California Online Public Schools

California Online Public Schools

California Online Public Schools (CalOPS) Annual Board Meeting

Published on June 5, 2026 at 10:27 AM PDT

Date and Time

Tuesday June 9, 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. Oral Reports

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

1. Graduation Plans and End of Year Activities Update
2. 2026-27 Enrollment and Staffing Updates
3. Sponsoring District(s) Updates
4. Student Board Member Appreciation

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. Mandated Reporter Training

F.	Educational Services Updates	FYI	Leslie Dombek	

1. CalOPS Local Indicator Reports (attached)

IV. Information Items

A.	Proposed 2026-27 CalOPS Board Retreat	Discuss	Dan Hertzler	
B.	CalOPS Board Duties, Responsibilities, and Delegation of Power Policy (attached)	Discuss	Dan Hertzler	

V. Consent Items

		Purpose	Presenter	Time
A.	Approval of Minutes from the April 14, 2026 CalOPS Board Meeting (attached)	Vote	Dan Hertzler	
B.	Approval of Minutes from the May 12, 2026 CalOPS Board Meeting (attached)	Vote	Dan Hertzler	
C.	Approval of Minutes from the May 26, 2026 CalOPS Special Board Meeting (attached)	Vote	Dan Hertzler	
D.	Approval of Staffing Report (attached)	Vote	Zana Kidd	
E.	Approval of Check Register (attached)	Vote	LaChelle Carter	
F.	Approval of Credit Card Statements (attached)	Vote	LaChelle Carter	
G.	Ratification of Special Education Service Contracts (attached)	Vote	LaChelle Carter	
H.	Approval of Expenditures over $20k (attached)	Vote	LaChelle Carter	
I.	Approval of 2026-27 CalOPS Board Meeting Schedule (attached)	Vote	Dan Hertzler	
J.	Approval of the 2026-27 Master Agreement (attached)	Vote	Dan Hertzler	
K.	Approval of 2026-27 Uniform Complaint Procedures (UCP) and Annual Notification (attached)	Vote	Dan Hertzler	
L.	Approval of Education for Homeless Children and Youth Policy (attached)	Vote	Dan Hertzler	
M.	Approval of Graduation Policy (attached)	Vote	Dan Hertzler	
N.	Approval of Education for Foster and Mobile Youth Policy (attached)	Vote	Dan Hertzler	
O.	Approval of Conflict of Interest Code (attached)	Vote	Dan Hertzler	
P.	Approval of Independent Study Policy (attached)	Vote	Dan Hertzler	
Q.	Approval of Section 504 Policy (attached)	Vote	Dan Hertzler	
R.	Approval of Time and Effort Policy and Procedures (attached)	Vote	Dan Hertzler	

		Purpose	Presenter	Time
S.	Approval of CalOPS Harassment, Intimidation, Discrimination, and Bullying Policy (attached)	Vote	Dan Hertzler	
T.	Approval of Niche.com Contract Renewal (attached)	Vote	Dan Hertzler	
U.	Approval of Netrix Contract Renewal (attached)	Vote	Dan Hertzler	
V.	Approval of Salesforce Contract Renewal (attached)	Vote	Dan Hertzler	
W.	Approval of Brandastic Contract Renewal (attached)	Vote	Dan Hertzler	
X.	Approval of 2026-27 Salary Schedule (attached)	Vote	Zana Kidd	
Y.	Approval of Job Level Architecture Design (attached)	Vote	Zana Kidd	
Z.	Approval of Workers Compensation Contract Renewal (attached)	Vote	Zana Kidd	
AA.	Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2026-27 School Year (attached)	Vote	Mackenzie Duran	
AB.	Approval of Academic Support Program and Platform Contract Renewals for 2026–27 (attached)	Vote	Leslie Dombek	

VI. Action Items

A.	Approval of Board Member to Three Year Term (attached) 1. Adam Pulsipher	Vote	Dan Hertzler	
B.	Nomination and Approval of Board Chair for the 2026-27 School Year (attached)	Vote	Dan Hertzler	
C.	Nomination and Approval of Board Vice Chair for the 2026-27 School Year (attached)	Vote	Dan Hertzler	

		Purpose	Presenter	Time
D.	Approval of Corporate Officers (attached)	Vote	Dan Hertzler	
E.	Approval of Board Designee for Summer Contract Renewal (attached)	Vote	Dan Hertzler	
F.	Approval of Amendment to Articles of Incorporation and CalSTRS Certification Forms (attached)	Vote	Dan Hertzler	
G.	Approval of Liminal Contract (attached)	Vote	Dan Hertzler	
H.	Approval of CalOPS Policy for Smartphones During Synchronous Instruction (attached)	Vote	Dan Hertzler	
I.	Approval of New Hire Technology Purchase (attached)	Vote	Dan Hertzler	
J.	Approval of Operations Team Professional Development Proposal (attached)	Vote	Dan Hertzler	
K.	Approval of Operational MOU with Orange County Department of Education (attached)	Vote	Dan Hertzler	
L.	Approval of CalOPS Local Control & Accountability Plan (LCAP) Updates (attached)	Vote	Leslie Dombek	

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

M.	Approval of Declaration of Need 2026-27 School Year (attached)	Vote	Zana Kidd	

1. CalOPS Central Coast Declaration of Need
2. CalOPS Central Valley Declaration of Need
3. CalOPS Monterey Bay Declaration of Need
4. CalOPS North Bay Declaration of Need
5. CalOPS Northern California Declaration of Need
6. CalOPS Southern California Declaration of Need

		Purpose	Presenter	Time
N.	Approval of Leadership Coaching Contract (attached)	Vote	Zana Kidd	
O.	Approval of Parchment Contract Addendum (attached)	Vote	LaChelle Carter	
P.	Approval of 2026-27 Preliminary Budgets (attached)	Vote	LaChelle Carter	
Q.	Approval of Education Protection Account Resolution and Budgets (attached)	Vote	Matt Lemos	
R.	Approval of Spring Consolidated Applications (attached)	Vote	LaChelle Carter	

1. Spring Consolidated Application – CalOPS Central Coast
2. Spring Consolidated Application – CalOPS Central Valley
3. Spring Consolidated Application – CalOPS Monterey Bay
4. Spring Consolidated Application – CalOPS North Bay
5. Spring Consolidated Application – CalOPS Northern California
6. Spring Consolidated Application – CalOPS Southern California

S.	Approval of Stipend (attached)	Vote	Lachelle Carter, Richie Romero and Richard Savage	

VII. 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

B.	Closed Session Report Out	FYI	James Stockdale	

		Purpose	Presenter	Time

VIII. Action Items Continued

A.	Board Approval/Ratification of Compensation Comparability Study for Co-Superintendent of Finance, Educational Services, and Student Services Position (attached)	Vote	Zana Kidd	
B.	Co-Superintendent of Finance, Educational Services, and Student Services Employment Contract	Vote	James Stockdale	

