made at the Bren Events Center Ticket Office**. CALIFORNIA ONLINE PUBLIC SCHOOLS AGREES TO ALLOW THE CENTER TO PRE-SELL TICKETS TO UCI STUDENTS 24 HOURS BEFORE PUBLIC TICKET SALES.**

C. University shall have the complete right to custody and control of all monies received from the sale of tickets wherever sold and admission fees wherever received. All such monies shall be the rightful property of University for the purposes of applying same in accordance with the terms and conditions of this agreement toward payment of use fees and other charges due or to become due to the University for purposes described in this agreement.

D. All tickets will be provided by the University. The University operates a computerized ticket system, which supports a series of outlets. The number of tickets printed will not exceed seating capacity negotiated. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees the Event Audit Report will be accepted as the box office statement for settlement purposes.

E. Ticket prices will include **a $3.00 facility surcharge** imposed by the University. Complimentary tickets and tickets sold to registered UCI students with valid University identification will not include the facility surcharge fee. Tickets and registrations sold to the general public will include the facility surcharge.

F. All complimentary admission tickets in excess of five percent (5%) of the total daily paid admissions shall be deemed paid admissions and valued at the highest manifested ticket price per ticket for purpose of computing the percentage use fee due University. CALIFORNIA ONLINE PUBLIC SCHOOLS shall furnish to the University tickets for fifty (50) seats selected by the Director for each reserved seat performance or for each general admission performance, including trade shows and walk-around shows for the use of the University. Tickets furnished at the request of the Director shall be without cost to the University.

G. Immediately upon the close of the box office, University will tabulate ticket sales and receipts and then prepare an invoice reflecting use fee, ticket service charges and all other charges to CALIFORNIA ONLINE PUBLIC SCHOOLS. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees that all funds from the sale of tickets are the property of University and that payment to CALIFORNIA ONLINE PUBLIC SCHOOLS under the term of this Agreement are not to be made from the proceeds of tickets sales but from the general funds of the University in such amounts as are otherwise determined by the Agreement.

H. If the University allows the sale of consignment tickets, CALIFORNIA ONLINE PUBLIC SCHOOLS shall accept full responsibility for all consignment tickets received from the Bren Events Center Ticket Office. Lost or stolen consignment tickets are wholly the responsibility of CALIFORNIA ONLINE PUBLIC SCHOOLS and will be considered sold and included in the calculation of event charges. All unsold consignment tickets shall be returned to the Bren Events Center Ticket Office forty-eight (48) hours prior to event start time. Tickets not returned within 48 hours of event start time shall be treated as "sold" tickets. In the event of cancellation, CALIFORNIA ONLINE PUBLIC SCHOOLS, and their agents/outlets shall be responsible for refunding to customers the full sales price of the tickets at place of purchase. **Consignment tickets shall not be sold through any commercial ticketing agency.**

10. NOVELTIES/CONCESSIONS. The University reserves to itself or its assigned agents the sole right: (1) to sell or disburse programs, periodicals, books, magazines, newspapers, concession items, flowers, candies, novelties or any related merchandise

commonly sold or dispensed in arenas; (2) to take and/or sell photographs; (3) to operate any checkrooms and the parking lots used in connection with the premises. In the event University grants CALIFORNIA ONLINE PUBLIC SCHOOLS the right to sell, disburse, or operate any or all of the items set forth in (1) - (3) above, CALIFORNIA ONLINE PUBLIC SCHOOLS shall pay University for said grant through specified agent in the amount of **THIRTY-FIVE PERCENT (35%)** of the gross receipts from said sales or operations. CALIFORNIA ONLINE PUBLIC SCHOOLS shall collect and deposit California Sales Tax on behalf of seller. University shall provide a receipt of such transaction for seller's records. Bren events center reserves the sole right to sell earplugs for any event.

MERCHANDISE VENDORS MUST BE APPROVED TWO (2) WEEKS IN ADVANCE. IF APPROVED VENDOR DOES NOT FURNISH THE UNIVERSITY WITH COPY OF CALIFORNIA RESALE PERMIT, VENDOR WILL BE PROHIBITED FROM SELLING ANY ITEMS.

11. CATERING/FOOD SERVICES. The University reserves to itself or its assigned agents the sole right to serve and cater food and beverages on the premises including but not limited to receptions, breakfasts and luncheons. In the event University grants CALIFORNIA ONLINE PUBLIC SCHOOLS the right to utilize off campus catering services, **CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to pay 12% of catering food sales fee** to the Bren Events Center.

NOTE: *All caterers must be approved by University of California, Irvine Food Services at least thirty (30) days in advance of the event. Caterer must meet specific insurance and health requirements set forth by the University.*

12. TELEVISIONS, RADIO, INTERNET AND VIDEO BROADCASTING. CALIFORNIA ONLINE PUBLIC SCHOOLS will not broadcast nor permit anyone else to broadcast, reproduce, transmit or disseminate over any radio or television station, any event, program, speech or music of any kind whatsoever, or any part thereof, produced on the premises, unless and until the University shall have given its written permission therefore. If any of the conditions of such written permission are violated, the University, at its option, may at any time stop such broadcasting. Recordings or transcription of performances shall not be made without the written permission of the University. Under conditions where warranted, the University shall determine fees to be paid to the University for any rights running to CALIFORNIA ONLINE PUBLIC SCHOOLS to make a broadcast or recording of the covered event. Such fees shall be agreed upon between University and CALIFORNIA ONLINE PUBLIC SCHOOLS as a prerequisite to any such broadcast. University may video event for archival purposes; however, no broadcast or distribution will be permitted without CALIFORNIA ONLINE PUBLIC SCHOOLS approval.

THE TELEVISION, RADIO, INTERNET AND VIDEO BROADCAST TAPING FEES ARE AS FOLLOWS:

Motion Picture Filming & Televised Broadcast including Pay-Per-View	$2,500.00
Commercial broadcast	$1,500.00
Internet Broadcast	$750.00
Non-Commercial broadcast (public access)/Radio Broadcast or DVD sales	$500.00
Free Internet Broadcast (each broadcast)/DVD sales to client audience only	$250.00

INSURANCE AND INDEMNIFICATION

13. INSURANCE

A. CALIFORNIA ONLINE PUBLIC SCHOOLS shall, at its own expense, procure and maintain in full force a policy or policies of comprehensive or commercial general liability insurance, including bodily injury and property damage, and contractual liability for the indemnity provided herein with limits not less than $2,000,000 each occurrence and $5,000,000 in the aggregate. CALIFORNIA ONLINE PUBLIC SCHOOLS shall submit a certificate of insurance evidencing such coverage naming the **REGENTS OF THE UNIVERSITY OF CALIFORNIA AS ADDITIONAL INSURED. The certificate must be sent to the Director, Bren Events Center, thirty (30) days prior to the first event day. INSURANCE CERTIFICATE DUE ON OR BEFORE JUNE 1, 2026.**

B. CALIFORNIA ONLINE PUBLIC SCHOOLS also agrees to maintain business auto liability insurance covering all owned, non-owned and hired vehicles with limits of not less than $1,000,000 combined single limits for bodily injury and property damage.

C. CALIFORNIA ONLINE PUBLIC SCHOOLS will also maintain Workers' Compensation Insurance as required under California law.

D. CALIFORNIA ONLINE PUBLIC SCHOOLS will maintain and provide (upon request) evidence of fire and extended coverage insurance protection for CALIFORNIA ONLINE PUBLIC SCHOOLS's equipment and sundry personal property.

14. INDEMNIFICATION University shall defend, indemnify and hold CALIFORNIA ONLINE PUBLIC SCHOOLS, its officers, employees and agents harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of The Regents of the University of California, its officers, agents, or employees.

CALIFORNIA ONLINE PUBLIC SCHOOLS shall defend, indemnify and hold The Regents of the University of California, its officers, employees and agents harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of CALIFORNIA ONLINE PUBLIC SCHOOLS, its officers, agents, employees, subcontractors and vendors.

Neither termination of this Agreement nor completion of the acts to be performed under this Agreement shall release any party from its obligations to indemnify as to any claim or cause of action asserted so long as the event upon which such claim or cause of action is predicated shall have occurred prior to the effective date of any such termination or completion.

TERMS AND CONDITIONS

15. CUSTODY OF PROPERTY. In the receipt, handling, care or custody of property of any kind shipped or otherwise delivered to the premises by or for CALIFORNIA ONLINE PUBLIC SCHOOLS, University shall act solely for the accommodation of CALIFORNIA ONLINE PUBLIC SCHOOLS and neither the University nor any of its agents or employees shall be a bailee or liable for any loss, damage or injury to such property.

16. ADVERTISING. University will receive full advance information as to the nature and content of any performance, exhibit, entertainment, or advertising relating to CALIFORNIA ONLINE PUBLIC SCHOOLS's use of the Center. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees that no such activity, or part thereof, shall be given or held if University makes written objection to same on the grounds of violation of any law, CALIFORNIA ONLINE PUBLIC SCHOOLS's inability or failure to uphold event advertising claims, or violation of any terms and conditions relative to the nature and general content of CALIFORNIA ONLINE PUBLIC SCHOOLS's use of the completion of this Agreement. Any advertising whether television, newspaper, program, poster, outdoor, transit or other print advertising must utilize the authorized ticketing system name and/or logo. All advertising and promotional material for public events including, but not limited to, newspaper, television, radio, posters or brochures, must contain ticket or admission prices, unless otherwise specified by the University.

17. PUBLIC ANNOUNCEMENTS. University reserves the right to make audio and/or visual public announcements during intermissions and other such times as will not unreasonably interfere with CALIFORNIA ONLINE PUBLIC SCHOOLS's performances. Said public announcements may relate briefly to "future attractions" at the University or to the welfare and safety of those attending the performance. CALIFORNIA ONLINE PUBLIC SCHOOLS is prohibited from making audio and/or visual public announcements, other than those, which pertain to the event for which this Agreement is made, without prior written approval of the University. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to submit in typed form all public announcements, which CALIFORNIA ONLINE PUBLIC SCHOOLS intends to make. CALIFORNIA ONLINE PUBLIC SCHOOLS will not make any public announcements in connection with performance in other locations, which University, in its sole discretion, considers to be in competition with the Center without University's written approval.

18. RIGHT TO INSPECT. The Center shall at all times be under the control of University which shall have the right at all times to enter the premises to examine the same and to perform University's duties.

19. DEFAULT. It is agreed that if CALIFORNIA ONLINE PUBLIC SCHOOLS shall fail, neglect or refuse to keep and perform any of the covenants, conditions or agreements contained in this Agreement, University may terminate the same without liability to University therefore and without releasing CALIFORNIA ONLINE PUBLIC SCHOOLS from CALIFORNIA ONLINE PUBLIC SCHOOLS's liability to pay the full amount of fees provided for herein.

20. PRODUCTION REQUIREMENT. CALIFORNIA ONLINE PUBLIC SCHOOLS shall file with the University, at least ten (10) days prior to the event which is the subject of this Agreement, a full and detailed outline of CALIFORNIA ONLINE PUBLIC SCHOOLS's requirements for the facilities to be used, including but not limited to all stage, sound, lighting, chair or table set-ups, and such other information as may be required by the University concerning such event. All public address or sound re-enforcement requirements to be provided by the University shall be submitted by CALIFORNIA ONLINE PUBLIC SCHOOLS not later than 72 hours prior to the performance and are subject to approval.

21. PROPERTY RESTRICTION. CALIFORNIA ONLINE PUBLIC SCHOOLS shall not use or permit the premises to be used for any purpose other than that set forth hereinafter. CALIFORNIA ONLINE PUBLIC SCHOOLS further covenants and agrees:

A. To keep aisles, corridors, passages, vestibules, trails, elevators and stairways free and clear of obstructions and shall not use these areas other than for ingress and egress.

B. To refrain from injuring of defacing the premises or any part thereof and not to drive or permit others to drive nails, hooks, tacks, or screws into any part of the premises or furnishings located therein or to apply tape or other materials to the walls or other painted surfaces.

C. To make no alterations in the authorized areas.

D. Not to use or permit the use of helium filled balloons or flammable tissue paper, crepe paper, or material for decorative purposes or any combustible liquid or substance unless the California State Fire Marshal or University Safety Officer has first approved the same.

E. To provide an intermission of not less than fifteen (15) minutes during every public performance, which is in excess of one-hour duration, except religious services.

22. CONTENT RESTRICTIONS. No performance, exhibition or entertainment shall be given or held in the Center, which is indecent, obscene or immoral, including nudity and graphic obscenities. Should any such performance, exhibition or entertainment or any part thereof, be reasonably deemed by the University to be indecent, obscene, immoral, or in any manner publicly offensive, University shall have the authority to stop such event or to demand the removal of objectionable subject. If the University should exercise its prerogative hereunder, all fees and other charges due to University will remain in the property of the University and any unpaid charges arising under this Agreement shall be considered payable to University. University reserves the right to eject or cause to be ejected from the premises any objectionable person or persons. The University shall not be held liable to CALIFORNIA ONLINE PUBLIC SCHOOLS for its actions under this paragraph.

23. LAWFUL ACTIVITY. In carrying out its obligations under this Agreement, CALIFORNIA ONLINE PUBLIC SCHOOLS shall comply with all rules, regulations, laws and ordinances of the United States, the State of California, the University and the Bren Events Center. CALIFORNIA ONLINE PUBLIC SCHOOLS shall have the responsibility for obtaining all permits or licenses required of it by the laws, ordinances, rules and regulations of the State of California or other governmental agencies.

24. COMPLIANCE WITH LAWS. CALIFORNIA ONLINE PUBLIC SCHOOLS will not do, nor authorize to be done, anything on the premises or parking area adjacent thereto in violation of any laws, ordinances, rules or regulations. If the attention of CALIFORNIA ONLINE PUBLIC SCHOOLS is called to any violation on its part, or of any person employed or contracted by CALIFORNIA ONLINE PUBLIC SCHOOLS, CALIFORNIA ONLINE PUBLIC SCHOOLS will immediately desist and correct the violation. CALIFORNIA ONLINE PUBLIC SCHOOLS shall be responsible for, and shall pay, all taxes, charges, fees, licenses and

permits, whether federal, State, county, or city, due on account of its business and other permitted activities engaged in under this Agreement.

25. ASSUMPTION OF RISK. CALIFORNIA ONLINE PUBLIC SCHOOLS assumes the risk of any loss or damage to its property or the property of any person or entity authorized by it to be in the Center, unless caused by the active negligence of The Regents, its officers, employees and agents. The University, and its officers, agents and employees shall not be responsible or liable for any loss of, or damage to, property while in the Center regardless of how the loss or damage is sustained unless such property damage is the result of the sole negligence of the University and its officers, agents and employees.

26. LIENS. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to pay promptly when billed by the University any costs, expenses and other charges incidental to the use and occupation of the premises and to save the University harmless from and indemnify it against any such costs, expenses and charges and from and against all claims, demands and liens of whatever character arising by reason of contract, express or implied, or negligence, or any other act or omission on the part of any person, firm or corporation other than University, including all costs, expenses and attorneys' fees incurred by University in connection with any asserted claim, demand, or lien. University has, at all times, final approval and control over any decision or decisions related to the cancellation of a performance and/or decision to refund in the event developments, other than those previously mentioned, warrant. In the event of the cancellation of any performance or event relating to this agreement, purchasers of tickets therefore shall have a period of time not to exceed one (1) year to apply to University for a refund of the purchase price. Thereafter, all funds generated from ticket sales and not refunded shall remain the property of University.

27. COPYRIGHT. CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to assume full responsibility for complying with the Federal Copyright Law of 1978 (17 U.S.C. §101 et seq.) and any regulations issued there under, including but not limited to the assumption of any and all responsibilities for paying royalties which may be due for the use of copyrighted work in CALIFORNIA ONLINE PUBLIC SCHOOLS's performance or exhibitions. CALIFORNIA ONLINE PUBLIC SCHOOLS further agrees to furnish to University, upon demand, proof of authorization of use by copyright owners or their representatives and, if unable to do so, hereby grants to University the right to withhold a reasonable amount from those amounts due to CALIFORNIA ONLINE PUBLIC SCHOOLS in order to hold University harmless from any and all said claims, losses or expenses incurred with regard thereto.

28. PROPERTY RIGHTS. Unless otherwise authorized by the University, all plumbing, electrical or carpenter work required to be done on the premises of the Center in connection with CALIFORNIA ONLINE PUBLIC SCHOOLS's use (except as required for normal heating, air conditioning and lighting) shall be done or furnished by the University for which CALIFORNIA ONLINE PUBLIC SCHOOLS shall pay the University in addition to any other use fees or charges required of CALIFORNIA ONLINE PUBLIC SCHOOLS. Any special facilities or extra services furnished or required by CALIFORNIA ONLINE PUBLIC SCHOOLS shall be agreed upon in advance by the parties hereto and payment for such items shall be agreed upon and shall not be a part of the amount specified in paragraph 4.

29. ASSIGNMENT. CALIFORNIA ONLINE PUBLIC SCHOOLS shall not assign this Agreement or any rights hereunder, and any attempt to sell or assign this Agreement or any rights hereunder shall thereby terminate this Agreement. In such event any and all payments that shall have been received by the University hereunder shall be deemed to be the property of University and in addition thereto CALIFORNIA ONLINE PUBLIC SCHOOLS shall be liable to the University for any and all damages occasioned by the attempted assignment.

30. CHARITABLE COLLECTIONS. No collections, whether for charity or otherwise, shall be made, attempted, or announced on the premises without the prior written consent of the University.

31. INGRESS/EGRESS. All articles, exhibits, fixtures, materials, displays, and staging, lighting and sound equipment of CALIFORNIA ONLINE PUBLIC SCHOOLS shall be brought into or taken out of the building only at such entrances as may be designated by the University.

32. REFUNDS. Refunds of deposits shall be made if: (1) CALIFORNIA ONLINE PUBLIC SCHOOLS gives written notice of cancellation at least **90 days** prior to the commencement of the term of this Agreement; or (2) the event is canceled by the University not due to CALIFORNIA ONLINE PUBLIC SCHOOLS's actions.

33. INTERRUPTIONS. University shall retain the right to cause the interruption of any performance in the interest of public safety, and to likewise cause the termination of such performance when in the sole judgment of the University such act is necessary in the interest of public safety. In such event, CALIFORNIA ONLINE PUBLIC SCHOOLS waives any and all claims for damages or compensation from University.

34. CIRCUMSTANCES BEYOND CONTROL. In the event the Center or any part thereof shall be destroyed or damaged by fire or any other cause which shall render the fulfillment of this Agreement by the University impossible including, but without limitation thereof, the requisitioning of the premises by any governmental agency, or by reason of labor disputes between the University and his employees, agents, contractors or subcontractors, then this Agreement shall terminate. CALIFORNIA ONLINE PUBLIC SCHOOLS hereby waives any claims for damages or compensation it may have against the University should this Agreement be so terminated. Reasonable consideration will be given to return of rental fees.

35. REMOVAL OF PROPERTY. In the event CALIFORNIA ONLINE PUBLIC SCHOOLS fails, neglects or refuses to remove its property from the authorized areas of the Center or adjacent parking lots and driveways promptly upon a termination for default or after the time specified for removal thereof, said property shall be deemed abandoned and the University shall have the right to remove, place in storage or otherwise dispose of any such property at the sole cost and expense of CALIFORNIA ONLINE PUBLIC SCHOOLS. CALIFORNIA ONLINE PUBLIC SCHOOLS hereby irrevocably constitutes and appoints the University as its special attorney-in-fact to do and perform all acts necessary in removing, storing and disposing of said abandoned personal property and to execute and to deliver a bill of sale therefore.

36. SITUS. The situs of this Agreement is Irvine, California. Any action, claims the laws of the State of California shall govern suits or disputes arising hereunder. Should University commence suit against CALIFORNIA ONLINE PUBLIC SCHOOLS under the terms of this Agreement because of CALIFORNIA ONLINE PUBLIC SCHOOLS's breach thereof, CALIFORNIA ONLINE PUBLIC SCHOOLS agrees to pay University's reasonable attorneys' fees, costs and expenses.

37. PARAGRAPH HEADINGS. The paragraph titles herein are for convenience only and do not define, limit or construe the contents of such paragraphs.

38. CONSTRUCTION OF AGREEMENT. Time, and especially time of payment of monies due from CALIFORNIA ONLINE PUBLIC SCHOOLS, shall be of the essence of this Agreement. Nothing herein shall be construed so as to make CALIFORNIA ONLINE PUBLIC SCHOOLS the agent, employee or representative of University for any purpose.

39. WAIVERS AND MODIFICATIONS. No waiver of any provision hereof shall be effective unless stated in writing and signed by the University and CALIFORNIA ONLINE PUBLIC SCHOOLS. No such waiver shall constitute a waiver neither of the same provision on a subsequent occasion nor of any other provision of this Agreement. This Agreement, with items incorporated by reference, shall constitute the entire agreement between the parties, unless modified in writing and executed by University and CALIFORNIA ONLINE PUBLIC SCHOOLS.