1. Required Oral Report Regarding Co-Superintendent of Finance, Educational Services, and Student Services Employment Contract
2. Board Approval/Ratification

C.	Board Approval/Ratification of Compensation Comparability Study for Co-Superintendent of Operations, Human Resources and Business Services Position (attached)	Vote	Zana Kidd	
D.	Co-Superintendent of Operations, Human Resources and Business Services Employment Contract	Vote	James Stockdale	

1. Required Oral Report Regarding Co-Superintendent of Operations, Human Resources and Business Services Employment Contract
2. Board Ratification/Approval

IX. Closing Items

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

Coversheet

Principals' Report (attached)

Section: III. Oral Reports
Item: B. Principals' Report (attached)
Purpose: FYI
Submitted by:
Related Material: CalOPS Principals' Report 06.09.2026.pdf

California Online Public Schools

CalOPS Principals' Report

June 2025-26

Site Reports

Matthew Brockway, High School Principal

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

The end is near! We are wrapping up the year and all of the hard work is finally showing it's fruit. We have our Prom on June 6, 2026; and then our Nor Cal graduation on June 16, 2026 and So Cal graduation June 17, 2026. At this point we have been able to allow four tickets to our Nor Cal graduates and six tickets to our So Cal graduates. We are hoping additional tickets may become available, but we have had a large increase in student RSVP's compared to previous years. We can't wait to see those students cross the stage.

Heather Tamayo, Middle School Principal

Site Administrator for Southern Region - Southern California

The end of the school year has arrived, and the Middle School team is proud of what we have accomplished with our students this year. We made significant strides in how we prepare students for state testing, surpassing the 95% participation rate required for our school. Through the implementation of clear, user-friendly testing protocols, we reduced confusion for teachers and families and helped make the testing process less intimidating for students.

We also celebrated our promoting 8th-grade students during our end-of-year festival celebrations. We received overwhelmingly positive feedback from students, families, and staff, who shared that the event made the promotion experience feel meaningful and provided valuable opportunities for students to connect with one another. We look forward to building on this tradition in the coming years and exploring ways to incorporate welcoming activities for our incoming 6th-grade students during our beginning-of-year festivals.

Marcus White, Elementary Principal

Site Administrator for Central Region - Central Valley and Central Coast

Greetings From Elementary,

Our end of year festivals were a big success. Students had a great time crafting, playing games, and hanging out with friends. Our staff did an excellent job interacting with families and making them feel welcome. We completed our third and final i-Ready diagnostic test. Teachers did a wonderful job preparing our students for the diagnostic. It is encouraging to see the academic progress our students are making. Finally, it is a sprint to the end of the year. Teachers are working diligently to support students and get them ready for next year.

Enrollment Update

Month for Report: May

	Elementary School	Middle School	High School	Total
Enrolled	2420	2113	4094	8627
26-27 ITR Verified	1666	1276	2105	5047
26-27 New Student Verified	409	242	415	1066
26-27 ITR Pipeline	38	52	83	173
26-27 New Student Pipeline	219	157	327	693
Updated: June 1, 2026				

Marketing Update

- Weekly Online Information Sessions for Prospective Families have taken place throughout the school year; we are taking a little break in late June and early July and look forward to resuming these sessions throughout summer!

Engagement Activities

Recent 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)
  Total Attendance: 413

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)
  Total Attendance: 160

Southern Region - *SoCal*

- **Southern Region End-of-Year Festival - Wednesday, May 27th, 2026**
  OC Fairgrounds
  Target Grades: All grades welcome (TK-12)
  Total Attendance: 938
- **Grad Nite - May 15th, 2026**
  Disneyland/California Adventure Park
  Target Grades: 12
  Total Attendance: 186
- **Anime Club: Japanese Garden/Little Tokyo**
  James Irvine Japanese Garden
  Target Grades: 6-8
  Total Attendance: 80

Virtual Community Building- *All Six School Locations*

- Newly Enrolled Family Webinars-hosted by APs, teachers and Operations staff, these sessions reviewed topics shown here and are designed to engage and inform newly enrolled parents now and throughout summer.
  - 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

Upcoming Engagement Activities

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

- **Commencement Ceremony - June 16th, 2026**
  UC Berkeley
  Target Grades: 12

Southern Region - *SoCal*

- **Junior/Senior Prom - June 6th, 2026**
  AV Irvine
  Target Grades: 11-12
- **8th Grade Celebration Day - June 11, 2026**
  Knott's Berry Farm
  Target Grades: 8
- **Commencement Ceremony - June 17th, 2026**
  UC Irvine
  Target Grades: 12

Virtual Community Building- *All Six School Locations*

- **Newly Enrolled Family Webinars for 2026/2027 for Newly Enrolled Families**
  - How We Support Special Populations June 4, 2026 10:00 AM and 5:00 PM
  - Social/Emotional Health June 10, 2026 8:00 AM and 3:00 PM
  - Important Dates July 16, 2026 Noon and 5:00 PM
  - How to Log in: School Technology July 29, 2026 Noon and 5:00 PM
  - Encore: How Our School Works August 12, 2026 Noon and 5:00 PM
  - The First Days of Schools August 26, 2026 11:00 AM and 5:00 PM

Coversheet

CalOPS Financial Services Updates

Section: III. Oral Reports
Item: D. CalOPS Financial Services Updates
Purpose: FYI
Submitted by:
Related Material: CalOps_FY26_04_April Monthly Financial Update.pdf

CHARTER IMPACT

California Online Public Schools

April Financial Update - FY25/26

Summary

	TOTAL		
Enrollment	7,968	7,968	0
ADA	8,269	8,268	1
	Apr Forecast	**Mar Forecast**	**$ Variance**
Revenue: State Aid-Rev Limit	$ 111,739,345	$ 112,472,875	($733,530)
Revenue: Federal Revenue	3,049,989	3,049,974	$15
Revenue: Other State Revenue	20,349,222	20,327,201	$22,021
Revenue: Other Local Revenue	6,766,290	6,761,482	$4,807
Total Revenue	**$ 141,904,845**	**$ 142,611,532**	**($706,687)**
Expenses: Certificated Salaries	$ 53,027,437	$ 51,612,909	$1,414,528
Expenses: Classified Salaries	2,768,389	2,714,863	$53,525
Expenses: Benefits	21,029,468	20,615,345	$414,123
Expenses: Books and Supplies	11,904,154	12,427,179	($523,024)
Expenses: Subagreement Services	13,231,571	13,251,926	($20,355)
Expenses: Operations	1,935,458	2,116,049	($180,591)
Expenses: Facilities	1,543,738	1,581,412	($37,674)
Expenses: Professional Services	12,644,185	13,166,007	($521,822)
Expenses: Depreciation	45,697	50,388	($4,691)
Expenses: Interest	0	0	$0
Total Expenses	**$ 118,130,097**	**$ 117,536,078**	**$594,019**
Total Surplus(Deficit)	**$ 23,774,748**	**$ 25,075,454**	**($1,300,706)**
As a % of Annual Expenses	*20.1%*	*21.3%*	
Full Year: Beginning Fund Balance (as of 7/1)	$ 27,648,218	$ 27,648,218	$0
Ending Fund Balance (as of 6/30)	**$ 51,422,966**	**$ 52,723,672**	**($1,300,706)**
As a % of Annual Expenses	*44%*	*45%*	
YE Cash	**$ 42,102,370**	**$ 43,672,582**	**($1,570,212)**