40. FORCES AND EFFECT. This Agreement shall have no force or effect unless executed. The original hereof shall be delivered to the University. CALIFORNIA ONLINE PUBLIC SCHOOLS covenants and agrees that its failure to fully and faithfully perform all covenants, conditions and agreements hereunder shall excuse University's continued performance.

THIS AGREEMENT IS VOID IF NOT EXECUTED AND RETURNED TO UNIVERSITY BY CALIFORNIA ONLINE PUBLIC SCHOOLS BY: MAY 15, 2026.

RETURN USE AGREEMENT TO: BREN EVENTS CENTER, UNIVERSITY OF CALIFORNIA, 100 BREN EVENTS CENTER, IRVINE, CA 92697-1500.

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year below written.

UNIVERSITY OF CALIFORNIA, IRVINE
BREN EVENTS CENTER

DocuSigned by:
By: Danny S. Spitzer
6BC5008D70C6435...

Print Name: Danny S. Spitzer

Title: Director - Bren Events Center

Date: 4/3/2026

CALIFORNIA ONLINE PUBLIC SCHOOLS
RICHARD SAVAGE

DocuSigned by:
By: Richard Savage
3E5D9F2CDCCC49C...

Print Name: Richard Savage

Title: Superintendent

Date: 4/3/2026

BREN EVENTS CENTER
University of California, Irvine
ESTIMATED EVENT EXPENSES
Operating, Personnel, Services and Equipment

Event: **CalOps High School Commencement Ceremony 2026**
Date: **June 17, 2026**
Use Agreement: **4697**

DESCRIPTION		Unit	Rate	Hours	Sub Total	Grand Total
Rental Fees						
Arena Rental - Full House @ $6,000.00					6,000.00	requested
Early Move @ $350.00 / hour					-	not requested
Koll Room Rental					700.00	requested
Stewart Room Rental					700.00	requested
Berry Terrace Rental					-	tbd
Ticket Terrace Rental					-	tbd
Koll Terrace Rental					-	tbd
Koll Lawn Rental					-	tbd
Total Facility Rental						**7,400.00**
Ticket Office:	Ticket Manager	1	48.00	4.00	192.00	11a-3p
	Ticket Sellers	-	25.00	-	-	tbd
	Ticket Printing-Print at Home	500	1.50		750.00	estimate
	Ticket Printing-Box Office	-	0.20		-	tbd
	Event Set Up fee				500.00	estimate
	Ticketing Buy Out fee				-	na
Total Ticket Office						**1,442.00**
Technical Crew:	Technical Services Manager	2	48.00	7.00	672.00	9a-4p
	Audio/Lighting Tech	1	34.00	7.00	238.00	9a-4p
Preset Lighting 6/16	Audio/Lighting Tech	1	34.00	4.00	136.00	2p-6p
Total Technical Crew						**1,046.00**
Medical Support:	EMT	3	37.00	5.50	495.00	11a-4:30p
Total Medical Support						**495.00**
UCI Police	UCI Police Sergeant	1	140.00	5.00	700.00	10:45a-3:45p
	UCI Police Officers	4	110.00	5.00	2,200.00	10:45a-3:45p
Total UCI Police						**2,900.00**
Crowd Control/Ushers	Crowd Control Manager	1	45.00	7.00	315.00	9:30a-4:30p
	Crowd Control Supervisor	1	43.00	7.00	301.00	9:30a-4:30p
	Crowd Control Staff	8	41.00	7.00	2,296.00	9:30a-4:30p
AL MAG & Bag Check/LB	Crowd Control Supervisors	4	43.00	4.75	817.00	10:45a-3:30p
MAG & Bag Entrances	Crowd Control Staff	12	41.00	4.75	2,337.00	10:45a-3:30p
Floor / Concourse / WL	Crowd Control Staff	16	41.00	4.75	3,116.00	10:45a-3:30p
	UCI CSA's	3	30.00	4.75	427.50	10:45a-3:30p
	Bren Usher Captains	3	27.00	7.00	567.00	9:30a-4:30p
Arena Lobby/East Lobby	Bren Ushers	2	24.00	7.00	336.00	9:30a-4:30p
Disability Assist	Bren Ushers	2	24.00	4.75	228.00	10:45a-3:30p
Entrances	Bren Ushers	8	27.00	4.75	1,026.00	10:45a-3:30p
Arena / Concourse	Bren Ushers	6	24.00	4.75	684.00	10:45a-3:30p
Total Crowd Control						**12,450.50**
Facility Set-up	~~Event Manager~~	~~1~~	~~48.00~~	~~5.00~~	~~240.00~~	
	~~Crew Leader~~	~~2~~	~~27.00~~	~~5.00~~	~~270.00~~	
	~~Crew Member~~	~~10~~	~~24.00~~	~~5.00~~	~~1,200.00~~	
Total Facility Set-up					~~1,710.00~~	
Facility Strike	~~Event Manager~~	~~1~~	~~48.00~~	~~5.00~~	~~240.00~~	
	~~Crew Leader~~	~~2~~	~~27.00~~	~~5.00~~	~~270.00~~	
	~~Crew Member~~	~~10~~	~~24.00~~	~~5.00~~	~~1,200.00~~	
Total Facility Strike					~~1,710.00~~	
Event Attendants	Event Managers	2	48.00	9.00	864.00	8a-5p
	Crew Leader	1	27.00	8.50	229.50	8a-4:30p
	Crew Member	5	24.00	8.50	1,020.00	8a-4:30p
	Guest Services Office staff	1	24.00	8.00	192.00	9a-5p
Total Event Attendants						**2,305.50**
Facility Cleaning	Event Manager	-	48.00	-	-	tbd
	Crew Leader	1	27.00	4.00	108.00	4p-8p
	Crew Member	-	24.00	-	-	tbd
	UCI FM Custodial Staff	7	119.00	4.00	3,332.00	4p-8p
Total Facility Cleaning						**3,440.00**
Parking (UCI TDS)	Parking Lot 6A Rental				1,200.00	6:00a-4:00p
	Parking ADA Cart Assistance	3	55.00	5.50	907.50	10:30a-4:00p
UCI T&DS	Parking Attendants- Distribute Permits	11	25.00	3.00	825.00	10:30a-4:00p
UCI T&DS	Parking Attendants- Direct Traffic	10	30.00	5.50	1,650.00	10:30a-4:00p
UCI T&DS	Parking Attendants- Pedestrian Assistance	8	25.00	5.50	1,100.00	10:30a-4:00p
	T&DS Green Plastic Barricade Rental	75	10.00		750.00	11a-3p
MPS Barr, Signs, Discount	UCI Parking Other				(282.50)	tbd
CAOPS staff-Mesa Structure	Additional Parking Permits	60	20.00		1,200.00	tbd
						7,350.00
Miscellaneous:						
Bren	Green Barricades use fee	50	10.00		500.00	tbd
	Theatrical Light system use fee				350.00	requested
	Arena Sound system use fee				750.00	requested
Use Fee = $4,000.00	LED Video Wall use fee				4,000.00	requested
Use Fee = $1,000.00	LED Ribbon Boards use fee				1,000.00	requested
	Stage Carpet				400.00	tbd
Black color	Arena Backdrop Curtain				300.00	requested
MiMedia ($2,200.00)	Rental Pipe & Drape Curtain				2,200.00	tbd
	Install Banners				-	not requested
Total Miscellaneous						**9,500.00**
TOTAL:						**48,329.00**

***Estimate based on 500+/- Grads & 100 Staff & 4,750+/- Attendees for ONE Senior Commencement ceremony**
*Move in 9:00A / Set Up 10:00A / Doors 11:30A / Graduation 1:00P~3:00P / Move out 3:00P-4:00P / Strike 3:00P~6:00P
***Estimate subject to change based on actual hours of program.**

3/30/2026 MR

Please acknowledge receipt of the above preliminary estimate. Return with signed use agreement.

Signature DocuSigned by: Richard Savage 3E5D9F2CDCCC49C... Date 4/3/2026

UNIVERSITY OF CALIFORNIA, IRVINE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

ACCOUNTING OFFICE
BIOLOGICAL SCIENCES 3 SUITE 1400
IRVINE, CALIFORNIA 92697-1050

NOVEMBER 2012

INDIVIDUALS WISHING TO ELECTRONICALLY WIRE MONEY TRANSACTIONS FOR:

THE UNIVERSITY OF CALIFORNIA, IRVINE

SHOULD USE THE FOLLOWING INFORMATION:

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, IRVINE
UCI DEPOSITORY ACCOUNT # 1499050106
ROUTING # 026009593
SWIFT code: BOFAUS3N
BANK OF AMERICA
Client Fulfillment & Service
CA4-704-05-41
BUILDING D
2000 Clayton Road
CONCORD, CA 94520-2425

PLEASE INCLUDE THE FOLLOWING INFORMATION TO INDICATE WHERE THE WIRE PAYMENT SHOULD BE DIRECTED AT UCI SUCH AS: NAME, STUDENT ID#, INVOICE#, PAYMENT FOR, UCI DEPARTMENT NAME, ETC. THIS IS TO ENSURE YOUR PAYMENT GETS APPLIED TO THE PROPER ACCOUNT AT UC IRVINE.

PLEASE INCLUDE THIS INFORMATION IN “ORIGINATOR TO BENEFICIARY INFORMATION” OR “INFORMATION/DESCRIPTION” OR “PAYMENT DETAILS”.

ASK YOUR BANK IF THEY CHARGE A FEE FOR THIS SERVICE. THEN TELL YOUR BANK THE AMOUNT YOU WANT UCI TO RECEIVE SO THAT THEY CAN ADD ANY FEES BEFORE TRANSFERRING THE AMOUNT. VERIFY THAT A SERVICE FEE WILL NOT BE DEDUCTED FROM THE TOTAL AMOUNT YOU ARE SENDING.

FOR ADDITIONAL ASSISTANCE PLEASE CONTACT:

JOANNE MENDA
GENERAL ACCOUNTING
BIOLOGICAL SCIENCES 3
IRVINE, CA 92697-1050
949/824-6818
FAX/824-3895
jmenda@uci.edu

INTERCOLLEGIATE ATHLETICS
UNIVERSITY OF CALIFORNIA, IRVINE
BREN EVENTS CENTER

EVENT INSURANCE REQUIREMENTS

Per Item #13 of your Use Agreement, please provide us with a Certificate of Insurance that meets the following parameters:

- General Liability levels need to be $2 million per occurrence and $5 million in the aggregate;
- The COI will need to show proof of Auto Liability insurance or an explanation of why your organization is exempt;
- The COI will also need to show proof of Worker's Comp or an explanation of why your organization is exempt;
- And lastly, it must list The Regents of the University of California as an additional insured.

Please use the following for Certificate Holder Address:

The Regents of the University of California
c/o Bren Events Center
100 Mesa Road
Irvine, CA 92697-1500

If preferred, a University compliant COI can be obtained at this website:
https://events.campuscoverage.com/programs/uc/ucirvine/tulip

docusign

Certificate Of Completion

Envelope Id: B6816F70-7677-4F79-9CD2-3C1763F620B8
Status: Completed
Subject: Complete with Docusign: 06.17.26 CA Online Public Schools Graduation
Source Envelope:
Document Pages: 10
Signatures: 4
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Ereeny Kamel
415 Aldrich Hall
Irvine, CA 92697-1025
kamele@uci.edu
IP Address: 128.200.246.86

Record Tracking

Status: Original
4/1/2026 3:34:16 PM
Holder: Ereeny Kamel
kamele@uci.edu
Location: DocuSign

Signer Events	Signature	Timestamp
Danny S. Spitzer dspitzer@uci.edu Director - Bren Events Center UCI Account Security Level: Email, Account Authentication (None)	DocuSigned by: Danny S. Spitzer 6BC5008D70C6435... Signature Adoption: Pre-selected Style Using IP Address: 128.200.246.120	Sent: 4/1/2026 3:41:17 PM Viewed: 4/3/2026 11:44:19 AM Signed: 4/3/2026 11:44:42 AM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
Richard Savage rsavage@californiaops.org Superintendent Security Level: Email, Account Authentication (None)	DocuSigned by: Richard Savage 3E5D9F2CDCCC49C... Signature Adoption: Pre-selected Style Using IP Address: 174.126.23.137	Sent: 4/3/2026 11:44:43 AM Viewed: 4/3/2026 12:37:32 PM Signed: 4/3/2026 12:37:42 PM
Electronic Record and Signature Disclosure: Accepted: 4/3/2026 12:37:32 PM ID: 444fd503-d5ae-46ee-9173-c2430b616db4		
Danny S. Spitzer dspitzer@uci.edu Director - Bren Events Center UCI Account Security Level: Email, Account Authentication (None)	DocuSigned by: Danny S. Spitzer 6BC5008D70C6435... Signature Adoption: Pre-selected Style Using IP Address: 128.200.246.120	Sent: 4/3/2026 12:37:44 PM Viewed: 4/3/2026 6:17:41 PM Signed: 4/3/2026 6:17:52 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Melissa Ramos miramos@uci.edu Associate Athletic Director, Event Operations UCI Account Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	COPIED	Sent: 4/3/2026 6:17:53 PM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	4/1/2026 3:41:17 PM
Certified Delivered	Security Checked	4/3/2026 6:17:41 PM
Signing Complete	Security Checked	4/3/2026 6:17:52 PM
Completed	Security Checked	4/3/2026 6:17:53 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Parties agreed to: Richard Savage

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, UCI Account (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact UCI Account:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To advise UCI Account of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from UCI Account

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with UCI Account

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: https://support.docusign.com/guides/signer-guide-signing-system-requirements.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify UCI Account as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by UCI Account during the course of your relationship with UCI Account.

Coversheet

Approval of Form 990 (attached)

Section: VII. Action Items
Item: B. Approval of Form 990 (attached)
Purpose: Vote
Submitted by:
Related Material: BIM - CalOPS Form 990 05.5.26.pdf
Internal_-_COPS_-_06.30.2025_Form_990&_199.pdf

California Online Public Schools

Board Information Memo

SUBJECT: CalOPS Form 990

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Compliance
Date: 5/5/2026
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Policy
Decision Type (Action Item, Information Only, etc.): Action

Background (Brief Summary of Background Information):

As a federal tax-exempt organization, CalOPS, along with all other non-profits, are required to submit Form 990 annually with the IRS. This form essentially is the organization's tax return and used to increase financial transparency around the organization's finances and financial status. This document is a public document and acts as a legal record of organization.

CalOPS contracted with CLA, Clifton Larson Allen LLP, to complete our Form 990 for the fiscal year ending on June 30, 2025. CLA has also completed this form and our audit for the last few years.

Rationale (Why is this important and why is this coming to the Board): For compliance purposes this document needs to be board approved before final submission.

Evidence of Due Diligence: The Director of Finance as well as Charter Impact has reviewed this document for accuracy and completeness.

Fiscal Impact: N/A

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
Motion to approve the Form 990

Prepared/Recommended/Approved By:
LaChelle Carter, Director of Finance



CliftonLarsonAllen LLP
CLAconnect.com

CALIFORNIA ONLINE PUBLIC SCHOOLS

FORM 990 INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2025



CliftonLarsonAllen LLP
CLAconnect.com

April 9, 2026

California Online Public Schools
33272 Valle Rd
San Juan Capistrano, CA 92675
Attention: Ricardo Romero

Dear Ricardo,

Enclosed is the organization's 2024 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2026 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS E-file Signature Authorization for a Tax Exempt Entity

For calendar year 2024, or fiscal year beginning JUL 1, 2024, and ending JUN 30, 20 25

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2024

Name of filer
CALIFORNIA ONLINE PUBLIC SCHOOLS

EIN or SSN
51-0596749

Name and title of officer or person subject to tax
RICARDO ROMERO
INTERIM SUPERINTENDENT

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	**Form 990** check here	X	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b	110,304,868.
2a	**Form 990-EZ** check here		**b Total revenue,** if any (Form 990-EZ, line 9)	2b	
3a	**Form 1120-POL** check here		**b Total tax** (Form 1120-POL, line 22)	3b	
4a	**Form 990-PF** check here		**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b	
5a	**Form 8868** check here		**b Balance due** (Form 8868, line 3c)	5b	
6a	**Form 990-T** check here		**b Total tax** (Form 990-T, Part III, line 4)	6b	
7a	**Form 4720** check here		**b Total tax** (Form 4720, Part III, line 1)	7b	
8a	**Form 5227** check here		**b FMV of assets at end of tax year** (Form 5227, Item D)	8b	
9a	**Form 5330** check here		**b Tax due** (Form 5330, Part II, line 19)	9b	
10a	**Form 8038-CP** check here		**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2024 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP to enter my PIN 22100
ERO firm name **Enter five numbers, but do not enter all zeros**

as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax Signed by: Ricardo Romero Date 4/13/2026

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 30742491740
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2024 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature MEI-LI HUANG Date 04/09/26

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8879-TE** (2024)

LHA 402521 12-26-24

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Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

A For the 2024 calendar year, or tax year beginning JUL 1, 2024 **and ending** JUN 30, 2025

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
CALIFORNIA ONLINE PUBLIC SCHOOLS

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 33272 VALLE RD

Room/suite

City or town, state or province, country, and ZIP or foreign postal code SAN JUAN CAPISTRANO, CA 92675

F Name and address of principal officer: JAMES STOCKDALE
SAME AS C ABOVE

D Employer identification number 51-0596749

E Telephone number (800)906-5166

G Gross receipts $ 110,304,868.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: CALIFORNIAOPS.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 2006 **M** State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO OFFER STUDENTS A PERSONALIZED LEARNING APPROACH TO ACHIEVE POTENTIAL AND HIGH PERFORMANCE.

2 Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	6
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
5	Total number of individuals employed in calendar year 2024 (Part V, line 2a)	5	496
6	Total number of volunteers (estimate if necessary)	6	7
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	123,674,791.	110,111,005.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	236,347.	193,863.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	0.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	123,911,138.	110,304,868.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	56,122,603.	81,170,073.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	65,589,840.	27,006,987.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	121,712,443.	108,177,060.
19	Revenue less expenses. Subtract line 18 from line 12	2,198,695.	2,127,808.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	63,195,737.	49,550,643.
21	Total liabilities (Part X, line 26)	37,675,325.	21,902,423.
22	Net assets or fund balances. Subtract line 21 from line 20	25,520,412.	27,648,220.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signed by: Ricardo Romero
Signature of officer — Date: 4/13/2026

RICARDO ROMERO, INTERIM SUPERINTENDENT
Type or print name and title

Paid Preparer Use Only

Preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MEI-LI HUANG	MEI-LI HUANG	04/09/26	☐	P02383735

Firm's name CLIFTONLARSONALLEN LLP — Firm's EIN 41-0746749

Firm's address 901 VIA PIEMONTE, SUITE 300
ONTARIO, CA 91764 — Phone no. (909) 985-7286

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Docusign Envelope ID: BA309975-E522-42A0-8272-8F0B0FAB95D2 California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
TO EDUCATE AND TO EMPOWER COMPASSIONATE GLOBAL CITIZENS BY LEVERAGING 21ST CENTURY EDUCATION RESOURCES ON BEHALF OF STUDENTS WHO NEED A MORE PERSONALIZED APPROACH TO LEARNING TO MAXIMIZE THESE STUDENTS' POTENTIAL AND MEET THE HIGHEST PERFORMANCE STANDARDS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 84,058,659. including grants of $ 0.) (Revenue $ 0.)
CALIFORNIA ONLINE PUBLIC SCHOOLS OPERATES SIX CALIFORNIA CONNECTIONS ACADEMIES AT THE FOLLOWING LOCATIONS: CENTRAL, NORTH BAY, SOUTHERN CALIFORNIA, CENTRAL COAST, RIPON, AND MONTEREY BAY. THE ACADEMY SERVES GRADES TK-12 AND PROVIDES A FORM OF PUBLIC SCHOOL THAT STUDENTS ATTEND FROM HOME USING THE INTERNET TO CONNECT TO TEACHERS. THEIR MISSION IS ACCOMPLISHED THROUGH A UNIQUELY INDIVIDUALIZED LEARNING PROGRAM THAT COMBINES THE BEST IN VIRTUAL EDUCATION WITH REAL CONNECTIONS AMONG STUDENTS, FAMILY, TEACHERS, AND THE COMMUNITY TO PROMOTE ACADEMIC AND EMOTIONAL SUCCESS FOR EVERY LEARNER. THE CHARTER SCHOOL PROGRAM PROVIDES A HIGH-QUALITY, HIGH-TECH, HIGH-INTERACTION VIRTUAL "SCHOOL WITHOUT WALLS" THAT BRINGS AN ACCREDITED TUITION FREE PUBLIC EDUCATIONAL PROGRAM DIRECTLY INTO THE HOMES OF STUDENTS IN TK-12.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 84,058,659.

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Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Docusign Envelope ID: BA309975-ES22-82A0-8272-8F0B0EAB95D Schools (CalOPS) Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	27		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1c X	

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Docusign Envelope ID: BA309975-ES22-82A0-8272-8F0B0FAB95D Schools (CalOPS) Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return 2a 496			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year 7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities 10b			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders 11a			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year 12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	13a		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans 13b			
c	Enter the amount of reserves on hand 13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

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Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	6		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	6		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X	
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

LACHELLE CARTER - (410)949-0368

33272 VALLE RD, SAN JUAN CAPISTRANO, CA 92675

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) RICARDO ROMERO INTERIM SUPERINTENDENT	40.00			X				318,633.	0.	45,167.
(2) STEVE FORD ASST SUPERINTENDENT	40.00			X				294,445.	0.	50,612.
(3) RICHARD SAVAGE SUPERINTENDENT	40.00			X				305,888.	0.	1,152.
(4) MARCUS WHITE PRINCIPAL	40.00					X		242,164.	0.	47,511.
(5) HEATHER TAMAYO PRINCIPAL	40.00					X		242,163.	0.	11,151.
(6) LESLIE DOMBEK DIRECTOR OF EDUCATIONAL SERVICES	40.00					X		231,454.	0.	11,916.
(7) LACHELLE CARTER DIRECTOR OF FINANCE	40.00			X				198,674.	0.	36,456.
(8) DAN HERTZLER DIRECTOR OF BUSINESS SERVICES	40.00			X				195,552.	0.	14,960.
(9) JULIE COLOMBERO ASST DIR OF OP, FAMILY RELATIONS	40.00					X		173,535.	0.	36,195.
(10) ZANA KIDD DIRECTOR OF HR OPERATIONS	40.00					X		179,240.	0.	11,477.
(11) JAMES STOCKDALE BOARD CHAIR	2.00	X		X				0.	0.	0.
(12) DIANA RIVAS BOARD VICE CHAIR	2.00	X		X				0.	0.	0.
(13) MICHAEL HENJUM DIRECTOR	2.00	X						0.	0.	0.
(14) ADAM PULSIPHER DIRECTOR	2.00	X						0.	0.	0.
(15) PATTY PULSIPHER DIRECTOR	2.00	X						0.	0.	0.
(16) ERIC WICKLIFFE JR. DIRECTOR	2.00	X						0.	0.	0.

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Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								2,381,748.	0.	266,597.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								2,381,748.	0.	266,597.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 403

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 0

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	110,111,005.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f				
	g Noncash contributions included in lines 1a-1f	1g $				
	h **Total.** Add lines 1a-1f		110111005.			
Program Service Revenue		**Business Code**				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		193,863.			193,863.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		**Business Code**				
	11a					
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d					
	12 **Total revenue.** See instructions		110304868.	0.	0.	193,863.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	2,047,374.	83,213.	1,964,161.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	60,444,724.	54,133,269.	6,311,455.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	8,476,221.	7,995,318.	480,903.	
9 Other employee benefits	8,768,400.	7,724,149.	1,044,251.	
10 Payroll taxes	1,433,354.	1,249,885.	183,469.	
11 Fees for services (nonemployees):				
a Management				
b Legal	370,113.		370,113.	
c Accounting	2,297,433.		2,297,433.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	9,088,515.	8,771,765.	316,750.	
12 Advertising and promotion	1,240,574.		1,240,574.	
13 Office expenses	4,799,687.	674,096.	4,125,591.	
14 Information technology	3,798,459.	855,513.	2,942,946.	
15 Royalties				
16 Occupancy	1,012,439.	448,212.	564,227.	
17 Travel	895,107.		895,107.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	251,307.	251,307.		
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	58,214.		58,214.	
23 Insurance	303,777.	258,818.	44,959.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	1,600,904.	1,600,904.		
b DISTRICT OVERSIGHT FEE	940,854.		940,854.	
c DUES & MEMBERSHIPS	254,376.	12,210.	242,166.	
d OTHER TAXES AND FEES	94,149.		94,149.	
e All other expenses	1,079.		1,079.	
25 **Total functional expenses.** Add lines 1 through 24e	108,177,060.	84,058,659.	24,118,401.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		29,082,749.	1	12,269,235.
	2	Savings and temporary cash investments		8,382,159.	2	16,511,692.
	3	Pledges and grants receivable, net		21,625,758.	3	18,217,981.
	4	Accounts receivable, net		84,621.	4	73,562.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		2,140,737.	9	890,339.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 200,657.			
	b	Less: accumulated depreciation	10b 150,258.	108,613.	10c	50,399.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		1,771,100.	15	1,537,435.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		63,195,737.	16	49,550,643.
Liabilities	17	Accounts payable and accrued expenses		20,055,446.	17	8,049,646.
	18	Grants payable			18	
	19	Deferred revenue		15,850,918.	19	12,294,484.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		1,768,961.	25	1,558,293.
	26	**Total liabilities.** Add lines 17 through 25		37,675,325.	26	21,902,423.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		25,520,412.	27	27,648,220.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		25,520,412.	32	27,648,220.
	33	Total liabilities and net assets/fund balances		63,195,737.	33	49,550,643.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	110,304,868.
2	Total expenses (must equal Part IX, column (A), line 25)	2	108,177,060.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,127,808.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	25,520,412.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	27,648,220.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a	X	
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b	X	

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

Name of the organization
CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number
51-0596749

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2024 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2023 Schedule A, Part II, line 14 15 %

16a **33 1/3% support test - 2024.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2023.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2024.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2023.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2024 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2023 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2024** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2023** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2024.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2023.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

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Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

- **a** ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	*Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No," provide details in **Part VI**.	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in **Part VI** the role played by the organization in this regard.	3b		

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount		Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1	
2 Enter 0.85 of line 1.	2	
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4 Enter greater of line 2 or line 3.	4	
5 Income tax imposed in prior year	5	
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Schedule A (Form 990) 2024

Docusign Envelope ID: BA309975-E522-82A0-3272-8F0B0FAB95D California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2024 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2024**	**(iii) Distributable Amount for 2024**
1	Distributable amount for 2024 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2024 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2024			
a	From 2019			
b	From 2020			
c	From 2021			
d	From 2022			
e	From 2023			
f	**Total** of lines 3a through 3e			
g	Applied to under distributions of prior years			
h	Applied to 2024 distributable amount			
i	Carryover from 2019 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2024 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2024 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2024, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6	Remaining underdistributions for 2024. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2025.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2020			
b	Excess from 2021			
c	Excess from 2022			
d	Excess from 2023			
e	Excess from 2024			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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SCHEDULE D (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number
51-0596749

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Preservation of a historically important land area
- ☐ Protection of natural habitat
- ☐ Preservation of a certified historic structure
- ☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included on line 2a	2c	
d	Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

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Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____%
b Permanent endowment _____%
c Term endowment _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		168,135.	135,442.	32,693.
d Equipment		32,522.	14,816.	17,706.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				50,399.

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Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*	

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) LEASE LIABILITY	1,558,293.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	1,558,293.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

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Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	110,304,868.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	110,304,868.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	110,304,868.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	108,177,060.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	108,177,060.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	108,177,060.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE ORGANIZATION IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE ORGANIZATION IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE ORGANIZATION FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE US FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

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Part XIII Supplemental Information *(continued)*

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SCHEDULE E (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number
51-0596749

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE SCHOOL PUBLICIZES ITS POLICY ON ITS WEBSITE.			
4	Does the organization maintain the following:			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	THE SCHOOL DOES NOT OFFER SCHOLARSHIPS OR OTHER FINANCIAL ASSISTANCE.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain in Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain in Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:
CALIFORNIA ONLINE PUBLIC SCHOOLS ARE CHARTER SCHOOLS PRINCIPALLY FUNDED BY CALIFORNIA AND FEDERAL MONIES RECEIVED THROUGH THE CALIFORNIA DEPARTMENT OF EDUCATION.

SCHEDULE J (Form 990)

(Rev. December 2024)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization

CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number

51-0596749

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in or receive payment from an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

Docusign Envelope ID: BA309975-ED2A-4822-8FD1-B0FAB953 - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns (B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
(1) RICARDO ROMERO	(i)	312,873.	5,760.	0.	14,339.	30,828.	363,800.	0.
INTERIM SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) STEVE FORD	(i)	291,585.	2,860.	0.	13,130.	37,482.	345,057.	0.
ASST SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) RICHARD SAVAGE	(i)	295,225.	10,663.	0.	0.	1,152.	307,040.	0.
SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) MARCUS WHITE	(i)	238,904.	3,260.	0.	10,897.	36,614.	289,675.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) HEATHER TAMAYO	(i)	238,903.	3,260.	0.	0.	11,151.	253,314.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) LESLIE DOMBEK	(i)	224,694.	6,760.	0.	8,932.	2,984.	243,370.	0.
DIRECTOR OF EDUCATIONAL SERVICES	(ii)	0.	0.	0.	0.	0.	0.	0.
(7) LACHELLE CARTER	(i)	195,814.	2,860.	0.	8,940.	27,516.	235,130.	0.
DIRECTOR OF FINANCE	(ii)	0.	0.	0.	0.	0.	0.	0.
(8) DAN HERTZLER	(i)	192,292.	3,260.	0.	5,866.	9,094.	210,512.	0.
DIRECTOR OF BUSINESS SERVICES	(ii)	0.	0.	0.	0.	0.	0.	0.
(9) JULIE COLOMBERO	(i)	170,675.	2,860.	0.	7,809.	28,386.	209,730.	0.
ASST DIR OF OP, FAMILY RELATIONS	(ii)	0.	0.	0.	0.	0.	0.	0.
(10) ZANA KIDD	(i)	166,132.	13,108.	0.	7,605.	3,872.	190,717.	0.
DIRECTOR OF HR OPERATIONS	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Docusign Envelope ID: BA309975-ED52A0-8222-8FD1-B0FAB953 - California Online Public Schools (CalOPS) Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM

Part III **Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

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SCHEDULE O (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number
51-0596749

FORM 990, PART VI, SECTION A, LINE 7A:
PER BYLAWS ARTICLE 4, SECTION 4.3 (C): ANY SCHOOL DISTRICT SPONSORING A CHARTER SCHOOL OPERATED BY THE CORPORATION SHALL BE ENTITLED TO ELECT OR APPOINT A SINGLE MEMBER OF THE BOARD OF DIRECTORS.

FORM 990, PART VI, SECTION A, LINE 8B:
THERE ARE NO COMMITTEES THAT HAVE THE AUTHORITY TO ACT ON BEHALF OF THE BOARD.

FORM 990, PART VI, SECTION B, LINE 11B:
THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPROATED INTO THE FILING. THE REVISED RETURN IS THEN REVIEWED BY THE BOARD.

FORM 990, PART VI, SECTION B, LINE 12C:
THE ORGANIZATION MAINTAINS A CONFLICT OF INTERESTS POLICY FOR BOARD MEMBERS, OFFICERS, AND EMPLOYEES. IN CONNECTION WITH ANY ACTUAL OR POTENTIAL CONFLICT OF INTERESTS, AN INTERESTED PERSON MUST DISCLOSE THE EXISTENCE AND NATURE OF ANY OUTSIDE INTEREST, OUTSIDE ACTIVITY, AND FINANCIAL INTEREST TO THE BOARD OF DIRECTORS, OR THE BOARD COMMITTEE DELEGATED THE AUTHORITY TO RECEIVE SUCH DISCLOSURES. ALL DESIGNATED FILERS SUBMIT A FORM 700 ANNUALLY TO THE SCHOOL FILING OFFICER. THE FORMS ARE ALSO SUBMITTED TO THE FAIR POLITICAL PRACTICES COMMISSION, WHICH IS THE CODE REVIEWING BODY.

MONITORING IS PERFORMED REGULARLY BY THE BOARD OFFICERS TO IDENTIFY POTENTIAL CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

WHEN CONFLICTS OF INTEREST ARISE AMONG BOARD MEMBERS, THE BOARD WILL IMPOSE RESTRICTIONS ON THE CONFLICTED INDIVIDUAL TO ENSURE IMPARTIALITY AND INTEGRITY IN DECISION-MAKING. INDIVIDUALS WITH A CONFLICT WILL BE PROHIBITED FROM PARTICIPATING IN THE GOVERNING BODY'S DELIBERATIONS AND DECISIONS RELATED TO THE TRANSACTION. THEY WILL NOT BE PRESENT DURING DISCUSSIONS AND VOTING RIGHTS WILL BE RESTRICTED ON MATTERS WHERE THEIR CONFLICT EXISTS. THESE MEASURES HELP MAINTAIN TRANSPARENCY AND PREVENT BIASED OUTCOMES.

FORM 990, PART VI, SECTION B, LINE 15:
PRIOR TO APPROVAL OF ANNUAL SALARY FOR THE SUPERINTENDENT (IF SALARY IS BEING CHANGED) A REVIEW OF COMPARABLE SALARIES IN THE AREA IS PREPARED AND SUBMITTED FOR REVIEW TO THE BOARD MEMBERS. CURRENT BOARD MEMBERS THEN REVIEW, DISCUSS AND APPROVE THE SUPERINTEDENT'S COMPENSATION PACKAGE DURING A PUBLICLY NOTICED MEETING. THE OFFICERS' PAY IS DETERMINE BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE

Docusign Envelope ID: BA309975-E522-82A0-3272-8F0B0FAB95D Calipers Board Meeting - Agenda - Tuesday May 12, 2026 at 4:00 PM

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

THE OFFICERS' COMPENSATION AS A DIRECT ACTION.
THE PROCESS DESCRIBED HERE WAS LAST COMPLETED IN 2025.

FORM 990, PART VI, SECTION C, LINE 19:
SINCE THE CORPORATION IS A PUBLIC AGENCY, ALL GOVERNING DOCUMENTS, BOARD POLICIES, MEETING MINUTES, AGENDAS, MEETING PACKAGES OF BACKUP MATERIALS, ETC, ARE PUBLIC RECORDS AND AN ELECTRONIC COPY OF EACH IS KEPT AS WELL. THERE IS A PUBLIC RECORDS POLICY (POLICY AVAILABLE UPON REQUEST) REGARDING HOW TO AND FROM WHOM TO MAKE A REQUEST OF THESE DOCUMENTS.

FORM 990, PART XII, LINE 2C:
THE PROCESS FOR OVERSIGHT AND SELECTION OF AN INDEPENDENT ACCOUNTANT HAS NOT CHANGED FROM THE PRIOR YEAR.

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2024 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Conv	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Section 179 Expense	* Reduction In Basis	Basis For Depreciation	Beginning Accumulated Depreciation	Current Sec 179 Expense	Current Year Deduction	Ending Accumulated Depreciation
1	FIXED ASSETS	07/01/23		.000	HY	16	200,657.				200,657.	92,044.		58,214.	150,258.
	* TOTAL 990 PAGE 10 DEPR						200,657.				200,657.	92,044.		58,214.	150,258.

428111 04-01-24

(D) - Asset disposed

* ITC, Salvage, Bonus, Commercial Revitalization Deduction, GO Zone

Form **4562**

Department of the Treasury
Internal Revenue Service

Depreciation and Amortization
(Including Information on Listed Property) 990

Attach to your tax return.

Go to www.irs.gov/Form4562 for instructions and the latest information.

OMB No. 1545-0172

2024

Attachment Sequence No. **179**

Name(s) shown on return	Business or activity to which this form relates	Identifying number
CALIFORNIA ONLINE PUBLIC SCHOOLS	FORM 990 PAGE 10	51-0596749

Part I **Election To Expense Certain Property Under Section 179** **Note:** If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions)	1	1,220,000.
2	Total cost of section 179 property placed in service (see instructions)	2	
3	Threshold cost of section 179 property before reduction in limitation	3	3,050,000.
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	

6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost

7	Listed property. Enter the amount from line 29	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from line 13 of your 2023 Form 4562	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	Section 179 expense deduction. Add lines 9 and 10, but don't enter more than line 11	12	
13	Carryover of disallowed deduction to 2025. Add lines 9 and 10, less line 12	13	

Note: Don't use Part II or Part III below for listed property. Instead, use Part V.

Part II **Special Depreciation Allowance and Other Depreciation (Don't** include listed property.**)**

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year	14	
15	Property subject to section 168(f)(1) election	15	
16	Other depreciation (including ACRS)	16	58,214.

Part III **MACRS Depreciation (Don't** include listed property. See instructions.)

Section A

17	MACRS deductions for assets placed in service in tax years beginning before 2024	17	
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here ☐		

Section B - Assets Placed in Service During 2024 Tax Year Using the General Depreciation System

	(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a	3-year property						
b	5-year property						
c	7-year property						
d	10-year property						
e	15-year property						
f	20-year property						
g	25-year property			25 yrs.		S/L	
h	Residential rental property	/		27.5 yrs.	MM	S/L	
		/		27.5 yrs.	MM	S/L	
i	Nonresidential real property	/		39 yrs.	MM	S/L	
		/			MM	S/L	

Section C - Assets Placed in Service During 2024 Tax Year Using the Alternative Depreciation System

20a	Class life					S/L	
b	12-year			12 yrs.		S/L	
c	30-year	/		30 yrs.	MM	S/L	
d	40-year	/		40 yrs.	MM	S/L	

Part IV **Summary** (See instructions.)

21	Listed property. Enter amount from line 28	21	
22	**Total.** Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instr.	22	58,214.
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

Part V **Listed Property** (Include automobiles, certain other vehicles, certain aircraft, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete **only** 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles. **)**

24a Do you have evidence to support the business/investment use claimed? ☐ **Yes** ☐ **No** **24b** If "Yes," is the evidence written? ☐ **Yes** ☐ **No**

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use						**25**		
26 Property used more than 50% in a qualified business use:								
		%						
		%						
		%						
27 Property used 50% or less in a qualified business use:								
		%				S/L -		
		%				S/L -		
		%				S/L -		
28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1						**28**		
29 Add amounts in column (i), line 26. Enter here and on line 7, page 1							**29**	

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle 1		(b) Vehicle 2		(c) Vehicle 3		(d) Vehicle 4		(e) Vehicle 5		(f) Vehicle 6	
30 Total business/investment miles driven during the year (**don't** include commuting miles)												
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
34 Was the vehicle available for personal use during off-duty hours?	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who **aren't** more than 5% owners or related persons.

	Yes	**No**
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," don't complete Section B for the covered vehicles.

Part VI **Amortization**

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
42 Amortization of costs that begins during your 2024 tax year:					
43 Amortization of costs that began before your 2024 tax year				**43**	
44 **Total.** Add amounts in column (f). See the instructions for where to report				**44**	

2024 DEPRECIATION AND AMORTIZATION REPORT

- CURRENT YEAR FEDERAL - CALIFORNIA ONLINE PUBLIC SCHOOLS

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
1	FIXED ASSETS	07 01 23		.000	16	200,657.			200,657.	92,044.		58,214.
	* TOTAL 990 PAGE 10 DEPR					200,657.		0.	200,657.	92,044.		58,214.

428102 04-01-24

(D) - Asset disposed

* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction

2025 DEPRECIATION AND AMORTIZATION REPORT

- NEXT YEAR FEDERAL - CALIFORNIA ONLINE PUBLIC SCHOOLS

Asset No.	Description	Date Acquired	Method	Life	Unadjusted Cost Or Basis	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Amount Of Depreciation
1	FIXED ASSETS	07 01 23		.000	200,657.		200,657.	150,258.	-58,214.
	* TOTAL 990 PAGE 10 DEPR				200,657.		200,657.	150,258.	-58,214.

(D) - Asset disposed

* ITC, Section 179, Salvage, HR 3090, Commercial Revitalization Deduction, GO Zone

428103 04-01-24

2024 DEPRECIATION AND AMORTIZATION REPORT

- CURRENT YEAR STATE - CALIFORNIA ONLINE PUBLIC SCHOOLS

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
1	FIXED ASSETS	07 01 23		.000	16	200,657.			200,657.	92,044.		58,214.
	TOTAL FORM 199 DEPRECIATION					200,657.			200,657.	92,044.	0.	58,214.
	TOTALS FOR CALIFORNIA					200,657.			200,657.	92,044.	0.	58,214.

428102 04-01-24

(D) - Asset disposed

* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction

2025 DEPRECIATION AND AMORTIZATION REPORT

- NEXT YEAR STATE - CALIFORNIA ONLINE PUBLIC SCHOOLS

Asset No.	Description	Date Acquired	Method	Life	Unadjusted Cost Or Basis	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Amount Of Depreciation
1	FIXED ASSETS	07 01 23		.000	200,657.		200,657.	150,258.	-58,214.
	TOTAL FORM 199 DEPRECIATION				200,657.		200,657.	150,258.	-58,214.
	TOTALS FOR CALIFORNIA				200,657.		200,657.	150,258.	-58,214.

(D) - Asset disposed * ITC, Section 179, Salvage, HR 3090, Commercial Revitalization Deduction, GO Zone

428103 04-01-24

TAXABLE YEAR **2024**

California Exempt Organization Annual Information Return

428941 01-14-25
FORM **199**

Calendar Year 2024 or fiscal year beginning (mm/dd/yyyy) 07/01/2024 , and ending (mm/dd/yyyy) 06/30/2025 .