Highlights

- **Attendance: +1** to prior projection, based on P2 actuals
- **Revenue: -$0.7M (-0.5%)**, driven by State Aid adjustments
- **Expenses: +$0.6M** (**+0.5%**), driven by certificated salaries and benefits (includes unused PTO payout)
- **Surplus: $23.8M** (**20.1%** of expenses)
- **Ending Fund balance: $51M**
- **Cash: $42.1M** (as of 4/30)

Attendance Data and Metrics

- Count-Day Enrollment: **7,979**
- Projected P2 ADA: **8,269**, **+1** to prior projection (rounding)

TOTAL

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	7,968	8,500
ADA	8,269	8,330
Attendance Rate	103.8%	98.0%
Unduplicated %	58.3%	56.4%
Revenue per ADA	$17,162	$15,422
Expenses per ADA	$14,286	$14,185

SoCal

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	4,391	4,841
ADA	4,512	4,744
Attendance Rate	102.7%	98.0%
Unduplicated %	57.7%	56.2%
Revenue per ADA	$18,272	$15,412
Expenses per ADA	$14,768	$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	$17,117	$16,614
Expenses per ADA	$13,344	$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	$15,407	$15,089
Expenses per ADA	$13,994	$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	$16,662	$15,787
Expenses per ADA	$13,580	$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	$14,598	$14,565
Expenses per ADA	$13,815	$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	$15,318	$15,150
Expenses per ADA	$12,840	$14,369

Revenue

- FY26 revenue forecasted at **$142M**; **-$0.7M** to prior projection, due to:
  - State Aid: Grade band shifts and ILPT PY adjustment
  - SoCal **-$650.5K**
  - Final P-2 apportionment exhibit to be released July 15th

TOTAL

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 73,809,526	$ 69,509,616	$ 4,299,910	$ 111,739,345	$ 110,516,870	$ 1,222,475
Federal Revenue	1,560,378	1,827,294	(266,916)	3,049,989	2,921,310	128,679
Other State Revenue	8,699,699	10,278,985	(1,579,286)	20,349,222	14,859,089	5,490,133
Other Local Revenue	6,730,959	147,865	6,583,094	6,766,290	172,394	6,593,896
Total Revenue	**$90,800,563**	**$81,763,761**	**$ 9,036,802**	**$141,904,845**	**$128,469,662**	**$ 13,435,183**

Revenue

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 43,630,249	$ 40,050,523	$ 3,579,726	$ 60,651,473	$ 62,495,897	$ (1,844,424)
Federal Revenue	977,131	1,137,044	(159,913)	1,779,075	1,769,934	9,140
Other State Revenue	5,048,666	6,081,214	(1,032,548)	13,342,581	8,769,472	4,573,110
Other Local Revenue	6,654,772	70,642	6,584,130	6,665,920	81,790	6,584,130
Total Revenue	**$56,310,818**	**$47,339,422**	**$ 8,971,396**	**$ 82,439,050**	**$ 73,117,094**	**$ 9,321,956**

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 9,692,045	$ 8,012,682	$ 1,679,363	$ 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	894,659	1,075,381	(180,722)	2,107,117	1,558,426	548,691
Other Local Revenue	11,740	4,688	7,052	15,002	5,135	9,867
Total Revenue	**$10,829,410**	**$ 9,357,262**	**$ 1,472,148**	**$ 17,955,421**	**$ 15,175,002**	**$ 2,780,419**

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 13,657,985	$ 14,513,615	$ (855,630)	$ 23,363,962	$ 23,771,805	$ (407,843)
Federal Revenue	313,476	382,890	(69,414)	606,868	613,654	(6,786)
Other State Revenue	1,825,894	2,167,185	(341,291)	3,244,428	3,141,013	103,415
Other Local Revenue	23,383	44,144	(20,761)	36,256	51,919	(15,663)
Total Revenue	**$15,820,738**	**$17,107,834**	**$(1,287,096)**	**$ 27,251,514**	**$ 27,578,390**	**$ (326,876)**

Revenue

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 1,748,339	$ 1,424,963	$ 323,376	$ 2,771,386	$ 2,295,817	$ 475,569
Federal Revenue	38,805	42,849	(4,044)	77,569	74,796	2,773
Other State Revenue	182,243	256,827	(74,584)	488,587	366,023	122,564
Other Local Revenue	2,655	1,526	1,129	3,434	1,732	1,701
Total Revenue	**$ 1,972,043**	**$ 1,726,166**	**$ 245,877**	**$ 3,340,975**	**$ 2,738,368**	**$ 602,607**

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 3,350,105	$ 4,400,827	$ (1,050,722)	$ 7,074,718	$ 6,973,382	$ 101,336
Federal Revenue	-	-	-	155,196	61,653	93,543
Other State Revenue	581,894	533,286	48,608	851,784	785,569	66,215
Other Local Revenue	11,528	13,293	(1,765)	15,593	15,614	(21)
Total Revenue	**$ 3,943,527**	**$ 4,947,407**	**$(1,003,880)**	**$ 8,097,290**	**$ 7,836,218**	**$ 261,072**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 1,730,803	$ 1,107,006	$ 623,797	$ 2,433,626	$ 1,754,505	$ 679,121
Federal Revenue	-	-	-	42,160	15,296	26,864
Other State Revenue	166,343	165,092	1,251	314,725	238,586	76,139
Other Local Revenue	26,881	13,572	13,309	30,084	16,203	13,881
Total Revenue	**$ 1,924,027**	**$ 1,285,670**	**$ 638,357**	**$ 2,820,595**	**$ 2,024,590**	**$ 796,005**

Expenses

- FY26 expenses projected at **$118M**; **+$0.6M** to prior projection:
  - Certificated Salaries: +**$1.4M** (Unused PTO Payout)
  - Benefits: **+$0.4M** (H&W rate updates and PTO payout)
  - Professional Services & Supplies: -**1.04M** (Partial Loss Payment)