Corporation/Organization name	California corporation number
CALIFORNIA ONLINE PUBLIC SCHOOLS	2595016
Additional information. See instructions.	FEIN 51-0596749
Street address (suite or room) 33272 VALLE RD	PMB no.
City SAN JUAN CAPISTRANO	State CA / ZIP code 92675
Foreign country name / Foreign province/state/county / Foreign postal code	

A First return ..... ☐ Yes ☒ No
B Amended return ..... ● ☐ Yes ☒ No
C IRC Section 4947(a)(1) trust ..... ☐ Yes ☒ No
D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ● _____
E Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other
F Federal return filed? (1) ● ☐ 990T (2) ● ☐ 990PF
(3) ● ☐ Sch H (990) (4) ☒ Other 990 series
G Is this a group filing? See instructions ..... ● ☐ Yes ☒ No
H Is this organization in a group exemption ..... ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ..... ● ☐ Yes ☒ No
J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ..... ● ☐ Yes ☒ No
K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $ _____
L Is the organization a limited liability company? ..... ● ☐ Yes ☒ No
M Did the organization file Form 100 or Form 109 to report taxable income? ..... ● ☐ Yes ☒ No
N Is the organization under audit by the IRS or has the IRS audited in a prior year? ..... ● ☐ Yes ☒ No
O Is federal Form 1023/1024 pending? ..... ☐ Yes ☒ No
Date filed with IRS _____

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8 ●	1	193,863	00
	2	Gross dues and assessments from members and affiliates ●	2		00
	3	Gross contributions, gifts, grants, and similar amounts received ●	3	110,111,005	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. **This line must be completed.** If the result is less than $50,000, see General Information B ●	4	110,304,868	00
	5	Cost of goods sold ● (5)			00
	6	Cost or other basis, and sales expenses of assets sold ● (6)			00
	7	Total costs. Add line 5 and line 6	7		00
	8	Total gross income. Subtract line 7 from line 4 ●	8	110,304,868	00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18 ●	9	108,177,060	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 ●	10	2,127,808	00
Payments	11	Total payments ●	11		00
	12	Use tax. See General Information K ●	12		00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 ●	13		00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 ●	14		00
	15	Penalties and interest. See General Information J	15		00
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result ◉	16		00

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ▶ Signed by: Ricardo Romero 5A95E26D11F346D... | Title INTERIM SUPERI | Date 4/13/2026 | ● Telephone

Paid Preparer's Use Only

Preparer's signature ▶ MEI-LI HUANG | Date 04/09/26 | Check if self-employed ▶ ☐ | ● PTIN P02383735

Firm's name (or yours, if self-employed) and address ▶ CLIFTONLARSONALLEN LLP
901 VIA PIEMONTE, SUITE 300
ONTARIO, CA 91764

● Firm's FEIN 41-0746749
● Telephone (909) 985-7286

May the FTB discuss this return with the preparer shown above? See instructions ..... ● ☒ Yes ☐ No

CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

428951 01-14-25

	1 Gross sales or receipts from all business activities. See instructions	1		00
	2 Interest	2	193,863	00
	3 Dividends	3		00
Receipts	4 Gross rents	4		00
from	5 Gross royalties	5		00
Other	6 Gross amount received from sale of assets (See instructions)	6		00
Sources	7 Other income. Attach schedule	7		00
	8 **Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	193,863	00
	9 Contributions, gifts, grants, and similar amounts paid. Attach schedule	9		00
	10 Disbursements to or for members.	10		00
	11 Compensation of officers, directors, and trustees. Attach schedule SEE STATEMENT 1	11	2,047,374	00
	12 Other salaries and wages	12	60,444,724	00
Expenses	13 Interest	13		00
and	14 Taxes	14	1,433,354	00
Disburse-	15 Rents	15	1,012,439	00
ments	16 Depreciation and depletion (See instructions)	16	58,214	00
	17 Other expenses and disbursements. Attach schedule SEE STATEMENT 2	17	43,180,955	00
	18 **Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	108,177,060	00

Schedule L **Balance Sheet**

Assets	Beginning of taxable year (a)	Beginning of taxable year (b)	End of taxable year (c)	End of taxable year (d)
1 Cash		37,464,908		28,780,927
2 Net accounts receivable		84,621		73,562
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets	200,657		200,657	
b Less accumulated depreciation	92,044	108,613	150,258	50,399
11 Land				
12 Other assets. Attach schedule STMT 3		25,537,595		20,645,755
13 **Total assets**		63,195,737		49,550,643
Liabilities and net worth				
14 Accounts payable		20,055,446		8,049,646
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities. Attach schedule STMT 4		17,619,879		13,852,777
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		25,520,412		27,648,220
22 **Total liabilities and net worth**		63,195,737		49,550,643

Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	2,127,808	7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax		8 Deductions in this return not charged against book income this year. Attach schedule	
3 Excess of capital losses over capital gains		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year. Attach schedule		10 Net income per return. Subtract line 9 from line 6	2,127,808
5 Expenses recorded on books this year not deducted in this return. Attach schedule			
6 Total. Add line 1 through line 5	2,127,808		

CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 1

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
RICARDO ROMERO 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	INTERIM SUPERINTENDENT 40.00	535,695.
STEVE FORD 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	ASST SUPERINTENDENT 40.00	389,370.
RICHARD SAVAGE 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	SUPERINTENDENT 40.00	510,401.
LACHELLE CARTER 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR OF FINANCE 40.00	279,057.
DAN HERTZLER 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR OF BUSINESS SERVI 40.00	332,851.
JAMES STOCKDALE 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	BOARD CHAIR 2.00	0.
DIANA RIVAS 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	BOARD VICE CHAIR 2.00	0.
MICHAEL HENJUM 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR 2.00	0.
ADAM PULSIPHER 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR 2.00	0.
PATTY PULSIPHER 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR 2.00	0.
ERIC WICKLIFFE JR. 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR 2.00	0.

CALIFORNIA ONLINE PUBLIC SCHOOLS	51-0596749
TOTAL TO FORM 199, PART II, LINE 11	2,047,374.

CA 199 OTHER EXPENSES STATEMENT 2

DESCRIPTION	AMOUNT
INSTRUCTIONAL MATERIALS	1,600,904.
DISTRICT OVERSIGHT FEE	940,854.
DUES & MEMBERSHIPS	254,376.
OTHER TAXES AND FEES	94,149.
PENSION PLAN CONTRIBUTIONS	8,476,221.
OTHER EMPLOYEE BENEFITS	8,768,400.
LEGAL FEES	370,113.
ACCOUNTING FEES	2,297,433.
OTHER PROFESSIONAL FEES	9,088,515.
ADVERTISING AND PROMOTION	1,240,574.
OFFICE EXPENSES	4,799,687.
INFORMATION TECHNOLOGY	3,798,459.
TRAVEL	895,107.
CONFERENCES AND CONVENTIONS	251,307.
INSURANCE	303,777.
ALL OTHER EXPENSES	1,079.
TOTAL TO FORM 199, PART II, LINE 17	43,180,955.

CA 199 OTHER ASSETS STATEMENT 3

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PLEDGES AND GRANTS RECEIVABLE	21,625,758.	18,217,981.
PREPAID EXPENSES AND DEFERRED CHARGES	2,140,737.	890,339.
LONG TERM DEPOSITS	20,387.	21,387.
RIGHT OF USE ASSET	1,750,713.	1,516,048.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	25,537,595.	20,645,755.

CA 199 OTHER LIABILITIES STATEMENT 4

DESCRIPTION	BEG. OF YEAR	END OF YEAR
LEASE LIABILITY	1,768,961.	1,558,293.
DEFERRED REVENUE	15,850,918.	12,294,484.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	17,619,879.	13,852,777.

CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

CA 199 FUND BALANCES STATEMENT 5

DESCRIPTION	BEG. OF YEAR	END OF YEAR
NET ASSETS WITHOUT DONOR RESTRICTIONS	25,520,412.	27,648,220.
TOTAL TO FORM 199, SCHEDULE L, LINE 21	25,520,412.	27,648,220.

TAXABLE YEAR **2024**

Corporation Depreciation and Amortization

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199 FEIN 51-0596749

Corporation name: CALIFORNIA ONLINE PUBLIC SCHOOLS

California corporation number: 2595016

Part I Election To Expense Certain Property Under IRC Section 179

1	Maximum deduction under IRC Section 179 for California	1	$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
6			
7	Listed property (elected IRC Section 179 cost)	7	

8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2025. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14	1 FIXED ASSETS							
		07/01/23	200,657	92,044		.000	58,214	

15 Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h) — 15: 58,214

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g)	16	58,214
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	58,214
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.)	18	0

Part IV Amortization

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19							

20	Total. Add the amounts in column (g)	20	
21	Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12	22	

022

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2024**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name	Identifying number
CALIFORNIA ONLINE PUBLIC SCHOOLS	51-0596749

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts or unrelated business taxable income (Form 199, line 4 or Form 109, line 5)	1 110,304,868
2	Total gross income or total tax (Form 199, line 8 or Form 109, line 14)	2 110,304,868
3	Refund (Form 109, line 26)	3
4	Balance due or Total amount due (Form 199, line 16 or Form 109, line 29)	4

Part II Settle Your Account Electronically for Taxable Year 2024

5 ☐ Direct deposit of refund (Form 109 only.)

6 ☐ Electronic funds withdrawal **6a** Amount **6b** Withdrawal date (mm/dd/yyyy)

Part III Schedule of Estimated Tax Payments for Taxable Year 2025 (These are **not** installment payments for the current amount the exempt organization owes.)

	First Payment	Second Payment	Third Payment	Fourth Payment
7 Amount				
8 Withdrawal Date				

Part IV Banking Information (Have you verified the exempt organization's banking information?)

9 Routing number _____

10 Account number **11** Type of account: ☐ Checking ☐ Savings

Part V Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 5, I declare that the bank account specified in Part IV for the direct deposit refund agrees with the authorization stated on my return. If I check Part II, box 6, I authorize an electronic funds withdrawal for the amount listed on line 6a and any estimated payment amounts listed on Part III, line 7 from the bank account specified in Part IV.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2024 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's tax liability, the exempt organization will remain liable for the tax liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay or the date when the refund was sent.**

Sign Here Signed by: Ricardo Romero 5A9BE26D11F34BD... Signature of officer | 4/13/2026 Date | INTERIM SUPERINTENDENT Title

Part VI Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB. I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2024 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature	Date	Check if also paid preparer	Check if self-employed	ERO's PTIN
MEI-LI HUANG		X	☐	P02383735

Firm's name (or yours if self-employed) and address: CLIFTONLARSONALLEN LLP, 901 VIA PIEMONTE, SUITE 300, ONTARIO, CA

Firm's FEIN 41-0746749

ZIP code 91764

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature	Date	Check if self-employed	Paid preparer's PTIN
		☐	

Firm's name (or yours if self-employed) and address: _____

Firm's FEIN

ZIP code

FTB 8453-EO 2024

429021 01-02-25

Coversheet

Approval of 2026-27 WestEd Contract Addendum (attached)

Section:	VII. Action Items
Item:	C. Approval of 2026-27 WestEd Contract Addendum (attached)
Purpose:	Vote
Submitted by:	
Related Material:	260512 WestEd Contract BIM - CalOPS.pdf Proposal addendum - 2026-27 - California Online Public Schools.pdf

California Online Public Schools

Board Information Memo

SUBJECT: WestEd Proposal Addendum for CalOPS: Just in Time Implementation Coaching and Facilitation

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 5-12-26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Fiscal Policy - Expenditure Amount
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):

In the March 2026 Board meeting, the Board approved a contract with WestEd for Leadership Capacity support for the 26/27 school year. Since this time, the CalOPS leadership team has identified three additional areas where we are looking to contract with WestEd for leadership coaching and support.

WestEd is a national organization with over 60 years of experience in all phases of leadership development. Our work with WestEd over the past year has been invaluable to the growth, refinement, and overall work CalOPS continues to do as we to strive to be the best online school in California. We wish to continue this work with WestEd with our Board, leadership coaching as well as our "Staff Advisory Committee".

Rationale (Why is this important and why is this coming to the Board):

We are requesting this addendum to the previously approved WestEd contract due the continuation of planning for the 26/27 school year as well as the request by the Board for additional training and support at the proposed Board Retreat. There are three areas of support outlined in this contract; CalOPS Board of Directors Leadership Retreat Facilitation, continued Implementation Coaching for CalOPS leadership, as well as meeting facilitation for a group that is being formed which we are calling the "Staff Advisory Committee".

In cooperation with Board Leadership, CalOPS would like to offer our Board of Directors support and training at a WestEd facilitated, in person Board retreat in the fall of 2026. The Leadership retreat will provide an opportunity for board members and leadership to connect, reflect and plan for the direction of California Online Public Schools.

WestEd will:

- Conceptualize, plan, and facilitate Leadership Retreat
- Develop meeting protocols and co-facilitate an interactive retreat
- Debrief meeting outcomes and plan next steps

For all staff who have completed the Leadership Playbook 1 training, we are looking to continue our coaching sessions with WestEd. These monthly coaching sessions will support our leadership team in the implementation and continued use of the tools and protocols learned in the sessions.

We are very excited to start a new group we are calling our "Staff Advisory Committee". This group will be made up of teachers, administrators and District Office members with the goal of informing CalOPS Leadership decisions on school level systems, processes, and programs. WestEd will be supporting in the facilitation of these meetings and guiding our leadership team in this new endeavor.

Evidence of Due Diligence:

Cost comparisons for support services from West Ed were included in the BIM from the March 2026 Board meeting where the original West Ed Contract was approved. The support and experience with West Ed in the 25/26 school year has been invaluable to growth and capacity building of the CalOPS Leadership team. This personal experience, in addition to the comparisons mentioned in the previous BIM outline our confidence and due diligence.

Fiscal Impact:

The investment for these additional services from WestEd are $130,000. The first 50% is due 10-31-26 and the remaining 50% is due 5-30-27. This is therefore an expenditure for our next fiscal year. We have the revenue to afford this expenditure and the split deadlines offer cashflow flexibility for CalOPS.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
Motion to approve the WestEd addendum proposal for leadership training, facilitation and coaching as outlined.

Prepared/Recommended/Approved By:
Dan Hertzler, Director of Operations



California Online Public Schools

Zana Kidd, Director of Human Resources

WestEd 60 YEARS

Proposal for California Online Public Schools
Just in Time Implementation Coaching and Facilitation

Scope of Work:

WestEd will provide professional learning services to enhance and sustain the leadership capacity of district and school leaders in California Online Public Schools. This scope reinforces prior learning through systems-level planning, coaching, and implementation support. Through just-in-time support, feedback, and coaching grounded in the Leadership Playbook, leaders will apply practices from all three segments of The Leadership Playbook in their day-to-day practice. This work builds organizational coherence and supports improved outcomes for students and staff.

Leadership Retreat:

The Leadership retreat will provide an opportunity for board members and leadership to connect and reflect and plan for the direction of California Online Public Schools.

WestEd will:

- Conceptualize, plan, and facilitate Leadership Retreat
- Develop meeting protocols and co-facilitate an interactive retreat
- Debrief meeting outcomes and plan next steps

Team Composition	Number of Sessions and Timeline	Cost
Board of Trustees and Executive Leadership	Two-day, in-person retreat	$35,000/up to 10 people

Implementation Coaching:

WestEd will provide scheduled drop-in coaching sessions for leaders who have completed Leadership Playbook I and Leading from the Middle, as well as those currently participating in Leadership Playbook II. In these monthly sessions, leaders will apply prior learning to real-time challenges, extending and deepening their use of key tools, strategies, and protocols. Coaching will be grounded in the full Leadership Playbook series and designed to support just-in-time application. The focus is to strengthen individual practice while building a shared leadership language and greater system coherence.

Participants	Number of Sessions	Total Cost
Leadership Playbook participants	Eight (8) 2 hour monthly sessions	$40,000

Proposal for California Online Public Schools
Just in Time Implementation Coaching and Facilitation

Staff Advisory Committee Facilitation:

WestEd will partner with leader(s) to identify key priorities and shape recommendations that move initiatives forward. WestEd will support leader(s) in preparing agendas and structuring meetings that are aligned to priorities and desired outcomes. WestEd will also provide facilitation and/or co-facilitation of meetings to model effective practices in real time using tools and protocols from The Leadership Playbook. Guidance will be provided on facilitation moves, including managing discussion, maintaining focus, and advancing the group's work.

WestEd will:

- Support planning meetings
- Facilitate and co-facilitate meetings
- Debrief meetings

Participants	Number of Sessions	Total Cost
Advisory Committee members and facilitators	Ten (10) monthly meetings	$55,000

Project Cost:

The California Online Public Schools is contracting WestEd for a total of **$130,000** for the following service(s):

- Leadership Retreat $35,000
- Implementation Coaching $40,000
- Staff Advisory Facilitation $55,000

Network configurations and training dates to be scheduled in consultation with district leadership. In addition to videoconferencing, phone, and email, WestEd will provide services in person, health conditions permitting.

Project Timeline:

August 2026 - May 2027

Payment Schedule:

This is a fixed-price contract.

- 50% shall be due on October 31, 2026
- 50% shall be due on May 30, 2027

After reviewing the proposal, if you decide the proposed scope and timeframe should be altered further, we would be happy to make modifications and to provide a revised estimated fee.

Proposal for California Online Public Schools
Just in Time Implementation Coaching and Facilitation

We appreciate the confidence you have in WestEd and look forward to working with the California Online Public Schools on this project. If you have any questions about the proposal, please contact Ayele Dodoo at adodoo@wested.org.

Consent to Receive Communications: *By participating in this project, all individuals consent to receive emails from WestEd containing updates, information, promotions, and other communications related to WestEd's work. Participants can opt out of these emails at any time by following the unsubscribe instructions included in each email.*

Knowledge Management: *By participating in this project, the client acknowledges and agrees to the use of Google Drive as the primary platform for file storage, document sharing, and collaboration. This includes uploading, accessing, and managing project-related materials through Google Drive.*

WestEd policies require adherence to the CDC and California Department of Public Health.

Coversheet

Approval of ERC Service Fee Agreement Payment (attached)

Section:	VII. Action Items
Item:	D. Approval of ERC Service Fee Agreement Payment (attached)
Purpose:	Vote
Submitted by:	
Related Material:	260512 ERC Service Fee Agreement Payment BIM - CalOPS.pdf 20260406142405700.pdf Invoice_3458_from_CFOMW_Tax_LLC.pdf 20260406142427411.pdf CFOMW_Tax_-_CalOPS_ERC_Agreement.pdf

California Online Public Schools

Board Information Memo

SUBJECT: ERC Service Fee Agreement Payment

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 05/12/26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Fiscal Policy - Expenditure Amount
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):
In April 2025, leadership brought an agreement between CalOPS and CFOMW Tax, LLC to the board. The agreement outlined the work CFOMW Tax would complete on behalf of CalOPS to request the IRS Employee Retention Tax Credit (ERC).

The Employee Retention Credit (ERC) is a refundable pandemic-era tax credit for organizations that paid employees while shut down or experiencing significant revenue declines.

Key ERC Details

- Purpose: To incentivize businesses to keep employees on payroll during pandemic disruptions.
- Eligibility: Businesses must have experienced a full or partial suspension of operations due to government orders or a significant decline in gross receipts.
- Refundable Credit: The credit is a refund of qualified wages paid, not a loan that needs to be repaid.
- Maximum Credit: Up to $5,000 per employee for 2020 and up to $7,000 per employee per quarter for the first three quarters of 2021.

As a result of the work done by CFOMW Tax, CalOPS received a total of $6,588,684.65. This yielded a due to for CFOMW Tax in the amount of $527,094.77. The difference between the credit and the fee has been added to the SoCal revenue for the 25-26 school year. The rational for adding it to SoCal, is based on the recognition that SoCal covers the majority of the expenses to the organization and frontloads the cashflow for payroll throughout the year due to their consistent cash position.

Rationale (Why is this important and why is this coming to the Board):

Since the fee for this work was outlined as a percentage based on the award amount, finance wanted to ensure board awareness and approval of the final amount due to CFOMW Tax.

Also, since the revenue is a considerable amount, we wanted to make sure that the board was aware of how we are recognizing the revenue into the 25-26 SY budget.

Evidence of Due Diligence: N/A

Fiscal Impact:

Additional Revenue to the budget in the amount of $6,061,589.88

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
Motion to approve the CFOMW Tax payment in the amount of $527,094.77 and allocate the remaining amount from the credit, $6,061,589.88 to the CalOPS Southern California school as revenue for the 25-26 school year.

Prepared/Recommended/Approved By:
LaChelle Carter, Director of Finance

Department of the Treasury
Internal Revenue Service
Ogden, UT 84201-0038

Notice	CP210
Tax period	March 31, 2021
Notice date	April 6, 2026
Employer ID number	51-0596749
To contact us	Phone 800-829-0115
Page 1 of 2	

009908.654111.371661.24160 1 AB 0.641 371

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE RD
SAN JUAN CAPO CA 92675-4842

009908

Changes to your March 31, 2021 Form 941

Overpayment: $3,316,961.77

We changed your March 31, 2021 Form 941.