TOTAL

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 43,308,231	$ 42,486,221	$ (822,009)	$ 53,027,437	$ 50,983,466	$ (2,043,971)
Classified Salaries	2,182,462	2,474,481	292,019	2,768,389	2,969,377	200,988
Benefits	17,260,860	15,585,549	(1,675,311)	21,029,468	18,664,971	(2,364,497)
Books and Supplies	10,124,672	10,981,438	856,766	11,904,154	15,263,394	3,359,239
Subagreement Services	6,975,933	9,977,236	3,001,303	13,231,571	12,071,316	(1,160,255)
Operations	1,487,829	3,041,267	1,553,438	1,935,458	3,649,520	1,714,063
Facilities	1,305,723	1,516,408	210,684	1,543,738	1,819,689	275,951
Professional Services	7,710,059	10,042,637	2,332,579	12,644,185	12,701,382	57,196
Depreciation	34,501	37,139	2,638	45,697	44,566	(1,131)
Total Expenses	**$90,390,270**	**$96,142,375**	**$ 5,752,105**	**$118,130,097**	**$118,167,680**	**$ 37,583**

Expenses

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 24,368,970	$ 24,195,025	$ (173,945)	$ 29,688,870	$ 29,034,030	$ (654,840)
Classified Salaries	1,228,499	1,409,166	180,667	1,547,791	1,690,999	143,208
Benefits	9,934,261	8,729,265	(1,204,996)	11,943,877	10,466,667	(1,477,209)
Books and Supplies	5,794,268	6,216,868	422,600	7,092,459	8,692,187	1,599,728
Subagreement Services	3,925,889	5,758,204	1,832,315	7,186,453	6,874,365	(312,088)
Operations	854,121	1,731,939	877,818	1,098,360	2,078,326	979,966
Facilities	751,971	863,563	111,592	874,811	1,036,275	161,465
Professional Services	4,203,932	5,662,952	1,459,020	7,189,807	7,229,684	39,877
Depreciation	1,807	21,150	19,343	7,255	25,380	18,124
Total Expenses	**$51,063,718**	**$54,588,131**	**$ 3,524,413**	**$ 66,629,683**	**$ 67,127,913**	**$ 498,230**

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 4,937,896	$ 4,659,682	$ (278,214)	$ 6,147,026	$ 5,591,618	$ (555,407)
Classified Salaries	248,429	271,389	22,960	321,707	325,667	3,960
Benefits	1,908,389	1,757,784	(150,605)	2,411,613	2,100,902	(310,711)
Books and Supplies	1,109,882	1,199,260	89,378	1,393,681	1,674,015	280,333
Subagreement Services	749,567	1,074,798	325,231	1,777,235	1,323,923	(453,312)
Operations	159,119	333,551	174,432	215,906	400,262	184,356
Facilities	137,334	166,312	28,978	172,786	199,575	26,789
Professional Services	838,316	1,117,560	279,244	1,556,771	1,422,334	(134,438)
Total Expenses	**$10,088,932**	**$10,584,410**	**$ 495,478**	**$ 13,997,992**	**$ 13,043,182**	**$ (954,809)**

Expenses

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 9,422,445	$ 9,319,364	$ (103,081)	$ 11,507,933	$ 11,183,237	$ (324,696)
Classified Salaries	475,227	542,778	67,551	600,321	651,334	51,013
Benefits	3,647,089	3,420,690	(226,399)	4,441,207	4,096,383	(344,823)
Books and Supplies	2,193,670	2,468,285	274,615	2,110,186	3,348,029	1,237,844
Subagreement Services	1,473,020	2,149,597	676,577	2,701,959	2,647,846	(54,113)
Operations	332,367	667,103	334,736	428,119	800,523	372,405
Facilities	290,132	332,624	42,492	339,502	399,149	59,647
Professional Services	1,826,866	2,264,548	437,682	2,587,983	2,764,427	176,444
Depreciation	32,694	8,146	(24,548)	34,830	9,776	(25,054)
Total Expenses	**$19,693,510**	**$21,173,135**	**$ 1,479,625**	**$ 24,752,039**	**$ 25,900,704**	**$ 1,148,665**

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 962,260	$ 883,154	$ (79,106)	$ 1,195,779	$ 1,059,784	$ (135,995)
Classified Salaries	48,328	51,437	3,108	63,964	61,724	(2,240)
Benefits	373,048	344,883	(28,165)	470,791	411,217	(59,574)
Books and Supplies	212,861	224,708	11,847	279,537	317,277	37,741
Subagreement Services	172,443	203,707	31,264	346,274	250,924	(95,349)
Operations	31,497	63,218	31,722	42,351	75,862	33,511
Facilities	26,148	31,521	5,373	32,787	37,826	5,038
Professional Services	159,941	205,284	45,344	289,937	264,719	(25,218)
Total Expenses	**$ 1,986,526**	**$ 2,008,685**	**$ 22,159**	**$ 2,722,872**	**$ 2,480,260**	**$ (242,613)**

Expenses

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 2,841,299	$ 2,747,397	$ (93,902)	$ 3,495,477	$ 3,296,876	$ (198,601)
Classified Salaries	143,160	160,014	16,854	182,747	192,017	9,270
Benefits	1,098,845	1,066,668	(32,177)	1,364,518	1,272,336	(92,182)
Books and Supplies	648,604	699,153	50,549	802,136	987,016	184,880
Subagreement Services	514,594	633,712	119,118	873,662	780,599	(93,063)
Operations	85,436	196,665	111,229	115,465	235,998	120,534
Facilities	79,291	98,059	18,768	95,876	117,671	21,795
Professional Services	516,793	628,668	111,875	732,664	810,008	77,344
Total Expenses	**$ 5,928,022**	**$ 6,232,737**	**$ 304,715**	**$ 7,663,215**	**$ 7,695,404**	**$ 32,189**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 775,361	$ 681,600	$ (93,761)	$ 992,351	$ 817,921	$ (174,431)
Classified Salaries	38,819	39,698	879	51,860	47,637	(4,222)
Benefits	299,228	266,260	(32,968)	397,462	317,465	(79,997)
Books and Supplies	165,387	173,164	7,777	226,156	244,868	18,713
Subagreement Services	140,420	157,217	16,797	345,988	193,658	(152,330)
Operations	25,289	48,791	23,502	35,257	58,549	23,291
Facilities	20,847	24,328	3,481	27,976	29,193	1,217
Professional Services	164,211	163,625	(586)	287,023	210,211	(76,812)
Total Expenses	**$ 1,629,562**	**$ 1,555,278**	**$ (74,284)**	**$ 2,364,296**	**$ 1,920,217**	**$ (444,079)**

Fund Balance

TOTAL

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 410,293**	**$(14,378,615)**	**$ 14,788,908**	**$ 23,774,748**	**$ 10,301,982**	**$ 13,472,766**
Beginning Fund Balance	27,648,218	27,648,218		27,648,218	27,648,218	
Ending Fund Balance	**$ 28,058,510**	**$ 13,269,603**		**$ 51,422,966**	**$ 37,950,200**	
	23.8%	*11.2%*		*43.5%*	*32.1%*	

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 5,247,100**	**$ (7,248,709)**	**$ 12,495,809**	**$ 15,809,367**	**$ 5,989,181**	**$ 9,820,186**
Beginning Fund Balance	17,124,931	17,124,931		17,124,931	17,124,931	
Ending Fund Balance	**$ 22,372,029**	**$ 9,876,222**		**$ 32,934,298**	**$ 23,114,112**	
As a % of Annual Expenses	*33.6%*	*14.7%*		*49.4%*	*34.4%*	

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 740,478**	**$ (1,227,148)**	**$ 1,967,626**	**$ 3,957,429**	**$ 2,131,820**	**$ 1,825,609**
Beginning Fund Balance	4,926,758	4,926,758		4,926,758	4,926,758	
Ending Fund Balance	**$ 5,667,236**	**$ 3,699,610**		**$ 8,884,187**	**$ 7,058,578**	
As a % of Annual Expenses	*40.5%*	*28.4%*		*63.5%*	*54.1%*	

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (3,872,772)**	**$ (4,065,301)**	**$ 192,529**	**$ 2,499,475**	**$ 1,677,686**	**$ 821,789**
Beginning Fund Balance	3,902,302	3,902,302		3,902,302	3,902,302	
Ending Fund Balance	**$ 29,531**	**$ (162,999)**		**$ 6,401,777**	**$ 5,579,988**	
As a % of Annual Expenses	*0.1%*	*-0.6%*		*25.9%*	*21.5%*	

Fund Balance

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (14,483)**	**$ (282,519)**	**$ 268,036**	**$ 618,103**	**$ 258,109**	**$ 359,994**
Beginning Fund Balance	1,069,528	1,069,528		1,069,528	1,069,528	
Ending Fund Balance	**$ 1,055,044**	**$ 787,009**		**$ 1,687,631**	**$ 1,327,636**	
As a % of Annual Expenses	*38.7%*	*31.7%*		*62.0%*	*53.5%*	

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ (1,984,495)**	**$ (1,285,331)**	**$ (699,164)**	**$ 434,075**	**$ 140,814**	**$ 293,261**
Beginning Fund Balance	357,992	357,992		357,992	357,992	
Ending Fund Balance	**$ (1,626,503)**	**$ (927,338)**		**$ 792,067**	**$ 498,806**	
As a % of Annual Expenses	*-21.2%*	*-12.1%*		*10.3%*	*6.5%*	

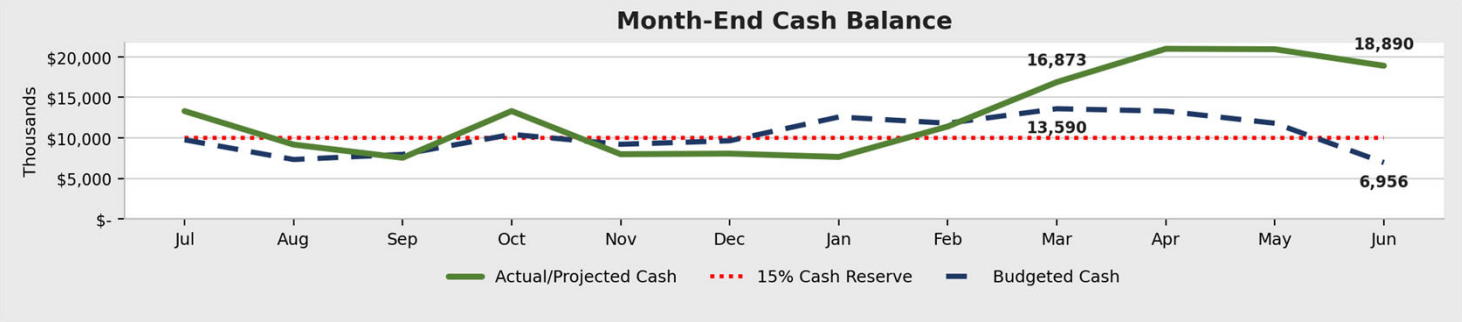
Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	**$ 294,465**	**$ (269,607)**	**$ 564,072**	**$ 456,299**	**$ 104,373**	**$ 351,927**
Beginning Fund Balance	266,707	266,707		266,707	266,707	
Ending Fund Balance	**$ 561,173**	**$ (2,901)**		**$ 723,006**	**$ 371,080**	
As a % of Annual Expenses	*23.7%*	*-0.2%*		*30.6%*	*19.3%*	

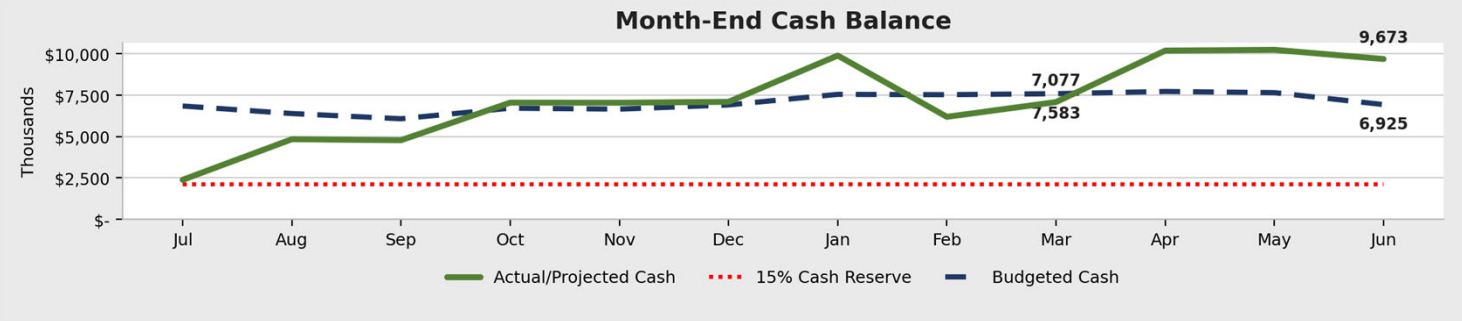
Cash Balance

- Cash as of 4/30 totaled **$35.6M**; **$42.1M** currently projected for year-end