As a result, your overpayment is $3,316,961.77.

Summary

Amount due on account before adjustment	$0.13
Tax – Decrease	19,063.59
Credits - Increase	2,427,388.85
Credit interest allowed	870,509.46
Overpayment	**$3,316,961.77**

Continued on back...

Notice	CP210
Tax period	March 31, 2021
Notice date	April 6, 2026
Employer ID number	51-0596749
Page 2 of 2	

What you need to do

Review this notice, and compare our changes to the information on your tax return.

If you agree with the changes we made

- If you haven't already received a refund check for $3,316,961.77, you should receive it within 2-3 weeks as long as you don't owe other tax or debts we're required to collect.

If you don't agree with the changes

- Call 800-829-0115 to review your account.
- If we don't hear from you, we'll assume you agree with the information in this notice.

Next steps

Report the $870,509.46 in interest as taxable income on your tax return for this year.

Additional information

- Visit IRS.gov/cp210.
- Find tax forms and publications by visiting IRS.gov/forms or calling 800-TAX-FORM (800-829-3676).
- You can contact us by mail at the address at the top of the first page of this notice. Be sure to include your employer ID number, tax period, and form number you are writing about.
- Keep this notice for your records.

If you need assistance, don't hesitate to contact us.

INVOICE

CFOMW Tax LLC
333 Washington Blvd #607
Venice, CA 90292

michael@cfomw.com

Bill to
Calfornia Online Public Schools
Calfornia Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Ship to
Calfornia Online Public Schools
Calfornia Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Invoice details
Invoice no.: 3458
Terms: Net 30
Invoice date: 04/14/2026
Due date: 05/14/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**Success Fee for Employee Retention Credit Claim**	Success Fee for Employee Retention Credit Claim - 8.0% of the total received of $6,588,684.65 for Q1 and Q2 2021. All quarters received.	1	$527,094.77	$527,094.77

Total **$527,094.77**

IF PAYING BY ACH OR WIRE
Bank Name: Chase Bank
Account Name: CFOMW Tax, LLC
Account Number: 80012304380
Routing Number: 321081669

Department of the Treasury
Internal Revenue Service
Cincinnati, OH 45999-0038

Notice	CP210
Tax period	June 30, 2021
Notice date	April 6, 2026
Employer ID number	51-0596749
To contact us	Phone 800-829-0115
Page 1 of 2	

009907.654111.371661.24160 1 AB 0.641 371

CALIFORNIA ONLINE PUBLIC SCHOOLS
% KIM MCMANAMAN
33272 VALLE RD
SAN JUAN CAPO CA 92675-4842

009907

Changes to your June 30, 2021 Form 941

Overpayment: $3,271,722.88

We changed your June 30, 2021 Form 941.

As a result, your overpayment is $3,271,722.88.

Summary

Amount due on account before adjustment	$0.00
Tax – Decrease	23,368.34
Credits - Increase	2,408,032.98
Credit interest allowed	840,321.56
Overpayment	**$3,271,722.88**

Continued on back...

Notice	CP210
Tax period	June 30, 2021
Notice date	April 6, 2026
Employer ID number	51-0596749
Page 2 of 2	

What you need to do

Review this notice, and compare our changes to the information on your tax return.

If you agree with the changes we made

- If you haven't already received a refund check for $3,271,722.88, you should receive it within 2-3 weeks as long as you don't owe other tax or debts we're required to collect.

If you don't agree with the changes

- Call 800-829-0115 to review your account.
- If we don't hear from you, we'll assume you agree with the information in this notice.

Next steps

Report the $840,321.56 in interest as taxable income on your tax return for this year.

Additional information

- Visit IRS.gov/cp210.
- Find tax forms and publications by visiting IRS.gov/forms or calling 800-TAX-FORM (800-829-3676).
- You can contact us by mail at the address at the top of the first page of this notice. Be sure to include your employer ID number, tax period, and form number you are writing about.
- Keep this notice for your records.

If you need assistance, don't hesitate to contact us.

CFOMW Tax, LLC
333 Washington Blvd #607
Venice, CA 90292

SERVICES FEE AGREEMENT

Via Email: rromero@californiaops.org

RE: Fee Agreement and Engagement for California Online Public Schools

Dear Richie,

Thank you for selecting CFOMW Tax, LLC (the "Firm" of "we") to provide California Online Public Schools ("Client" or "you") with the tax consulting services set forth below. In connection with our engagement to perform this work, we require written acknowledgement of this agreement for our files and the relevant rules of professional conduct.

We feel that it is in the best interest of our clients that they be fully informed of our billing practices and what services we will be undertaking on their behalf. The purpose of this letter, therefore, is to set forth the scope of our engagement to you, to set forth the financial arrangements regarding our engagement, and to verify our agreement of the foregoing:

1. Scope of Engagement

Subject to the terms and conditions herein, including without limitation advance payment of the retainer and a signed copy of this agreement, the Firm will perform those services which you requested the IRS Employee Retention Tax Credit ("ERTC") and, more specifically

1. Provide information regarding eligibility for any ERTC provided for in the Coronavirus Aid Relief and Economic Stimulus Act (the "CARES Act");
2. Gather applicable client data (i.e. payroll data, employer healthcare cost information, etc.) from Client required to calculate the ERTC;
3. Calculate the anticipated ERTC for the Client;
4. Prepare and deliver a Tax Credit Package to Client that includes an eligibility analysis, applicable supporting schedules, and an ERTC calculation based on applicable law (the "Tax Credit Package"); and
5. Provide internal, external and IRS audit support (as required) (collectively, the "Engagement").

We anticipate this work will require us to review your historical tax records and ask you various questions related to the Engagement.

2. Responsibilities of the Parties

The Firm will provide those services reasonably required to represent you in prosecuting the claims described in Paragraph 1 and will take reasonable steps to keep you informed of progress and developments, and to respond promptly to inquiries and communications. You agree to be truthful with the Firm, to cooperate, to keep the Firm informed of any information and developments which may come to your attention, to abide by this Agreement, to pay the Firm's bills on time, and to keep the Firm advised of your address, telephone number and whereabouts. You agree to cooperate fully with the Firm in all matters related to the preparation and presentation of your claims.

3. Fee for Representation

Generally, we bill an hourly rate, however for this matter we will only bill you to complete the Engagement if the Engagement results in a refund of taxes or amounts previously paid or due related to a successful ERTC claim. In the event that you obtain a refund related to taxes or amounts paid pursuant to the ERTC claim, you shall pay a fee as follows:

Eight Percent (8%) of the total refund amount received. For the avoidance of doubt, should you receive a refund of $100,000; you shall pay the Firm a fee of $8,000. This fee is due immediately and payable within thirty (30) days of receipt of part or all of the refund you receive. Should your refund be overturned by the IRS on audit, the Firm will refund the fee previously paid pro-rata with the principal amount the Client repays to the IRS. For the avoidance of doubt, should the Client pay a fee to the Company of One Hundred Dollars $100 and the IRS later overturns Ten Percent (10%) of the original refund principal amount, the Firm shall repay the Client Ten Dollars ($10). Firm will add Client as a “Certificate Holder” on its relevant insurance policy as part of the refundable nature of the Firm’s fee.

In the event we are required to do additional work outside the reasonably anticipated scope of this Engagement ("Out-of-Scope Services"), such work shall be on a separate hourly basis and shall require a separate engagement letter; no Out-of-Scope Services shall commence prior to your express written authorization and an hourly rate can be outlined in that agreement. Out-of-Scope Services shall include work on separate or distinct matters not contemplated initially by both parties at the time this Agreement was entered into, or rework or other updates to documents necessary to correct inaccurate statements or representations. If we anticipate the need to provide any significant Out-of-Scope Services in connection with Engagement, we will endeavor to notify you before commencing with such work and incurring expenses and time and may request that you sign a separate engagement letter for the additional services to be performed.

Out-of-Scope Services include, but are not limited to the following:

- Preparation of original or amended federal or state income tax returns other than those as outlined in the Engagement;
- Bookkeeping or financial record compilation services;
- Representation before state tax authorities concerning audits or formal examinations;
- Other business consulting services not related to the proposed Engagement;
- Preparing or drafting of other legal documents not specifically discussed earlier;
- Costs for subsequent state revenue authority appeals and audits, or costs incurred for filing in federal, District Court, or any other state court.

We do our best to see that our clients are satisfied not only with our services but also with the reasonableness of the fees and disbursements charged for these services. Therefore, if you have any questions about or objection to a statement or the basis for our fees to you, you should raise it promptly and not more than thirty (30) days after you receive a bill for discussion. If you object only to a portion of the statement, we ask you pay the remainder, which will not constitute a waiver of your objections.

4. Disbursements

The performance of professional services generally involves costs and expenses, some of which must be paid to third parties. These expenses include, but are not limited to, administrative filing fees, court reporters, deposition fees, travel costs, copying costs, telecopier costs, messenger services, long distance telephone charges, computerized research

expenses and expenses of experts whom we deemappropriate to assist in our representation of you. For purposes of this Engagement, we shall not charge any amounts for costs and expenses.

5. Retainer

No retainer is being requested as part of this Engagement.

6. No Guarantees

The Firm and you understand and agree that no results have been guaranteed by the Firm or any of its employees and that this agreement is not based upon any such promises or anticipated results.

7. Governing Law

This Agreement shall be construed, governed, and enforced in accordance with the laws of the State of California without reference to its law on the choice of laws. Any disputes relating to the terms and/or language of this Agreement shall be resolved by a California court of competent jurisdiction or as otherwise mutually agreed upon in writing by all Parties to the Agreement.

8. Withdrawal from Representation

Our firm's relationship with you is one of mutual trust and confidence. If you, for whatever reason, wish us to cease representing you, you may do so. If we feel we no longer wish to represent you, we will inform you in writing so you have sufficient time to find new representation. We will only do so in the following circumstances: (a) a lack of cooperation by you in promptly submitting necessary requested information; (b) your knowingly providing us, your adversaries or the government with false information; (c) your disregard of advice about matters of critical importance to your case; (d) your failure to promptly pay fees; or (e) for any other breach of this Agreement unless you cure the breach to the Firm’s satisfaction, not to be unreasonably withheld, within thirty (30) calendar days of the Firm providing written notice of the breach and notice to cure. .

Upon such termination, however, you would remain liable for any unpaid fees and costs. We also shall be authorized to reveal this agreement and any other necessary documents to any court or agencyif the same should prove necessary to effect withdrawal or collection of our fees. Should you terminate the Engagement after the relevant forms required to file the ERTC are provided to you and a refund is later obtained, the fees stated above shall remain fully due and payable. If, within thirty (30) days after receiving initial approval from the IRS for your ERTC claim you decide to rescind your application and, if applicable, decide to return any ERTC proceeds to the IRS, you shall not owe any fees for the Services, unless you decide to re-apply for the ERTC and obtain a refund. In that case, the fees as outlined in this agreement shall apply.

It is the policy of this firm to make every effort to have our clients feel that they are treated on a fair basis. We welcome an honest discussion of our fees and our services and encourage our clients to inquire about any matter relating to our fee arrangement or monthly statements that are in anyway unclear or appear unsatisfactory. If you have any questions, please do not hesitate to call us.

9. Miscellaneous

By executing this agreement, you acknowledge that fees received by the Firm may be

utilized to pay employees or contractors associated with the Firm who assisted with the Engagement.

The Firm is not responsible for any errors or omissions regarding information, in whatever form, that you provide to the Firm; you agree that the Firm cannot verify the accuracy of your information and as such the Firm is in no way liable in any way for such provided information.

If this letter correctly sets forth your understanding of the scope of the services to be rendered to the company by the Firm and the manner by which fees will be charged and paid, and if the terms of the engagement are satisfactory, please execute the enclosed copy of this letter and return it to us. If the scope of the services described is incorrect or if the terms of the engagement set forth in this letter arenot satisfactory to you, please let us know in writing so that we can discuss either aspect.

By executing this agreement, you acknowledge that there is uncertainty concerning the outcome of this matter and that the Firm and the undersigned professionals have made no guarantees as to the disposition of any phase of this matter. All representations and expression relative to the outcome of this matter, are only expressions of the said professional's opinions and do not constitute guarantees. We look forward to continuing to work with you and thank you once again for the opportunity to serve.

Very truly yours,



Michael Williams

READ, AGREED AND CONSENTED TO:

R. Romero
Signature

Richie Romero
Name

Deputy Sup
Title

03 / 28 / 2025
Date

Dropbox Sign

Audit trail

Title	CFOMW Tax - CalOPS ERC Agreement
File name	CFOMW_Tax_LLC_ERT...lOPS_3.26.25.docx
Document ID	b54c224ff1bc4c530958d9d082a297550e1871ab
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

SENT	**03 / 28 / 2025** 16:09:38 UTC	Sent for signature to Richie Romero (rromero@californiaops.org) from michael@cfomw.com IP: 73.47.249.52
VIEWED	**03 / 28 / 2025** 17:09:52 UTC	Viewed by Richie Romero (rromero@californiaops.org) IP: 47.150.175.31
SIGNED	**03 / 28 / 2025** 17:10:52 UTC	Signed by Richie Romero (rromero@californiaops.org) IP: 47.150.175.31
COMPLETED	**03 / 28 / 2025** 17:10:52 UTC	The document has been completed.

Powered by Dropbox Sign

Coversheet

CLOSED SESSION - Brown Act; California Gov't Code §54956.9

Section:	VIII. Closed Session
Item:	A. CLOSED SESSION - Brown Act; California Gov't Code §54956.9
Purpose:	Discuss
Submitted by:	
Related Material:	CoSuperintendent_Self_Assessment_Draft.docx.pdf CoSuperintendent_Evaluation_Instrument_Draft.docx.pdf

CONFIDENTIAL — CLOSED SESSION

Report Provided Pursuant to Government Code §54957

Date of Submission: _____

CO-SUPERINTENDENT

Self-Assessment Instrument

Evaluation Cycle 2025–2026

Companion instrument to the Co-Superintendent Performance Evaluation

Co-Superintendent Name: _____

Portfolio Designation (check one):

☐ Co-Superintendent, Finance, Educational Services & Student Services

☐ Co-Superintendent, Operations, Human Resources & Business Services

Self-Assessment Period: _____ to _____

Purpose & Process

Purpose of the Self-Assessment

This self-assessment serves as a structured opportunity for the Co-Superintendent to reflect on professional practice, identify evidence of impact, and contribute the first-person perspective to the Board's annual evaluation process. Research on executive evaluation consistently identifies self-assessment as a critical input that surfaces context the Board may not otherwise see and frames the evaluation as a collaborative, growth-oriented conversation rather than a one-way judgment.

This instrument mirrors the seven performance domains, indicators, and rubric descriptors used in the Board's Co-Superintendent Performance Evaluation Instrument, so the Co-Superintendent and Board work from a shared framework and common language throughout the evaluation cycle.

Evaluation Process Overview

Your self-assessment is one step in a structured annual evaluation process. Understanding the full sequence will help you prepare a self-assessment that is maximally useful to the Board and to the evaluation conversation.

1. Goal-Setting: At the start of the evaluation cycle, Board and Co-Superintendents collaboratively establish annual goals aligned to district priorities.
2. Ongoing Communication: Board and Co-Superintendents maintain regular check-ins throughout the year to discuss progress, surface concerns, and prevent surprises.
3. Self-Assessment Submission: You complete this instrument and submit it to the Board no less than five business days before the closed session evaluation meeting. This gives Board members adequate time to review your self-assessment before completing the Board evaluation instrument.
4. Individual Board Member Review: Each trustee completes the Board evaluation instrument individually, drawing on evidence from Board meetings, reports, community contact, and your self-assessment.
5. Board Consensus in Closed Session: The Board meets in closed session using a structured facilitation protocol to reach collective judgment on a single, unified evaluation. The Board speaks as one body, not as individual voices.
6. Evaluation Conference: The Board shares the consensus evaluation with you in closed session. You have the opportunity to respond, ask clarifying questions, and contribute to the final document.
7. Final Signed Evaluation: The final consensus evaluation is signed by the Board President and you, and placed in your personnel file.
8. Goal-Setting for Next Cycle: The evaluation informs goal-setting for the following year, closing the loop between performance and continuous improvement.

Framework Foundation

This instrument is grounded in the same research and professional standards as the Board evaluation:

- California Professional Standards for Education Leaders (CPSEL)

- AASA Professional Standards for the Superintendency and AASA Whitepaper, "Evaluating the Superintendent" (DiPaola, 2010)
- California School Boards Association (CSBA) Guidance on Superintendent Evaluation
- Joint Committee on Standards for Educational Evaluation (JCSEE) Personnel Evaluation Standards
- Cross-industry executive self-assessment best practices from corporate, nonprofit, and public-sector governance research

How to Use This Instrument

For each of the seven performance domains:

9. Review each indicator and the four-level rubric descriptors.
10. Identify concrete evidence and artifacts that demonstrate your practice in each indicator area. Be specific — reference the artifact types listed below.
11. Reflect on strengths, growth areas, and contextual factors that have shaped your performance. Honest reflection — including acknowledgment of challenges and missteps — strengthens the credibility and usefulness of the self-assessment.
12. Self-rate each domain using the same four-point rubric the Board will use. Self-ratings need not match the Board's ultimate rating; the value lies in the comparison and the conversation it invites.
13. Complete the summative reflection in Part II, including year-in-review highlights, growth priorities for the coming cycle, and context you believe the Board should consider.

A Note on Reflection

This self-assessment is most useful when approached as genuine reflection rather than advocacy. The goal is not to persuade the Board of a particular rating but to surface the evidence, context, and reasoning behind your professional practice — including the difficult moments that shaped your learning. A self-assessment that only celebrates strengths offers less value than one that also names challenges, failures, and lessons learned. The Board's trust in your self-awareness is one of the strongest predictors of a productive evaluation conversation.

Performance Rating Scale

Use the same four-point scale the Board will use:

4 — DISTINGUISHED	My practice significantly surpasses expectations. I serve as a role model whose practice strengthens the district.
3 — PROFICIENT	My practice consistently meets and at times exceeds expectations. This is the expected level for an experienced Co-Superintendent.
2 — DEVELOPING	My practice partially meets expectations. Growth is needed in specific aspects. This is appropriate for areas of focused professional learning.
1 — UNSATISFACTORY	My practice does not meet expectations. Significant improvement is required. I am prepared to work with the Board on an improvement plan.

Calibration Note

Rating 3 — Proficient is the expected baseline for an experienced Co-Superintendent. It reflects consistent, competent performance and is not a mediocre rating. Research on self-assessment shows that executives and leaders often rate themselves higher than external evaluators, and the tendency to default toward 4 (Distinguished) in areas of personal strength can inadvertently obscure the genuine growth areas that would be most useful for the Board to understand.

A self-assessment is most credible when Distinguished ratings are reserved for areas where you can point to specific evidence of impact that genuinely exceeds expectations. Developing ratings — where you acknowledge a growth area honestly — typically strengthen the Board's trust in your overall self-assessment, not weaken it.

Evidence & Artifacts

Your self-assessment should be grounded in specific, documentable evidence — not impressions, claims, or generalities. The Board will use the same artifact framework to evaluate your performance, so aligning your self-assessment evidence to these categories strengthens the quality of the evaluation conversation.

ARTIFACT / EVIDENCE TYPE	EXAMPLES
Board Materials, Reports & Presentations	Agenda items, staff reports, budget presentations, policy recommendations, board updates, strategic plan progress reports
Documented Outcomes & Data	Student achievement data, climate survey results, fiscal health indicators, program evaluation outcomes, audit findings, enrollment/retention trends
Formal Communications	Memos, superintendent letters, community communications, press releases, collective bargaining correspondence, legal notices
Direct Observation in Official Settings	Board meeting conduct, public presentations, cabinet and leadership team facilitation, community forums, professional association engagement

For each domain, reference specific artifacts by name where possible (e.g., "the March budget presentation to the Board," "the 2024-25 CAASPP results shared in November," "the community letter on boundary changes dated September 12"). Vague references are less useful than specific ones.

Part I: Self-Assessment by Domain

For each domain, review the rubric descriptors, document evidence supporting your practice, reflect on strengths and growth areas, and mark your self-rating.