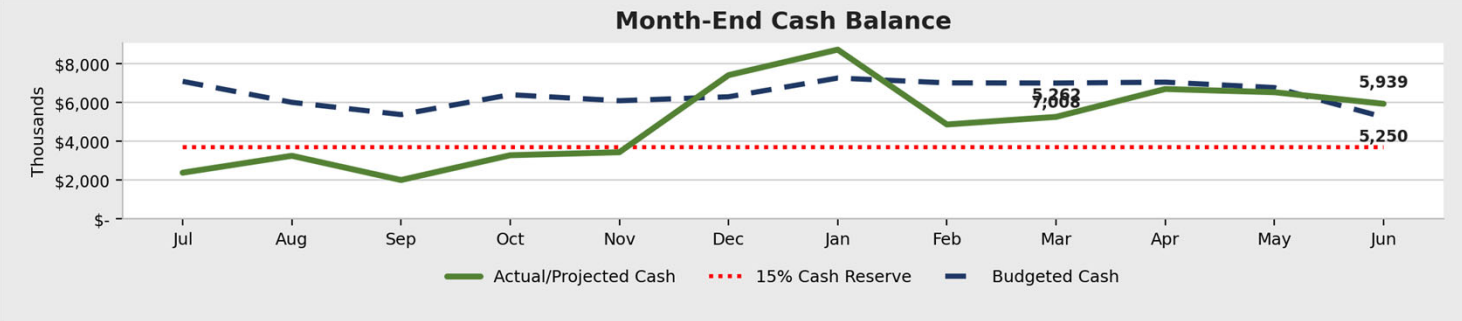
SoCal



Central Valley



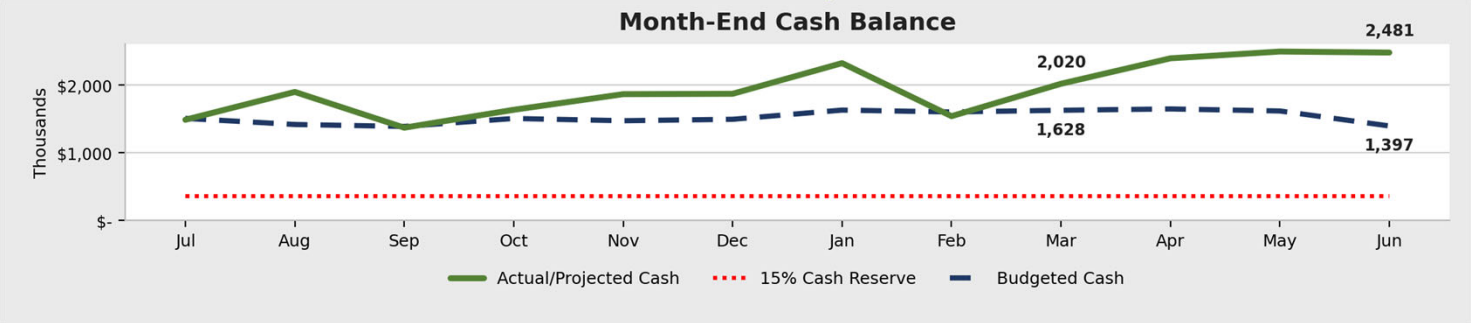
NorCal



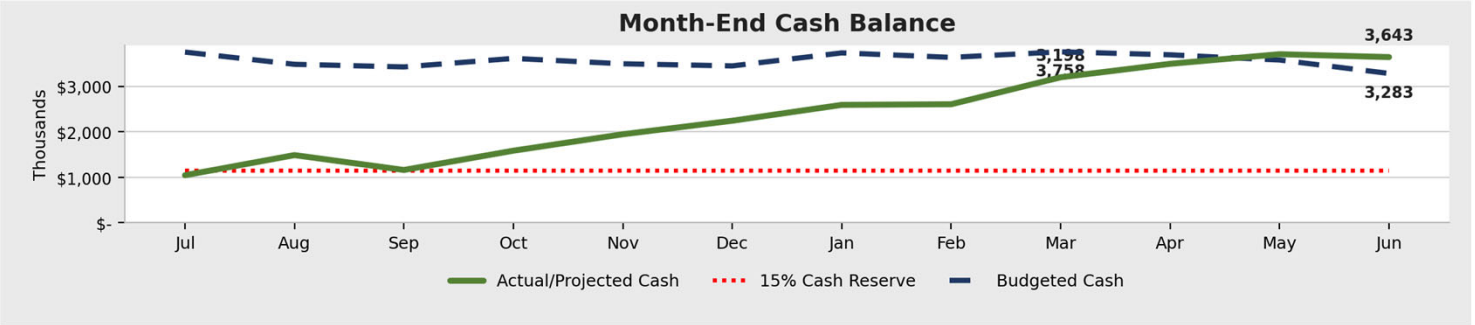
Cash Balance

- Cash as of 4/30 totaled **$35.6M**; **$42.1M** currently projected for year-end

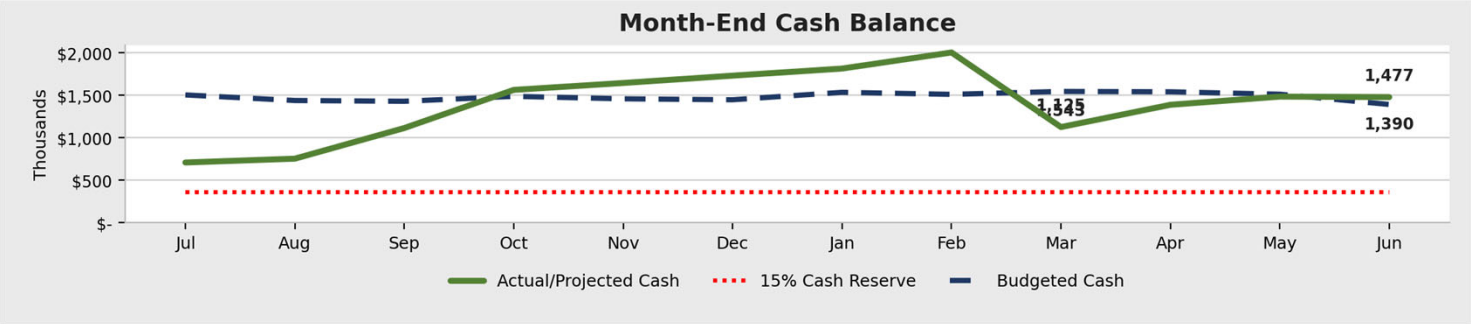
North Bay



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

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/2026

CHARTER IMPACT

ADA = 8268.78

		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 = 8330.36	
State Aid - Revenue Limit																	
8011	LCFF State Aid	631,487	1,903,275	2,408,465	3,425,896	3,425,896	3,425,897	3,425,897	3,004,284	3,882,764	3,882,763	3,465,569	3,465,569	4,803,313	**41,151,075**	49,536,283	(8,385,208)
8012	Education Protection Account	-	-	206,718	1,599,790	-	206,718	1,599,790	-	257,898	2,515,680	27,735	-	4,909,496	**11,323,825**	3,486,912	7,836,913
8019	State Aid - Prior Year	-	-	(4,730)	1	-	-	42,282	127,156	68,371	(598,429)	68,371	68,371	71,011	**(157,596)**	-	(157,596)
8096	In Lieu of Property Taxes	-	2,402,453	45,151	8,541,911	68,972	6,519,927	3,316,656	1,448,886	11,666,801	4,360,900	5,774,982	5,774,982	9,500,420	**59,422,041**	57,493,675	1,928,366
		631,487	4,305,728	2,655,604	13,567,598	3,494,868	10,152,542	8,384,625	4,580,326	15,875,834	10,160,914	9,336,657	9,308,922	19,284,240	**111,739,345**	**110,516,870**	**1,222,475**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	1,096,360	**1,096,360**	976,541	119,819
8290	Title I, Part A - Basic Low Income	-	-	234,040	137,668	-	724,917	426,585	-	271	12	-	-	103,611	**1,627,104**	1,580,685	46,419
8291	Title II, Part A - Teacher Quality	-	-	701	41,689	(42,390)	-	-	-	-	-	-	-	209,263	**209,263**	246,609	(37,346)
8294	Title IV	-	-	-	-	30,678	-	6,111	-	-	-	-	-	80,377	**117,166**	117,474	(309)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	96	-	-	-	-	-	-	**96**	-	96
		-	-	234,741	179,357	(11,712)	724,917	432,792	-	271	12	-	-	1,489,611	**3,049,989**	**2,921,310**	**128,679**
Other State Revenue																	
8311	State Special Education	366,743	379,624	683,322	683,322	683,322	-	1,366,644	725,002	725,002	725,002	577,933	577,933	283,796	**7,777,645**	7,524,067	253,578
8550	Mandated Cost	-	-	-	-	162,408	85,870	28,929	-	-	-	-	-	-	**277,207**	261,570	15,637
8560	State Lottery	-	-	-	-	-	352,070	250,661	-	366,470	176,617	-	-	1,111,560	**2,257,378**	2,274,187	(16,810)
8598	Prior Year Revenue	-	4,722	195,437	48,839	21,253	(135,849)	(104,225)	-	-	-	-	-	-	**30,177**	-	30,177
8599	Other State Revenue	17,544	29,965	44,000	219,862	100,061	99,996	101,013	119,867	94,485	81,722	61,488	9,036,813	-	**10,006,815**	4,799,264	5,207,551
		384,287	414,311	922,759	952,023	967,044	402,087	1,643,022	844,869	1,185,957	983,341	639,421	9,614,746	1,395,356	**20,349,222**	**14,859,089**	**5,490,133**
Other Local Revenue																	
8660	Interest Revenue	91	5,439	7,210	8,590	25,439	9,573	19,896	17,609	19,649	16,811	12,264	12,264	-	**154,837**	147,173	7,665
8690	Other Local Revenue	-	-	-	-	-	11,706	-	-	-	6,588,945	-	-	10,802	**6,611,453**	25,221	6,586,231
		91	5,439	7,210	8,590	25,439	21,279	19,896	17,609	19,649	6,605,756	12,264	12,264	10,802	**6,766,290**	**172,394**	**6,593,896**
Total Revenue		**1,015,865**	**4,725,478**	**3,820,314**	**14,707,568**	**4,475,638**	**11,300,825**	**10,480,335**	**5,442,804**	**17,081,711**	**17,750,023**	**9,988,342**	**18,935,932**	**22,180,008**	**141,904,845**	**128,469,662**	**13,435,183**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	3,426,480	3,458,096	3,355,041	3,306,194	3,336,066	3,356,754	3,260,070	3,275,029	3,302,793	3,296,763	3,303,858	4,233,463	-	**40,910,607**	39,896,948	(1,013,660)
1175	Teachers' Extra Duty/Stipends	52,877	53,689	54,256	56,545	104,169	127,380	133,374	145,628	1,393,971	154,626	150,018	150,018	-	**2,576,548**	1,859,859	(716,690)
1200	Pupil Support Salaries	436,064	420,837	425,224	423,655	395,146	423,505	410,483	392,186	408,504	392,883	408,110	564,718	-	**5,101,314**	5,222,092	120,778
1300	Administrators' Salaries	363,190	363,188	363,072	344,972	337,750	343,067	352,615	359,971	346,952	355,167	350,626	558,397	-	**4,438,967**	4,004,567	(434,399)
		4,278,611	4,295,810	4,197,592	4,131,366	4,173,130	4,250,705	4,156,542	4,172,814	5,452,221	4,199,439	4,212,611	5,506,595	-	**53,027,437**	**50,983,466**	**(2,043,971)**
Classified Salaries																	
2200	Support Salaries	12,279	12,280	12,280	12,280	12,281	12,280	12,282	12,280	12,281	12,279	13,853	18,819	-	**155,473**	223,761	68,288
2300	Classified Administrators' Salaries	73,678	85,002	85,002	85,001	85,000	90,001	85,000	85,001	85,001	85,002	85,894	178,447	-	**1,108,030**	1,622,309	514,279
2400	Clerical and Office Staff Salaries	126,984	128,558	128,113	125,412	108,937	123,051	115,274	114,683	122,794	122,167	121,442	167,471	-	**1,504,886**	1,123,308	(381,578)
		212,941	225,840	225,395	222,693	206,218	225,332	212,556	211,964	220,076	219,448	221,190	364,737	-	**2,768,389**	**2,969,377**	**200,988**
Benefits																	
3101	STRS	744,566	747,497	727,140	716,166	575,094	576,757	722,612	728,550	943,307	1,619,393	800,075	1,045,915	-	**9,947,073**	9,737,842	(209,231)
3301	OASDI	30,316	29,447	29,835	29,901	26,621	30,285	29,706	29,246	37,927	29,264	15,641	25,792	-	**343,981**	184,101	(159,880)
3311	Medicare	62,706	63,079	61,584	60,643	60,799	62,664	60,410	61,134	79,630	61,666	64,394	85,279	-	**783,986**	782,316	(1,670)
3401	Health and Welfare	470,948	485,292	712,597	565,020	505,807	764,558	739,712	582,873	602,443	591,021	585,256	585,256	-	**7,190,781**	6,600,656	(590,124)
3501	State Unemployment	888	3,476	370	(2,959)	253	50,579	30,939	5,684	5,682	3,177	24,463	43,463	-	**166,015**	471,093	305,078
3601	Workers' Compensation	225,707	(59,227)	-	-	-	223,123	-	142,772	39,290	19,606	72,174	97,338	-	**760,784**	755,340	(5,444)
3901	Other Benefits	148,583	146,640	145,181	143,324	153,786	148,196	147,682	147,600	183,694	148,598	151,260	172,302	-	**1,836,847**	133,622	(1,703,225)
		1,683,713	1,416,204	1,676,707	1,512,094	1,322,361	1,856,162	1,731,062	1,697,859	1,891,974	2,472,726	1,713,263	2,055,345	-	**21,029,468**	**18,664,971**	**(2,364,497)**
Books and Supplies																	
4100	Textbooks and Core Curricula	3,240,272	321,800	133,578	44,838	19,736	13,691	199,300	37,003	62,606	2,925	52,558	52,558	-	**4,180,866**	6,114,224	1,933,358
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	2,009	2,009	-	**4,017**	24,921	20,904
4302	School Supplies	78,471	-	15,848	2,477	12,996	7,069	22,646	6,926	5,747	19,877	46,869	19,805	16,299	**255,031**	1,359,413	1,104,382
4305	Software	1,925,230	118,393	180,291	310,503	(39,377)	1,814,859	158,831	56,707	9,205	36,535	(1,028,882)	118,866	-	**3,661,161**	5,139,381	1,478,220
4310	Office Expense	-	5,687	12,858	9,232	1,841	1,670	4,445	16,642	21,642	8,495	27,290	27,290	-	**137,091**	338,579	201,488
4311	Business Meals	2,261	1,861	10,545	3,018	4,641	41	233	3,618	9,424	3,246	6,949	6,949	-	**52,788**	86,220	33,432
4400	Noncapitalized Equipment	659,353	-	48,075	725	-	12,979	-	-	332,740	130,417	-	2,377,206	51,707	**3,613,200**	2,200,655	(1,412,545)
		5,905,587	447,741	401,195	370,792	(163)	1,850,308	385,457	120,896	441,364	201,495	(893,207)	2,604,684	68,006	**11,904,154**	**15,263,394**	**3,359,239**