DOMAIN 1: BOARD GOVERNANCE & RELATIONS

Standard Statement: *The Co-Superintendent promotes effective governance by supporting the Board's leadership role, fostering a high-trust governance team relationship, facilitating informed Board decision-making, and implementing Board-adopted policies with fidelity.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
1.1 Supports the Board's Governance Role			
Proactively partners with the Board to strengthen its governance capacity; anticipates Board needs; facilitates Board growth through strategic learning opportunities, benchmarking, and exposure to best governance practices; treats the Board as a true partner in shaping the district's direction.	Consistently supports the Board's governance role; distinguishes clearly between governance and management; assists the Board in building unity of purpose and common vision; provides leadership based on the direction of the Board as a whole.	Generally supports the Board's governance role but occasionally blurs the line between governance and management; support for Board unity is inconsistent; may defer to individual Board members rather than the Board as a body.	Fails to support the Board's governance role; does not maintain the governance/management distinction; actions undermine Board unity or cohesion; responds to individual Board members in ways that compromise collective authority.
1.2 Provides Timely, Accurate, Equitable Information to the Board			
Provides the Board with comprehensive, forward-looking information that anticipates questions and supports strategic deliberation; ensures all Board members receive equal access to information simultaneously; information is organized, analyzed, and presented in formats that optimize decision-making.	Provides accurate, timely information to the Board; ensures all members have equal access to information; proactively communicates about emerging issues; responds promptly to Board member inquiries.	Information to the Board is generally accurate but sometimes late, incomplete, or uneven across members; responsiveness to Board inquiries is inconsistent; surprises the Board on occasion.	Information to the Board is frequently late, inaccurate, incomplete, or distributed inequitably; the Board is regularly surprised by issues that should have been communicated in advance; responsiveness to Board inquiries is poor.
1.3 Implements Board Vision, Goals, and Policies with Fidelity			
Translates Board vision, goals, and policies into coherent organizational action with measurable outcomes; creates systems that ensure policy fidelity throughout the organization; provides the Board with transparent	Implements the vision, goals, and policies of the district as adopted by the Board; aligns administrative actions with Board direction; monitors implementation and reports progress to the Board.	Implementation of Board vision, goals, and policies is uneven; administrative actions sometimes diverge from Board direction; progress monitoring and reporting to the Board is inconsistent.	Fails to implement Board vision, goals, or policies with fidelity; administrative actions routinely diverge from or contradict Board direction; does not reliably report implementation progress.

evidence of implementation progress and impact.			
1.4 Prepares For and Facilitates Effective Board Meetings			
Partners with Board leadership to design agendas that focus Board attention on the most consequential governance questions; ensures meeting materials enable substantive deliberation; meetings advance the district's strategic priorities and reflect efficient use of Board time.	Assists the Board in preparing for and conducting meetings; provides agendas and materials in a timely manner; ensures meetings comply with Brown Act and Government Code requirements; supports productive meeting dynamics.	Meeting preparation is adequate but sometimes rushed; materials may be incomplete or arrive late; meeting flow occasionally inefficient; compliance with procedural requirements is generally met but not modeled as excellence.	Meeting preparation is inadequate; agendas and materials routinely arrive late or incomplete; procedural lapses occur; meetings are inefficient or fail to advance Board business effectively.
1.5 Navigates the Co-Superintendent Partnership to Strengthen Governance			
Models an exemplary Co-Superintendent partnership that strengthens Board confidence in district leadership; presents unified direction to the Board while transparently surfacing healthy professional differences; clarifies role boundaries proactively so the Board experiences seamless executive support.	Maintains an effective working relationship with the Co-Superintendent; presents aligned leadership to the Board; clearly communicates respective portfolio responsibilities; coordinates Board support across both Co-Superintendent roles.	Working relationship with Co-Superintendent is functional but occasionally strained; Board sometimes receives mixed messages or unclear role signals; coordination on Board-facing work is inconsistent.	Working relationship with Co-Superintendent is dysfunctional or visibly conflicted; Board receives contradictory direction; role ambiguity compromises Board support and governance effectiveness.

Evidence & Artifacts Supporting My Self-Rating:

Be specific — reference board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

Reflection — Strengths, Challenges, and Contextual Factors:

MY SELF-RATING FOR THIS DOMAIN: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 2: COMMUNICATION & COMMUNITY RELATIONS

Standard Statement: *The Co-Superintendent builds understanding, trust, and support for the district through clear, timely, two-way communication with the Board, staff, students, families, and the broader community; represents the district effectively in external contexts; and cultivates strategic partnerships that advance district goals.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
2.1 Communicates with the Board			
Communication with the Board is exceptional: proactive, strategic, and calibrated to Board members' information needs; uses multiple channels effectively; anticipates Board questions and provides context that supports governance; maintains equitable information flow to all trustees.	Communicates clearly, regularly, and professionally with the Board; is responsive to Board member inquiries; ensures all Board members are equally informed; escalates significant issues appropriately and in a timely manner.	Communication with the Board is generally adequate but occasionally inconsistent in tone, timeliness, or reach; some Board members feel better informed than others; escalation of significant issues sometimes delayed.	Communication with the Board is poor, inconsistent, or inequitable; Board members are surprised by significant events that should have been communicated; responsiveness is unreliable; tone or content of communications erodes Board trust.
2.2 Communicates Internally with Staff			
Cultivates an organizational culture of transparent, two-way communication; staff at all levels report feeling informed, heard, and respected; communication systems are intentionally designed for clarity and feedback loops; models vulnerability, listening, and clarity.	Communicates effectively and regularly with staff; provides clear expectations and rationale for decisions; creates opportunities for staff voice and feedback; communication is professional and respectful.	Internal communication is functional but uneven; some staff groups feel informed, others less so; two-way communication channels are underutilized; feedback loops are inconsistent.	Internal communication is unclear, infrequent, or one-directional; staff express confusion about expectations or rationale for decisions; feedback is not sought or is dismissed; communication undermines trust.
2.3 Communicates Externally with Families and Community			
Leads a comprehensive, multi-channel communication strategy that builds community understanding and support; communications are accessible, culturally responsive, and linguistically inclusive; the district is known as a transparent, trustworthy source of information; community voice meaningfully shapes district decisions.	Communicates regularly and effectively with families and community through varied channels; ensures communications are accessible and culturally/linguistically inclusive; responds to community inquiries and concerns in a timely manner; uses community input to inform decisions.	External communication is adequate but inconsistent; accessibility, cultural responsiveness, or multilingual reach is limited; community input is collected but inconsistently used; response time to community concerns varies.	External communication is sparse, inaccessible, or one-directional; families and community members report feeling uninformed or unheard; community concerns go unaddressed; communications may be culturally or linguistically exclusionary.

2.4 Manages Crisis Communication and Sensitive Issues			
Communication during crises or sensitive situations is exemplary: timely, accurate, transparent, and empathetic; preserves trust through difficult moments; coordinates messaging across Board, staff, families, community, and media; post-crisis communication includes reflection and learning.	Manages crisis and sensitive communications effectively; messages are timely, accurate, and appropriately balanced; coordinates communication across stakeholder groups; maintains professionalism and composure under pressure.	Crisis communication is generally handled but occasionally delayed, inconsistent across audiences, or tonally off; coordination across channels is inconsistent.	Crisis communication is slow, inaccurate, poorly coordinated, or tonally inappropriate; erodes trust during difficult moments; creates avoidable confusion or controversy.
2.5 Represents the District Externally and Builds Partnerships			
Serves as a distinguished ambassador for the district; leverages relationships with local, regional, and state partners to advance district goals; cultivates high-value partnerships that bring resources, expertise, or opportunity to students; respected by peers and external stakeholders as a leader in the field.	Represents the district professionally in external venues; participates in relevant professional associations and regional/state networks; cultivates productive partnerships with community organizations, higher education, business, and government.	External representation is adequate but not strategically leveraged; partnerships exist but are limited in scope or impact; engagement with professional networks is inconsistent.	External representation is minimal, unprofessional, or damaging to the district's reputation; partnerships are absent or underdeveloped; fails to engage with professional networks relevant to the role.

Evidence & Artifacts Supporting My Self-Rating:

Be specific — reference board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

Reflection — Strengths, Challenges, and Contextual Factors:

MY SELF-RATING FOR THIS DOMAIN: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 3: VISION, STRATEGIC LEADERSHIP & DISTRICT CULTURE

Standard Statement: *The Co-Superintendent facilitates development, articulation, implementation, and stewardship of a shared vision of learning supported by the Board and community; leads strategically to advance district priorities; and cultivates a positive, equity-centered organizational culture.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
3.1 Articulates and Stewards a Shared Vision			
Vision is deeply embedded throughout the organization; all decisions and initiatives are clearly anchored in the vision; staff, students, families, and community can articulate and act on the vision; Co-Superintendent models vision-aligned leadership continuously.	Facilitates development, articulation, and implementation of a shared vision; communicates vision consistently; aligns decisions and initiatives with vision; uses vision to guide strategic direction.	Vision exists but is inconsistently communicated or applied; alignment of decisions to vision is uneven; stakeholder awareness of vision is limited.	Vision is absent, unclear, or not communicated; decisions and initiatives lack coherent connection to vision; stakeholders cannot articulate district direction.
3.2 Leads Strategic Planning and Long-Range Priority Setting			
Drives a robust, inclusive strategic planning process grounded in data, stakeholder voice, and systems thinking; plans include measurable outcomes, clear accountability, and adaptive review cycles; plans integrate multiple domains into a coherent whole.	Leads or co-leads effective strategic planning; engages appropriate stakeholders; ensures plans are aligned with district goals and Board priorities; monitors implementation and reports progress.	Strategic planning occurs but is narrow in scope, shallow in stakeholder engagement, or weak in measurable outcomes; monitoring is inconsistent.	Strategic planning is absent, superficial, or disconnected from district goals; stakeholder engagement is inadequate; implementation is not monitored.
3.3 Cultivates a Positive, Equity-Centered Organizational Culture			
Cultivates a culture characterized by high trust, psychological safety, collective efficacy, and equity; staff report feeling empowered, valued, and supported; equity is embedded structurally, not just rhetorically; cultural indicators (retention, climate, engagement) are strong and improving.	Fosters a positive, respectful, equity-focused organizational culture; models civility and professionalism; addresses inequity and incivility when observed; climate indicators are generally positive.	Organizational culture is mixed; pockets of positive culture coexist with pockets of concern; response to cultural or equity issues is inconsistent; climate indicators reveal areas of concern.	Organizational culture shows significant concern; distrust, incivility, or inequity is tolerated or unaddressed; climate indicators are negative or deteriorating.
3.4 Leads Change and Innovation Responsibly			
Leads change with skill, judgment, and humility; balances innovation with	Leads change effectively; engages stakeholders in change processes; supports	Change leadership is uneven; change is sometimes launched	Change is managed poorly: imposed without engagement, abandoned

system stability; builds capacity and buy-in before launching change; protects against initiative fatigue; sunsets initiatives that no longer serve the vision.	staff through transitions; monitors implementation and makes adjustments as needed.	without sufficient capacity-building or buy-in; staff experience initiative overload or change fatigue.	midstream, or launched without regard for organizational capacity; staff experience chaos, fatigue, or disengagement.

Evidence & Artifacts Supporting My Self-Rating:

Be specific — reference board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

Reflection — Strengths, Challenges, and Contextual Factors:

MY SELF-RATING FOR THIS DOMAIN: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 4: INSTRUCTIONAL LEADERSHIP & STUDENT ACHIEVEMENT

Standard Statement: *The Co-Superintendent advocates, nurtures, and sustains a culture and instructional program conducive to student learning; uses data to drive improvement in student outcomes; and ensures equitable access to high-quality educational experiences for all students, particularly for the portfolio areas under direct oversight.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
4.1 Drives Improvement in Student Achievement and Outcomes			
Student outcomes show sustained, meaningful improvement across measures and subgroups; achievement gaps narrow; improvement is connected to intentional strategies with clear theory of action; outcomes are analyzed through both quantitative and qualitative lenses.	Monitors student achievement and outcomes systematically; identifies trends and responds with appropriate strategies; achievement is stable or improving; pays attention to subgroup performance.	Attention to student outcomes is inconsistent; improvement strategies are reactive rather than systemic; subgroup gaps receive limited attention.	Student outcomes are not systematically monitored or are declining; improvement strategies are absent or ineffective; achievement gaps are widening or ignored.
4.2 Ensures Coherent, Rigorous Curriculum and Instruction (primary: Finance/Ed Services/Student Services; cross-functional: Operations/HR/Business Services)			
Ensures coherent, standards-aligned, culturally responsive curriculum implemented with fidelity; instructional practices reflect research-based excellence; teacher capacity is continuously built; curriculum and instruction are seamlessly aligned across grade levels and content areas.	Supports implementation of coherent, standards-aligned curriculum; ensures instructional practices are research-based; supports teacher professional learning; addresses curriculum gaps and alignment issues.	Curriculum and instruction oversight is inconsistent; alignment across grades and content areas is uneven; teacher professional learning is ad hoc.	Curriculum is incoherent, out of alignment, or not implemented with fidelity; instructional practices are not monitored; teacher professional learning is absent or ineffective.
4.3 Uses Data to Inform Decisions and Drive Improvement			
Leads a culture of data-informed practice throughout the organization; data systems are robust, accessible, and used collaboratively; decisions are clearly connected to evidence; leads staff in data literacy and inquiry.	Uses multiple sources of data to inform decisions; ensures data is accessible to appropriate stakeholders; supports staff in using data effectively; connects data to strategic action.	Data use is inconsistent; some decisions are data-informed, others rely on intuition or tradition; data systems or access may be limited; staff data literacy is uneven.	Decisions are made without systematic reference to data; data systems are weak or inaccessible; staff capacity for data use is not developed.
4.4 Advances Equity and Access for All Students			
Equity is a driving principle, not an add-on; systemic	Prioritizes equity in decisions and resource	Attention to equity is inconsistent; disparities are	Equity is not a priority in decisions or resource

inequities are identified and addressed through structural change; outcomes for historically underserved students show sustained improvement; equity analysis is embedded in all major decisions.	allocation; monitors disparities in student outcomes, discipline, and access; implements strategies to address identified inequities.	recognized but responses are fragmented; structural inequities are not systematically addressed.	allocation; disparities are ignored or minimized; access for underserved students is not ensured.

Evidence & Artifacts Supporting My Self-Rating:

Be specific — reference board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

Reflection — Strengths, Challenges, and Contextual Factors:

MY SELF-RATING FOR THIS DOMAIN: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 5: ORGANIZATIONAL MANAGEMENT & OPERATIONS

Standard Statement: *The Co-Superintendent ensures effective, efficient, and fiscally responsible management of the organization, its resources, and its operations in support of a safe and productive learning environment, with specific accountability for the portfolio areas under direct oversight.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
5.1 Fiscal Stewardship and Financial Management (primary: Finance portfolio; shared: both roles)			
Fiscal management is exemplary: budgets are strategic tools aligned with district priorities; reserves are protected; audits are clean; long-range financial planning anticipates and mitigates risks; financial reporting is transparent and accessible; district maintains strong fiscal health rating.	Manages fiscal resources responsibly; budgets align with district priorities; maintains appropriate reserves; audits are clean; financial reporting is timely and accurate; complies with all fiscal requirements.	Fiscal management is adequate but lacks strategic alignment; reserve levels are near minimums; audit findings occur but are addressed; financial reporting is timely but limited in analysis.	Fiscal management shows significant concerns: misalignment with priorities, inadequate reserves, material audit findings, late or inaccurate reporting, or non-compliance with fiscal requirements.
5.2 Operational Management: Facilities, Transportation, Food Services, Safety (primary: Operations portfolio; shared: both roles)			
Operations are exemplary: facilities are safe, clean, well-maintained, and strategically planned for future needs; transportation, food services, and auxiliary operations reflect best practice; safety systems are proactive and comprehensive; operational data drives continuous improvement.	Ensures operations are well-managed and support the learning environment; facilities are safe and maintained; transportation and food services are reliable; safety protocols are current and implemented.	Operations are functional but show signs of strain; facility maintenance is reactive; safety protocols exist but implementation is uneven; operational issues occasionally disrupt instruction.	Operations show significant problems: facilities are unsafe or poorly maintained; transportation or food services fail to meet needs; safety protocols are inadequate or not followed; operational issues regularly disrupt instruction.
5.3 Systems Thinking and Organizational Coherence			
Leads the district as an integrated, living system; anticipates how changes in one domain affect others; designs coherent systems, processes, and structures that reinforce strategic priorities; organization functions as a coordinated whole across portfolios.	Demonstrates systems thinking in decision-making; coordinates across departments and portfolios; identifies and addresses misalignments; uses organizational structures to support strategic priorities.	Systems thinking is inconsistent; departments and portfolios sometimes operate in silos; cross-functional coordination is reactive rather than proactive.	Decisions are made in isolation from system-wide implications; siloed operations create friction or dysfunction; organizational coherence is weak.
5.4 Technology, Information Systems, and Data Infrastructure			

Technology and information systems are strategically deployed to advance the district's vision; data infrastructure supports decision-making across all levels; digital equity is ensured; cybersecurity is robust; technology investments show clear return on educational value.	Technology and information systems support district operations effectively; data infrastructure is reliable and accessible; cybersecurity protocols are in place; technology investments align with district priorities.	Technology and systems are functional but outdated or fragmented; data infrastructure has gaps; cybersecurity protocols exist but have weaknesses; technology investments lack clear alignment.	Technology and systems are inadequate, unreliable, or insecure; data infrastructure fails to support decision-making; cybersecurity vulnerabilities create risk; technology investments are poorly aligned or wasteful.
5.5 Compliance with Law, Regulation, and Policy			
Compliance is treated as a floor, not a ceiling; district is known for exemplary legal, regulatory, and policy adherence; proactive monitoring of emerging legal and regulatory developments; strong relationships with legal counsel and compliance advisors.	Ensures district operates consistently within federal, state, and local laws, policies, regulations, and statutory requirements; monitors compliance and addresses issues when identified; uses legal counsel appropriately.	Compliance is generally maintained but reactive; occasional compliance issues require correction; monitoring systems have gaps.	Compliance failures occur regularly; legal, regulatory, or policy violations are not identified or addressed promptly; exposes the district to meaningful legal or financial risk.

Evidence & Artifacts Supporting My Self-Rating:

Be specific — reference board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

Reflection — Strengths, Challenges, and Contextual Factors:

MY SELF-RATING FOR THIS DOMAIN: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 6: HUMAN RESOURCES & TALENT DEVELOPMENT

Standard Statement: *The Co-Superintendent recruits, develops, supports, and retains a high-quality workforce; fosters a culture of professional growth and collective efficacy; and ensures effective human resources practices, labor relations, and employee evaluation systems, with specific accountability for the portfolio areas under direct oversight.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
6.1 Recruits, Hires, and Retains High-Quality Staff (primary: Operations/HR portfolio; shared: both roles)			
Recruiting and hiring are strategic, proactive, and diverse; talent pipeline is robust; retention of high performers is strong; staff diversity reflects student demographics and equity commitments; district is known regionally as an employer of choice.	Ensures effective recruiting, hiring, and retention practices; positions are filled with qualified staff in a timely manner; attention is paid to diversity and equity in hiring; retention is stable.	Recruiting and hiring processes are functional but reactive; vacancies take longer than desired to fill; diversity in hiring is inconsistent; retention shows warning signs.	Recruiting and hiring are slow, ineffective, or yield unqualified candidates; diversity and equity in hiring are not addressed; retention is poor; vacancies disrupt operations or instruction.
6.2 Develops Staff and Builds Leadership Capacity			
Cultivates a robust system of professional learning aligned to district priorities; builds internal leadership pipelines at all levels; provides coaching, mentoring, and growth opportunities; models ongoing personal professional growth; organization shows rising collective efficacy.	Supports staff professional learning aligned to district priorities; provides growth opportunities for aspiring leaders; pursues own professional development; supports development of direct reports.	Professional learning is available but inconsistent in quality or alignment; leadership development is ad hoc; own professional development is episodic.	Professional learning is absent, misaligned, or ineffective; leadership pipelines are neglected; own professional growth is not evident.
6.3 Manages Labor Relations and Collective Bargaining			
Labor relations are strong, characterized by trust, problem-solving, and shared commitment to students; bargaining is principled and strategic; disputes are rare and resolved constructively; labor partners view district leadership as trustworthy and fair.	Manages labor relations professionally; conducts collective bargaining effectively; administers contracts with fidelity; resolves grievances appropriately; maintains productive relationships with labor partners.	Labor relations are functional but strained; bargaining is adversarial; grievances occur more frequently than desired; contract administration has occasional inconsistencies.	Labor relations are adversarial or broken; bargaining is contentious or yields unsustainable outcomes; grievances and disputes are frequent; contract administration shows significant gaps.
6.4 Ensures Effective Staff Evaluation and Accountability Systems			
Evaluation systems are robust, fair, and growth-oriented;	Ensures staff evaluation systems are implemented with fidelity; evaluators are	Evaluation systems exist but implementation is uneven; evaluator calibration is	Evaluation systems are poorly implemented, inconsistent, or ineffective;

differentiation between strong, developing, and struggling performers is clear and actionable; evaluation drives professional learning; accountability is exercised with both rigor and humanity.	trained; evaluation is connected to professional growth; accountability is exercised appropriately when performance concerns arise.	inconsistent; evaluation-to-growth connection is weak; accountability for poor performance is sometimes avoided.	evaluator practice varies widely; accountability for poor performance is not exercised; evaluation does not drive growth.

Evidence & Artifacts Supporting My Self-Rating:

Be specific — reference board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

Reflection — Strengths, Challenges, and Contextual Factors:

MY SELF-RATING FOR THIS DOMAIN: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 7: ETHICS, INTEGRITY & PROFESSIONAL GROWTH

Standard Statement: *The Co-Superintendent models a personal code of ethics, integrity, and equity; reflects on personal leadership practice and pursues continuous professional growth; and sustains a productive, collaborative Co-Superintendent partnership that strengthens the district's leadership capacity.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
7.1 Models Personal and Professional Ethics and Integrity			
Ethics and integrity are exemplary and widely recognized; decisions consistently reflect ethical principles even under pressure; models integrity in word and action; protects the rights and confidentiality of students and staff without fail; uses the office solely to advance the educational program.	Models personal and professional ethics, integrity, justice, and fairness; protects rights and confidentiality of students and staff; uses the office to advance the educational program, not personal gain; expects ethical behavior from others.	Generally ethical but shows occasional lapses in judgment, confidentiality, or transparency; ethical standards are applied inconsistently; may occasionally blur personal and professional interests.	Significant ethical concerns: breaches of confidentiality, conflicts of interest, lack of transparency, or inappropriate use of position; ethical standards are not consistently upheld or modeled.
7.2 Reflects on Practice and Pursues Continuous Growth			
Demonstrates exceptional self-awareness and reflective practice; actively seeks feedback from multiple sources; engages in sustained professional learning; applies learning visibly to practice; models growth mindset for the organization.	Reflects on personal leadership practice; solicits and acts on feedback; pursues relevant professional learning; demonstrates growth over time in identified areas.	Reflection and growth-seeking are inconsistent; feedback is received but not always acted upon; professional learning is episodic; growth in identified areas is uneven.	Reflection on practice is absent or defensive; feedback is resisted or dismissed; professional learning is neglected; identified growth areas show no progress.
7.3 Sustains an Effective Co-Superintendent Partnership			
Co-Superintendent partnership is a model of distributed leadership: shared vision, clear complementary roles, mutual respect, transparent communication, and joint accountability for district outcomes; partnership strengthens the organization's leadership capacity.	Maintains an effective, collaborative working relationship with Co-Superintendent; respects role boundaries; communicates openly and regularly; coordinates on shared work; presents aligned leadership to the organization.	Working relationship with Co-Superintendent is functional but has friction points; role coordination is inconsistent; occasional breakdowns in communication or alignment affect the organization.	Co-Superintendent partnership is ineffective, conflicted, or broken; role confusion, communication failures, or misalignment visibly harm the organization.
7.4 Models Well-Being and Sustains Personal Effectiveness			
Sustains personal motivation, commitment, energy, and effectiveness	Sustains personal effectiveness; manages workload and stress	Signs of burnout, fatigue, or diminishing effectiveness are becoming evident;	Effectiveness is significantly diminished by fatigue, stress, or imbalance; staff

over time; models healthy balance of professional responsibility and personal well-being; creates organizational conditions that support staff well-being; remains effective under sustained pressure.	responsibly; supports a reasonable work-life balance for self and others; maintains composure under pressure.	work-life boundaries are inconsistent; organizational conditions for staff well-being are not prioritized.	well-being is neglected; performance is declining over time.

Evidence & Artifacts Supporting My Self-Rating:

Be specific — reference board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

Reflection — Strengths, Challenges, and Contextual Factors:

MY SELF-RATING FOR THIS DOMAIN: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

Part II: Summative Self-Reflection

The prompts below invite a broader, narrative reflection on the evaluation cycle. These mirror the structure the Board uses in its summative evaluation and frame the conversation ahead.

Self-Rating Summary

Enter your self-rating for each domain:

Domain	Self-Rating (1–4)
Domain 1: BOARD GOVERNANCE & RELATIONS	_____
Domain 2: COMMUNICATION & COMMUNITY RELATIONS	_____
Domain 3: VISION, STRATEGIC LEADERSHIP & DISTRICT CULTURE	_____
Domain 4: INSTRUCTIONAL LEADERSHIP & STUDENT ACHIEVEMENT	_____
Domain 5: ORGANIZATIONAL MANAGEMENT & OPERATIONS	_____
Domain 6: HUMAN RESOURCES & TALENT DEVELOPMENT	_____
Domain 7: ETHICS, INTEGRITY & PROFESSIONAL GROWTH	_____
OVERALL SELF-RATING	_____

Year in Review — Significant Accomplishments

Describe 3–5 significant accomplishments from this evaluation cycle. For each, briefly indicate the context, what you did, and the observable impact — supported by specific artifacts where possible.

Challenges, Setbacks, and Lessons Learned

Reflect candidly on significant challenges, setbacks, or decisions you would revisit. What did you learn? How has your practice evolved as a result?

Reflection on the Co-Superintendent Partnership

Describe the state of your Co-Superintendent partnership this cycle. What has worked well? Where are the friction points or ambiguities? What would strengthen the partnership going forward?

Organizational Strengths, Weaknesses, Opportunities & Threats

Offer your current assessment of the district's SWOT, particularly within your portfolio areas. This analysis helps the Board understand the environment in which your performance has unfolded and informs the coming cycle's goal-setting.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	**THREATS**

Growth Priorities and Professional Learning Plan

Identify 2–4 growth priorities for the coming cycle. For each, describe the professional learning, supports, or experiences you believe will advance your practice.

Requested Board Support and Partnership

Identify specific ways the Board's support, direction, or partnership could strengthen your effectiveness in the coming cycle. What do you need from the governance team to do your best work?

Closing Reflection

Use this space for any additional narrative context, reflection, or commentary you wish to share with the Board as part of this evaluation cycle.

Submission

This self-assessment is submitted to the Board at least five business days before the closed session evaluation meeting, pursuant to Government Code §54957. Timely submission allows Board members to review your self-assessment before completing the Board evaluation instrument and preparing for the evaluation conference.

_____ Date Submitted: _____

Co-Superintendent

_____ Date Received: _____

Received by Board President

CONFIDENTIAL — CLOSED SESSION

Report Provided Pursuant to Government Code §54957

Date of Meeting: _____

CO-SUPERINTENDENT

Performance Evaluation Instrument

Evaluation Cycle 2025–2026

Co-Superintendent Name: _____

Portfolio Designation (check one):

☐ Co-Superintendent, Finance, Educational Services & Student Services

☐ Co-Superintendent, Operations, Human Resources & Business Services

Evaluation Period: _____ to _____

Purpose & Process

Purpose of the Evaluation

The annual evaluation of the Co-Superintendents is among the Board's most important governance responsibilities. It serves three interdependent purposes: (1) to hold the Co-Superintendents accountable for performance aligned with the Board's priorities and professional standards; (2) to strengthen the Co-Superintendent–Board partnership through structured, evidence-based dialogue; and (3) to support the Co-Superintendents' continued professional growth and the district's organizational learning.

This instrument is designed to produce a fair, transparent, evidence-based evaluation that avoids the common pitfalls of executive review — including averaging individual opinions, substituting anecdote for evidence, or treating evaluation as a compliance exercise rather than a strategic conversation.

Framework Foundation

This instrument is grounded in the following research and professional standards:

- California Professional Standards for Education Leaders (CPSEL), adopted by the California Commission on Teacher Credentialing (2014)
- AASA Professional Standards for the Superintendency and the AASA Whitepaper, "Evaluating the Superintendent" (DiPaola, 2010)
- California School Boards Association (CSBA) Guidance on Superintendent Evaluation
- Joint Committee on Standards for Educational Evaluation (JCSEE) Personnel Evaluation Standards — propriety, utility, feasibility, and accuracy
- Cross-industry executive evaluation best practices drawn from corporate, nonprofit, and public-sector governance research

Evaluation Domains

This instrument evaluates performance across seven domains that together reflect the full scope of Co-Superintendent responsibility:

- **Domain 1: Board Governance & Relations**
- **Domain 2: Communication & Community Relations**
- **Domain 3: Vision, Strategic Leadership & District Culture**
- **Domain 4: Instructional Leadership & Student Achievement**
- **Domain 5: Organizational Management & Operations**
- **Domain 6: Human Resources & Talent Development**
- **Domain 7: Ethics, Integrity & Professional Growth**

Each domain includes a Standard Statement, performance indicators, and a four-level rubric. Portfolio-specific indicators are marked where accountability differs between the two Co-Superintendent roles. See Appendix A for a summary of portfolio responsibilities.

Performance Rating Scale

Each indicator is rated on the following four-point scale:

4 — DISTINGUISHED	Performance significantly surpasses expectations. The Co-Superintendent is recognized as a role model whose practice strengthens the district.
3 — PROFICIENT	Performance consistently meets and at times exceeds expectations. This is the expected level for an experienced Co-Superintendent.
2 — DEVELOPING	Performance partially meets expectations. Growth is needed in specific aspects. Appropriate for areas of focused professional learning.
1 — UNSATISFACTORY	Performance does not meet expectations. Significant improvement is required. A formal improvement plan with specific expectations, resources, timelines, and benchmarks should be developed.

Calibration Note for Board Members

Rating 3 — Proficient is the expected baseline for an experienced Co-Superintendent. It is not a mediocre rating — it reflects competent, consistent performance. Boards sometimes default toward 3 for all indicators regardless of evidence, a well-documented phenomenon in performance evaluation research called central tendency bias.

To calibrate well: ask yourself whether the evidence genuinely demonstrates performance that exceeds expectations in a meaningful way before assigning a 4. Similarly, ask whether the evidence reflects a specific growth area — not a personal impression — before assigning a 2. Ratings should always be supported by artifacts (see below). If the evidence does not clearly differentiate, Proficient is the appropriate rating.

Evidence & Artifacts

All ratings must be supported by evidence. The Board's evaluation should be grounded in observable, documentable artifacts — not impressions, anecdotes, or secondhand accounts. The Co-Superintendent's self-assessment will include supporting artifacts; Board members should also draw on their own direct observations and review of district materials throughout the year.

Acceptable artifact types include:

ARTIFACT / EVIDENCE TYPE	EXAMPLES
Board Materials, Reports & Presentations	Agenda items, staff reports, budget presentations, policy recommendations, board updates, strategic plan progress reports
Documented Outcomes & Data	Student achievement data, climate survey results, fiscal health indicators, program evaluation outcomes, audit findings, enrollment/retention trends
Formal Communications	Memos, superintendent letters, community communications, press releases, collective bargaining correspondence, legal notices
Direct Observation in Official Settings	Board meeting conduct, public presentations, cabinet and leadership team facilitation, community forums, professional association engagement

Statements such as "I heard from a parent," "staff said," or "in my opinion" do not constitute evidence for rating purposes. They may inform the Board's questions for the evaluation conference but should not drive ratings.

Process Overview

The evaluation follows this sequence:

1. Goal-Setting: At the start of the evaluation cycle, Board and Co-Superintendents collaboratively establish annual goals aligned to district priorities.
2. Ongoing Communication: Board and Co-Superintendents maintain regular check-ins throughout the year to discuss progress, surface concerns, and prevent surprises.
3. Self-Assessment Submission: Each Co-Superintendent completes a written self-assessment with supporting evidence and submits it to the Board no less than five business days before the closed session evaluation meeting. Board members should review the self-assessment carefully before completing this instrument.
4. Individual Board Member Review: Each trustee completes this instrument individually, drawing on evidence from Board meetings, reports, community contact, and the Co-Superintendent's self-assessment.
5. Board Consensus in Closed Session: The Board meets in closed session to reach collective judgment on a single, unified evaluation. The Board speaks as one body, not as individual voices. See the Closed Session Facilitation Protocol below.
6. Evaluation Conference: The Board shares the consensus evaluation with the Co-Superintendent in closed session. The Co-Superintendent has the opportunity to respond, ask clarifying questions, and contribute to the final document.
7. Final Signed Evaluation: The final consensus evaluation is signed by the Board President and the Co-Superintendent and placed in the personnel file.
8. Goal-Setting for Next Cycle: The evaluation informs goal-setting for the following year, closing the loop between performance and continuous improvement.

Closed Session Facilitation Protocol

A structured facilitation process ensures that the Board's closed session evaluation conversation is grounded in evidence, uses all Board members' perspectives, and arrives at a genuine consensus rather than a default to the first or most vocal voice. The following protocol is recommended:

Step 1	**Opening & Logistics (Board President)** Confirm quorum; review the evaluation instrument structure and tonight's agenda; remind the Board that all discussion is confidential; confirm the Co-Superintendent's self-assessment has been reviewed by all members.
Step 2	**Evidence Review — Before Ratings (All Members)** Before discussing any ratings, the Board President invites each member to share one or two artifacts or direct observations that informed their review of this Co-Superintendent's performance. This anchors the conversation in evidence rather than impressions before ratings are introduced.

Step 3	**Round-Robin Discussion by Domain (All Members)** Working domain by domain, the Board President calls on each member in turn to share their rating and the primary evidence supporting it. No cross-talk until all ratings for a domain are heard. This prevents anchoring bias (where the first rating shapes all subsequent ones) and ensures every voice is part of the record.
Step 4	**Deliberation & Consensus (All Members)** After all ratings are heard for each domain, the Board discusses any significant differences in rating. Discussion should return to evidence, not opinion. The Board President guides the group toward a consensus rating — not an average — for each domain. Where genuine disagreement remains, the Board President may call for a show of hands and record the majority position with a note of dissent.
Step 5	**Summative Narrative & Overall Rating (Board President + All Members)** The Board President summarizes the consensus ratings across domains and asks: "Does this overall picture accurately reflect our collective judgment?" The Board then determines the overall performance designation and drafts commendations and growth areas collaboratively.
Step 6	**Evaluation Conference (Board President + Co-Superintendent)** The Co-Superintendent is invited into closed session. The Board President presents the consensus evaluation; other Board members may add brief clarifying context. The Co-Superintendent responds, asks questions, and may add written response. The document is finalized and signed.

Part I: Performance Domain Assessment

Each of the seven domains below is evaluated using the four-point rubric. Board members should review each indicator, consider the artifact evidence available, and mark the descriptor that best characterizes the Co-Superintendent's performance. Ratings should be supported by specific artifacts cited in the Evidence & Board Commentary row.

DOMAIN 1: BOARD GOVERNANCE & RELATIONS

Standard Statement: *The Co-Superintendent promotes effective governance by supporting the Board's leadership role, fostering a high-trust governance team relationship, facilitating informed Board decision-making, and implementing Board-adopted policies with fidelity.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
1.1 Supports the Board's Governance Role			
Proactively partners with the Board to strengthen its governance capacity; anticipates Board needs; facilitates Board growth through strategic learning opportunities, benchmarking, and exposure to best governance practices; treats the Board as a true partner in shaping the district's direction.	Consistently supports the Board's governance role; distinguishes clearly between governance and management; assists the Board in building unity of purpose and common vision; provides leadership based on the direction of the Board as a whole.	Generally supports the Board's governance role but occasionally blurs the line between governance and management; support for Board unity is inconsistent; may defer to individual Board members rather than the Board as a body.	Fails to support the Board's governance role; does not maintain the governance/management distinction; actions undermine Board unity or cohesion; responds to individual Board members in ways that compromise collective authority.
1.2 Provides Timely, Accurate, Equitable Information to the Board			
Provides the Board with comprehensive, forward-looking information that anticipates questions and supports strategic deliberation; ensures all Board members receive equal access to information simultaneously; information is organized, analyzed, and presented in formats that optimize decision-making.	Provides accurate, timely information to the Board; ensures all members have equal access to information; proactively communicates about emerging issues; responds promptly to Board member inquiries.	Information to the Board is generally accurate but sometimes late, incomplete, or uneven across members; responsiveness to Board inquiries is inconsistent; surprises the Board on occasion.	Information to the Board is frequently late, inaccurate, incomplete, or distributed inequitably; the Board is regularly surprised by issues that should have been communicated in advance; responsiveness to Board inquiries is poor.
1.3 Implements Board Vision, Goals, and Policies with Fidelity			
Translates Board vision, goals, and policies into coherent organizational action with measurable outcomes; creates systems that ensure policy fidelity throughout the	Implements the vision, goals, and policies of the district as adopted by the Board; aligns administrative actions with Board direction; monitors	Implementation of Board vision, goals, and policies is uneven; administrative actions sometimes diverge from Board direction; progress monitoring and	Fails to implement Board vision, goals, or policies with fidelity; administrative actions routinely diverge from or contradict Board direction; does not reliably

organization; provides the Board with transparent evidence of implementation progress and impact.	implementation and reports progress to the Board.	reporting to the Board is inconsistent.	report implementation progress.
1.4 Prepares For and Facilitates Effective Board Meetings			
Partners with Board leadership to design agendas that focus Board attention on the most consequential governance questions; ensures meeting materials enable substantive deliberation; meetings advance the district's strategic priorities and reflect efficient use of Board time.	Assists the Board in preparing for and conducting meetings; provides agendas and materials in a timely manner; ensures meetings comply with Brown Act and Government Code requirements; supports productive meeting dynamics.	Meeting preparation is adequate but sometimes rushed; materials may be incomplete or arrive late; meeting flow occasionally inefficient; compliance with procedural requirements is generally met but not modeled as excellence.	Meeting preparation is inadequate; agendas and materials routinely arrive late or incomplete; procedural lapses occur; meetings are inefficient or fail to advance Board business effectively.
1.5 Navigates the Co-Superintendent Partnership to Strengthen Governance			
Models an exemplary Co-Superintendent partnership that strengthens Board confidence in district leadership; presents unified direction to the Board while transparently surfacing healthy professional differences; clarifies role boundaries proactively so the Board experiences seamless executive support.	Maintains an effective working relationship with the Co-Superintendent; presents aligned leadership to the Board; clearly communicates respective portfolio responsibilities; coordinates Board support across both Co-Superintendent roles.	Working relationship with Co-Superintendent is functional but occasionally strained; Board sometimes receives mixed messages or unclear role signals; coordination on Board-facing work is inconsistent.	Working relationship with Co-Superintendent is dysfunctional or visibly conflicted; Board receives contradictory direction; role ambiguity compromises Board support and governance effectiveness.

Evidence & Board Commentary:

Cite specific artifacts: board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

OVERALL DOMAIN RATING: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 2: COMMUNICATION & COMMUNITY RELATIONS

Standard Statement: *The Co-Superintendent builds understanding, trust, and support for the district through clear, timely, two-way communication with the Board, staff, students, families, and the broader community; represents the district effectively in external contexts; and cultivates strategic partnerships that advance district goals.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
2.1 Communicates with the Board			
Communication with the Board is exceptional: proactive, strategic, and calibrated to Board members' information needs; uses multiple channels effectively; anticipates Board questions and provides context that supports governance; maintains equitable information flow to all trustees.	Communicates clearly, regularly, and professionally with the Board; is responsive to Board member inquiries; ensures all Board members are equally informed; escalates significant issues appropriately and in a timely manner.	Communication with the Board is generally adequate but occasionally inconsistent in tone, timeliness, or reach; some Board members feel better informed than others; escalation of significant issues sometimes delayed.	Communication with the Board is poor, inconsistent, or inequitable; Board members are surprised by significant events that should have been communicated; responsiveness is unreliable; tone or content of communications erodes Board trust.
2.2 Communicates Internally with Staff			
Cultivates an organizational culture of transparent, two-way communication; staff at all levels report feeling informed, heard, and respected; communication systems are intentionally designed for clarity and feedback loops; models vulnerability, listening, and clarity.	Communicates effectively and regularly with staff; provides clear expectations and rationale for decisions; creates opportunities for staff voice and feedback; communication is professional and respectful.	Internal communication is functional but uneven; some staff groups feel informed, others less so; two-way communication channels are underutilized; feedback loops are inconsistent.	Internal communication is unclear, infrequent, or one-directional; staff express confusion about expectations or rationale for decisions; feedback is not sought or is dismissed; communication undermines trust.
2.3 Communicates Externally with Families and Community			
Leads a comprehensive, multi-channel communication strategy that builds community understanding and support; communications are accessible, culturally responsive, and linguistically inclusive; the district is known as a transparent, trustworthy source of information; community voice meaningfully shapes district decisions.	Communicates regularly and effectively with families and community through varied channels; ensures communications are accessible and culturally/linguistically inclusive; responds to community inquiries and concerns in a timely manner; uses community input to inform decisions.	External communication is adequate but inconsistent; accessibility, cultural responsiveness, or multilingual reach is limited; community input is collected but inconsistently used; response time to community concerns varies.	External communication is sparse, inaccessible, or one-directional; families and community members report feeling uninformed or unheard; community concerns go unaddressed; communications may be culturally or linguistically exclusionary.

2.4 Manages Crisis Communication and Sensitive Issues			
Communication during crises or sensitive situations is exemplary: timely, accurate, transparent, and empathetic; preserves trust through difficult moments; coordinates messaging across Board, staff, families, community, and media; post-crisis communication includes reflection and learning.	Manages crisis and sensitive communications effectively; messages are timely, accurate, and appropriately balanced; coordinates communication across stakeholder groups; maintains professionalism and composure under pressure.	Crisis communication is generally handled but occasionally delayed, inconsistent across audiences, or tonally off; coordination across channels is inconsistent.	Crisis communication is slow, inaccurate, poorly coordinated, or tonally inappropriate; erodes trust during difficult moments; creates avoidable confusion or controversy.
2.5 Represents the District Externally and Builds Partnerships			
Serves as a distinguished ambassador for the district; leverages relationships with local, regional, and state partners to advance district goals; cultivates high-value partnerships that bring resources, expertise, or opportunity to students; respected by peers and external stakeholders as a leader in the field.	Represents the district professionally in external venues; participates in relevant professional associations and regional/state networks; cultivates productive partnerships with community organizations, higher education, business, and government.	External representation is adequate but not strategically leveraged; partnerships exist but are limited in scope or impact; engagement with professional networks is inconsistent.	External representation is minimal, unprofessional, or damaging to the district's reputation; partnerships are absent or underdeveloped; fails to engage with professional networks relevant to the role.

Evidence & Board Commentary:

Cite specific artifacts: board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

OVERALL DOMAIN RATING: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 3: VISION, STRATEGIC LEADERSHIP & DISTRICT CULTURE

Standard Statement: *The Co-Superintendent facilitates development, articulation, implementation, and stewardship of a shared vision of learning supported by the Board and community; leads strategically to advance district priorities; and cultivates a positive, equity-centered organizational culture.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
3.1 Articulates and Stewards a Shared Vision			
Vision is deeply embedded throughout the organization; all decisions and initiatives are clearly anchored in the vision; staff, students, families, and community can articulate and act on the vision; Co-Superintendent models vision-aligned leadership continuously.	Facilitates development, articulation, and implementation of a shared vision; communicates vision consistently; aligns decisions and initiatives with vision; uses vision to guide strategic direction.	Vision exists but is inconsistently communicated or applied; alignment of decisions to vision is uneven; stakeholder awareness of vision is limited.	Vision is absent, unclear, or not communicated; decisions and initiatives lack coherent connection to vision; stakeholders cannot articulate district direction.
3.2 Leads Strategic Planning and Long-Range Priority Setting			
Drives a robust, inclusive strategic planning process grounded in data, stakeholder voice, and systems thinking; plans include measurable outcomes, clear accountability, and adaptive review cycles; plans integrate multiple domains into a coherent whole.	Leads or co-leads effective strategic planning; engages appropriate stakeholders; ensures plans are aligned with district goals and Board priorities; monitors implementation and reports progress.	Strategic planning occurs but is narrow in scope, shallow in stakeholder engagement, or weak in measurable outcomes; monitoring is inconsistent.	Strategic planning is absent, superficial, or disconnected from district goals; stakeholder engagement is inadequate; implementation is not monitored.
3.3 Cultivates a Positive, Equity-Centered Organizational Culture			
Cultivates a culture characterized by high trust, psychological safety, collective efficacy, and equity; staff report feeling empowered, valued, and supported; equity is embedded structurally, not just rhetorically; cultural indicators (retention, climate, engagement) are strong and improving.	Fosters a positive, respectful, equity-focused organizational culture; models civility and professionalism; addresses inequity and incivility when observed; climate indicators are generally positive.	Organizational culture is mixed; pockets of positive culture coexist with pockets of concern; response to cultural or equity issues is inconsistent; climate indicators reveal areas of concern.	Organizational culture shows significant concern; distrust, incivility, or inequity is tolerated or unaddressed; climate indicators are negative or deteriorating.
3.4 Leads Change and Innovation Responsibly			
Leads change with skill, judgment, and humility; balances innovation with	Leads change effectively; engages stakeholders in change processes; supports	Change leadership is uneven; change is sometimes launched	Change is managed poorly: imposed without engagement, abandoned

system stability; builds capacity and buy-in before launching change; protects against initiative fatigue; sunsets initiatives that no longer serve the vision.	staff through transitions; monitors implementation and makes adjustments as needed.	without sufficient capacity-building or buy-in; staff experience initiative overload or change fatigue.	midstream, or launched without regard for organizational capacity; staff experience chaos, fatigue, or disengagement.

Evidence & Board Commentary:

Cite specific artifacts: board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

OVERALL DOMAIN RATING: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 4: INSTRUCTIONAL LEADERSHIP & STUDENT ACHIEVEMENT

Standard Statement: *The Co-Superintendent advocates, nurtures, and sustains a culture and instructional program conducive to student learning; uses data to drive improvement in student outcomes; and ensures equitable access to high-quality educational experiences for all students, particularly for the portfolio areas under direct oversight.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
4.1 Drives Improvement in Student Achievement and Outcomes			
Student outcomes show sustained, meaningful improvement across measures and subgroups; achievement gaps narrow; improvement is connected to intentional strategies with clear theory of action; outcomes are analyzed through both quantitative and qualitative lenses.	Monitors student achievement and outcomes systematically; identifies trends and responds with appropriate strategies; achievement is stable or improving; pays attention to subgroup performance.	Attention to student outcomes is inconsistent; improvement strategies are reactive rather than systemic; subgroup gaps receive limited attention.	Student outcomes are not systematically monitored or are declining; improvement strategies are absent or ineffective; achievement gaps are widening or ignored.
4.2 Ensures Coherent, Rigorous Curriculum and Instruction (primary: Finance/Ed Services/Student Services; cross-functional: Operations/HR/Business Services)			
Ensures coherent, standards-aligned, culturally responsive curriculum implemented with fidelity; instructional practices reflect research-based excellence; teacher capacity is continuously built; curriculum and instruction are seamlessly aligned across grade levels and content areas.	Supports implementation of coherent, standards-aligned curriculum; ensures instructional practices are research-based; supports teacher professional learning; addresses curriculum gaps and alignment issues.	Curriculum and instruction oversight is inconsistent; alignment across grades and content areas is uneven; teacher professional learning is ad hoc.	Curriculum is incoherent, out of alignment, or not implemented with fidelity; instructional practices are not monitored; teacher professional learning is absent or ineffective.
4.3 Uses Data to Inform Decisions and Drive Improvement			
Leads a culture of data-informed practice throughout the organization; data systems are robust, accessible, and used collaboratively; decisions are clearly connected to evidence; leads staff in data literacy and inquiry.	Uses multiple sources of data to inform decisions; ensures data is accessible to appropriate stakeholders; supports staff in using data effectively; connects data to strategic action.	Data use is inconsistent; some decisions are data-informed, others rely on intuition or tradition; data systems or access may be limited; staff data literacy is uneven.	Decisions are made without systematic reference to data; data systems are weak or inaccessible; staff capacity for data use is not developed.
4.4 Advances Equity and Access for All Students			
Equity is a driving principle, not an add-on; systemic	Prioritizes equity in decisions and resource	Attention to equity is inconsistent; disparities are	Equity is not a priority in decisions or resource

inequities are identified and addressed through structural change; outcomes for historically underserved students show sustained improvement; equity analysis is embedded in all major decisions.	allocation; monitors disparities in student outcomes, discipline, and access; implements strategies to address identified inequities.	recognized but responses are fragmented; structural inequities are not systematically addressed.	allocation; disparities are ignored or minimized; access for underserved students is not ensured.

Evidence & Board Commentary:

Cite specific artifacts: board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

OVERALL DOMAIN RATING: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 5: ORGANIZATIONAL MANAGEMENT & OPERATIONS

Standard Statement: *The Co-Superintendent ensures effective, efficient, and fiscally responsible management of the organization, its resources, and its operations in support of a safe and productive learning environment, with specific accountability for the portfolio areas under direct oversight.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
5.1 Fiscal Stewardship and Financial Management (primary: Finance portfolio; shared: both roles)			
Fiscal management is exemplary: budgets are strategic tools aligned with district priorities; reserves are protected; audits are clean; long-range financial planning anticipates and mitigates risks; financial reporting is transparent and accessible; district maintains strong fiscal health rating.	Manages fiscal resources responsibly; budgets align with district priorities; maintains appropriate reserves; audits are clean; financial reporting is timely and accurate; complies with all fiscal requirements.	Fiscal management is adequate but lacks strategic alignment; reserve levels are near minimums; audit findings occur but are addressed; financial reporting is timely but limited in analysis.	Fiscal management shows significant concerns: misalignment with priorities, inadequate reserves, material audit findings, late or inaccurate reporting, or non-compliance with fiscal requirements.
5.2 Operational Management: Facilities, Transportation, Food Services, Safety (primary: Operations portfolio; shared: both roles)			
Operations are exemplary: facilities are safe, clean, well-maintained, and strategically planned for future needs; transportation, food services, and auxiliary operations reflect best practice; safety systems are proactive and comprehensive; operational data drives continuous improvement.	Ensures operations are well-managed and support the learning environment; facilities are safe and maintained; transportation and food services are reliable; safety protocols are current and implemented.	Operations are functional but show signs of strain; facility maintenance is reactive; safety protocols exist but implementation is uneven; operational issues occasionally disrupt instruction.	Operations show significant problems: facilities are unsafe or poorly maintained; transportation or food services fail to meet needs; safety protocols are inadequate or not followed; operational issues regularly disrupt instruction.
5.3 Systems Thinking and Organizational Coherence			
Leads the district as an integrated, living system; anticipates how changes in one domain affect others; designs coherent systems, processes, and structures that reinforce strategic priorities; organization functions as a coordinated whole across portfolios.	Demonstrates systems thinking in decision-making; coordinates across departments and portfolios; identifies and addresses misalignments; uses organizational structures to support strategic priorities.	Systems thinking is inconsistent; departments and portfolios sometimes operate in silos; cross-functional coordination is reactive rather than proactive.	Decisions are made in isolation from system-wide implications; siloed operations create friction or dysfunction; organizational coherence is weak.
5.4 Technology, Information Systems, and Data Infrastructure			

Technology and information systems are strategically deployed to advance the district's vision; data infrastructure supports decision-making across all levels; digital equity is ensured; cybersecurity is robust; technology investments show clear return on educational value.	Technology and information systems support district operations effectively; data infrastructure is reliable and accessible; cybersecurity protocols are in place; technology investments align with district priorities.	Technology and systems are functional but outdated or fragmented; data infrastructure has gaps; cybersecurity protocols exist but have weaknesses; technology investments lack clear alignment.	Technology and systems are inadequate, unreliable, or insecure; data infrastructure fails to support decision-making; cybersecurity vulnerabilities create risk; technology investments are poorly aligned or wasteful.
5.5 Compliance with Law, Regulation, and Policy			
Compliance is treated as a floor, not a ceiling; district is known for exemplary legal, regulatory, and policy adherence; proactive monitoring of emerging legal and regulatory developments; strong relationships with legal counsel and compliance advisors.	Ensures district operates consistently within federal, state, and local laws, policies, regulations, and statutory requirements; monitors compliance and addresses issues when identified; uses legal counsel appropriately.	Compliance is generally maintained but reactive; occasional compliance issues require correction; monitoring systems have gaps.	Compliance failures occur regularly; legal, regulatory, or policy violations are not identified or addressed promptly; exposes the district to meaningful legal or financial risk.

Evidence & Board Commentary:

Cite specific artifacts: board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

OVERALL DOMAIN RATING: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 6: HUMAN RESOURCES & TALENT DEVELOPMENT

Standard Statement: *The Co-Superintendent recruits, develops, supports, and retains a high-quality workforce; fosters a culture of professional growth and collective efficacy; and ensures effective human resources practices, labor relations, and employee evaluation systems, with specific accountability for the portfolio areas under direct oversight.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
6.1 Recruits, Hires, and Retains High-Quality Staff (primary: Operations/HR portfolio; shared: both roles)			
Recruiting and hiring are strategic, proactive, and diverse; talent pipeline is robust; retention of high performers is strong; staff diversity reflects student demographics and equity commitments; district is known regionally as an employer of choice.	Ensures effective recruiting, hiring, and retention practices; positions are filled with qualified staff in a timely manner; attention is paid to diversity and equity in hiring; retention is stable.	Recruiting and hiring processes are functional but reactive; vacancies take longer than desired to fill; diversity in hiring is inconsistent; retention shows warning signs.	Recruiting and hiring are slow, ineffective, or yield unqualified candidates; diversity and equity in hiring are not addressed; retention is poor; vacancies disrupt operations or instruction.
6.2 Develops Staff and Builds Leadership Capacity			
Cultivates a robust system of professional learning aligned to district priorities; builds internal leadership pipelines at all levels; provides coaching, mentoring, and growth opportunities; models ongoing personal professional growth; organization shows rising collective efficacy.	Supports staff professional learning aligned to district priorities; provides growth opportunities for aspiring leaders; pursues own professional development; supports development of direct reports.	Professional learning is available but inconsistent in quality or alignment; leadership development is ad hoc; own professional development is episodic.	Professional learning is absent, misaligned, or ineffective; leadership pipelines are neglected; own professional growth is not evident.
6.3 Manages Labor Relations and Collective Bargaining			
Labor relations are strong, characterized by trust, problem-solving, and shared commitment to students; bargaining is principled and strategic; disputes are rare and resolved constructively; labor partners view district leadership as trustworthy and fair.	Manages labor relations professionally; conducts collective bargaining effectively; administers contracts with fidelity; resolves grievances appropriately; maintains productive relationships with labor partners.	Labor relations are functional but strained; bargaining is adversarial; grievances occur more frequently than desired; contract administration has occasional inconsistencies.	Labor relations are adversarial or broken; bargaining is contentious or yields unsustainable outcomes; grievances and disputes are frequent; contract administration shows significant gaps.
6.4 Ensures Effective Staff Evaluation and Accountability Systems			
Evaluation systems are robust, fair, and growth-oriented;	Ensures staff evaluation systems are implemented with fidelity; evaluators are	Evaluation systems exist but implementation is uneven; evaluator calibration is	Evaluation systems are poorly implemented, inconsistent, or ineffective;

differentiation between strong, developing, and struggling performers is clear and actionable; evaluation drives professional learning; accountability is exercised with both rigor and humanity.	trained; evaluation is connected to professional growth; accountability is exercised appropriately when performance concerns arise.	inconsistent; evaluation-to-growth connection is weak; accountability for poor performance is sometimes avoided.	evaluator practice varies widely; accountability for poor performance is not exercised; evaluation does not drive growth.

Evidence & Board Commentary:

Cite specific artifacts: board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

OVERALL DOMAIN RATING: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

DOMAIN 7: ETHICS, INTEGRITY & PROFESSIONAL GROWTH

Standard Statement: *The Co-Superintendent models a personal code of ethics, integrity, and equity; reflects on personal leadership practice and pursues continuous professional growth; and sustains a productive, collaborative Co-Superintendent partnership that strengthens the district's leadership capacity.*

4 — DISTINGUISHED	3 — PROFICIENT	2 — DEVELOPING	1 — UNSATISFACTORY
7.1 Models Personal and Professional Ethics and Integrity			
Ethics and integrity are exemplary and widely recognized; decisions consistently reflect ethical principles even under pressure; models integrity in word and action; protects the rights and confidentiality of students and staff without fail; uses the office solely to advance the educational program.	Models personal and professional ethics, integrity, justice, and fairness; protects rights and confidentiality of students and staff; uses the office to advance the educational program, not personal gain; expects ethical behavior from others.	Generally ethical but shows occasional lapses in judgment, confidentiality, or transparency; ethical standards are applied inconsistently; may occasionally blur personal and professional interests.	Significant ethical concerns: breaches of confidentiality, conflicts of interest, lack of transparency, or inappropriate use of position; ethical standards are not consistently upheld or modeled.
7.2 Reflects on Practice and Pursues Continuous Growth			
Demonstrates exceptional self-awareness and reflective practice; actively seeks feedback from multiple sources; engages in sustained professional learning; applies learning visibly to practice; models growth mindset for the organization.	Reflects on personal leadership practice; solicits and acts on feedback; pursues relevant professional learning; demonstrates growth over time in identified areas.	Reflection and growth-seeking are inconsistent; feedback is received but not always acted upon; professional learning is episodic; growth in identified areas is uneven.	Reflection on practice is absent or defensive; feedback is resisted or dismissed; professional learning is neglected; identified growth areas show no progress.
7.3 Sustains an Effective Co-Superintendent Partnership			
Co-Superintendent partnership is a model of distributed leadership: shared vision, clear complementary roles, mutual respect, transparent communication, and joint accountability for district outcomes; partnership strengthens the organization's leadership capacity.	Maintains an effective, collaborative working relationship with Co-Superintendent; respects role boundaries; communicates openly and regularly; coordinates on shared work; presents aligned leadership to the organization.	Working relationship with Co-Superintendent is functional but has friction points; role coordination is inconsistent; occasional breakdowns in communication or alignment affect the organization.	Co-Superintendent partnership is ineffective, conflicted, or broken; role confusion, communication failures, or misalignment visibly harm the organization.
7.4 Models Well-Being and Sustains Personal Effectiveness			
Sustains personal motivation, commitment, energy, and effectiveness	Sustains personal effectiveness; manages workload and stress	Signs of burnout, fatigue, or diminishing effectiveness are becoming evident;	Effectiveness is significantly diminished by fatigue, stress, or imbalance; staff

over time; models healthy balance of professional responsibility and personal well-being; creates organizational conditions that support staff well-being; remains effective under sustained pressure.	responsibly; supports a reasonable work-life balance for self and others; maintains composure under pressure.	work-life boundaries are inconsistent; organizational conditions for staff well-being are not prioritized.	well-being is neglected; performance is declining over time.

Evidence & Board Commentary:

Cite specific artifacts: board materials/reports, documented outcomes/data, formal communications, or direct observation in official settings.

OVERALL DOMAIN RATING: ☐ 4 Distinguished ☐ 3 Proficient ☐ 2 Developing ☐ 1 Unsatisfactory

Part II: Summative Evaluation

Domain Ratings Summary

Enter the consensus domain rating below:

Domain	Consensus Rating (1–4)
Domain 1: BOARD GOVERNANCE & RELATIONS	_____
Domain 2: COMMUNICATION & COMMUNITY RELATIONS	_____
Domain 3: VISION, STRATEGIC LEADERSHIP & DISTRICT CULTURE	_____
Domain 4: INSTRUCTIONAL LEADERSHIP & STUDENT ACHIEVEMENT	_____
Domain 5: ORGANIZATIONAL MANAGEMENT & OPERATIONS	_____
Domain 6: HUMAN RESOURCES & TALENT DEVELOPMENT	_____
Domain 7: ETHICS, INTEGRITY & PROFESSIONAL GROWTH	_____
AVERAGE / OVERALL RATING	_____

Overall Performance Designation

Based on the Board's collective judgment across all seven performance domains, the Co-Superintendent's overall performance for this evaluation cycle is:

☐ **DISTINGUISHED — Performance significantly surpasses expectations**

☐ **PROFICIENT — Performance meets and at times exceeds expectations**

☐ **DEVELOPING — Performance partially meets expectations; growth needed**

☐ **UNSATISFACTORY — Performance does not meet expectations; improvement plan required**

Commendations

The Board recognizes the following significant accomplishments and strengths, grounded in specific evidence:

Areas for Growth & Action Plan

The Board identifies the following areas for focused growth, with associated supports and indicators of progress:

Growth Area	Supports & Resources	Indicators of Progress

Board Executive Summary

The Board offers the following overall narrative summary of the Co-Superintendent's performance:

Co-Superintendent Response

The Co-Superintendent may respond to this evaluation below. Signature indicates receipt and review; it does not necessarily indicate agreement with all content.

Signatures

This evaluation represents the consensus of the Board of Trustees and has been reviewed with the Co-Superintendent in closed session pursuant to Government Code §54957.

_____ Date: _____
Board President

_____ Date: _____
Board Vice President

_____ Date: _____
Board Clerk

_____ Date: _____
Board Member

_____ Date: _____
Board Member

_____ Date: _____
Co-Superintendent

Appendix A: Co-Superintendent Portfolio Responsibilities

This appendix provides a reference summary of the departmental portfolios under each Co-Superintendent's direct oversight. Portfolio-specific indicators within the evaluation instrument are identified accordingly. Both Co-Superintendents share joint accountability for districtwide outcomes.

Co-SuperintendentFinance, Educational Services & Student Services	Co-SuperintendentOperations, Human Resources & Business Services
Educational Services • Curriculum & Instruction • State & Federal Programs • Special Education • Assessment & Accountability • Professional Learning	**Operations** • Facilities Planning & Maintenance • Transportation • Food Services • Safety & Emergency Management • Capital Projects
Student Services • Student Support Services • Health Services • Counseling • Student Discipline & Attendance	**Human Resources** • Recruitment, Hiring & Retention • Employee Relations • Benefits Administration • Credential & Compliance • Collective Bargaining & Labor Relations
Finance • Budget Development & Management • Fiscal Services & Accounting • Payroll • Grants Management • Internal Audit & Compliance	**Business Services** • Purchasing & Contracts • Risk Management • Technology & Information Systems • Warehouse & Mail Services

Note: The specific departments and reporting structures may be adjusted by the Board as organizational needs evolve. This appendix reflects the portfolio as of the 2025–2026 evaluation cycle. Both Co-Superintendents serve as joint designees for the Superintendent's statutory responsibilities and share accountability for districtwide student outcomes.