FY25-26 CalOps

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/2026

ADA = 8268.78

		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	-	133,240	106,329	61,297	419,137	1,482,153	868,112	1,574,041	1,294,946	1,032,028	1,269,378	1,269,378	3,416,720	**12,926,760**	11,742,967	(1,183,793)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	12,784	12,784
5105	Security	-	468	357	245	364	475	363	-	365	223	327	327	-	**3,513**	4,052	538
5106	Other Educational Consultants	-	-	600	-	601	-	-	599	-	(10)	-	-	299,509	**301,298**	311,513	10,215
		-	133,708	107,287	61,542	420,101	1,482,628	868,475	1,574,640	1,295,311	1,032,241	1,269,704	1,269,704	3,716,229	**13,231,571**	**12,071,316**	**(1,160,255)**
Operations and Housekeeping																	
5201	Auto and Travel	43,996	53,640	40,597	28,395	25,731	(1,413)	6,299	24,078	32,945	14,359	85,523	85,523	-	**439,675**	1,061,077	621,402
5300	Dues & Memberships	286,907	(57,933)	7,438	9,311	195	-	-	524	-	401	21,817	21,817	-	**290,477**	974,194	683,717
5400	Insurance	25,157	10,047	17,602	71,512	37,129	54,517	19,501	19,501	19,501	19,501	26,054	26,054	-	**346,073**	321,831	(24,242)
5501	Utilities	459	730	(362)	566	463	504	893	1,101	3,810	546	1,059	1,059	-	**10,829**	10,375	(453)
5502	Janitorial Services	1,357	3,622	1,890	1,890	1,890	1,890	1,890	1,890	2,142	1,890	2,558	2,558	-	**25,466**	33,623	8,157
5516	Miscellaneous Expense	(1,300)	-	1,300	-	-	(1,424)	-	-	1,424	-	238	238	-	**476**	2,952	2,476
5900	Communications	166,925	4,917	19,205	55,460	65,601	65,119	45,525	71,725	139,630	3,525	81,935	81,935	-	**801,503**	1,189,431	387,928
5901	Postage and Shipping	1,938	1,072	(819)	1,609	163	1,439	122	2,906	267	3,002	4,630	4,630	-	**20,959**	56,038	35,079
		525,440	16,095	86,851	168,742	131,172	120,631	74,229	121,725	199,719	43,223	223,814	223,814	-	**1,935,458**	**3,649,520**	**1,714,063**
Facilities, Repairs and Other Leases																	
5601	Rent	36,348	36,347	37,332	37,333	37,332	37,332	37,333	37,333	36,752	37,379	43,079	43,079	59,971	**516,952**	534,478	17,527
5602	Additional Rent	2,939	3,360	3,394	3,399	3,435	170,085	12,454	3,463	3,442	3,493	16,953	16,953	-	**243,369**	429,792	186,423
5603	Equipment Leases	985	-	1,069	2,366	-	2,192	751	3,963	987	987	2,242	2,242	-	**17,785**	27,819	10,035
5604	Other Leases	250,000	-	-	248,931	702	97,081	69,352	39,245	(100)	3,789	24,902	24,902	-	**758,804**	285,865	(472,940)
5610	Repairs and Maintenance	1,250	(1,250)	1,154	-	-	76	1,154	-	755	-	1,845	1,845	-	**6,829**	541,735	534,906
		291,522	38,457	42,949	292,029	41,469	306,766	121,044	84,003	41,836	45,648	89,022	89,022	59,971	**1,543,738**	**1,819,689**	**275,951**
Professional/Consulting Services																	
5801	IT	3,080	3,080	3,080	3,080	3,080	232,785	235,257	3,847	607,673	303,599	1,512,096	277,562	602,083	**3,790,302**	4,623,488	833,186
5802	Audit & Taxes	-	4,621	-	-	-	27,807	29,120	5,040	13,178	27,546	-	-	(1,060)	**106,252**	67,034	(39,218)
5803	Legal	-	13,902	26,098	43,837	55,978	68,422	4,110	95,480	685,502	(454,551)	82,587	82,587	-	**703,951**	999,210	295,259
5804	Professional Development	32,959	29,585	61,082	6,079	17,432	48,711	39,201	9,636	66,773	204,266	42,387	42,387	-	**600,499**	288,613	(311,886)
5805	General Consulting	11,968	17,776	243,074	21,734	32,688	23,101	6,663	71,808	41,605	43,010	555,033	41,312	-	**1,109,772**	298,313	(811,459)
5806	Special Activities/Field Trips	23,426	350	58,652	6,866	3,682	23,049	770	5,198	39,883	91,621	152,966	98,451	60,826	**565,740**	585,243	19,503
5807	Bank Charges	527	1,303	287	70	81	1,344	19,263	210	119	99	279	279	-	**23,861**	3,462	(20,399)
5808	Printing	-	-	-	-	-	-	-	-	-	-	62	62	-	**123**	765	642
5809	Other taxes and fees	66	482	6,063	238	71	366	130	26,807	6,843	6,492	4,589	4,589	-	**56,736**	113,860	57,125
5810	Payroll Service Fee	-	-	249	249	-	-	-	-	-	-	1,345	1,345	-	**3,188**	16,687	13,498
5811	Back Office Service Fee	214,310	214,310	214,310	214,310	215,479	214,310	214,310	214,310	214,310	200,269	236,508	236,508	234,852	**2,838,097**	2,576,901	(261,195)
5812	District Oversight Fee	-	41,187	105,909	-	47,071	206,796	94,142	157,499	-	123,561	85,602	92,992	162,635	**1,117,394**	1,105,169	(12,225)
5814	SPED Encroachment	2,824	15,704	26,361	26,361	26,361	-	52,722	27,970	28,627	25,094	17,338	17,338	(480)	**266,220**	255,018	(11,202)
5815	Public Relations/Recruitment	22,463	231,080	123,452	158,869	120,230	116,651	83,704	85,208	103,927	127,397	144,534	144,534	-	**1,462,050**	1,767,618	305,568
		311,623	573,381	868,617	481,695	522,153	963,341	779,391	703,014	1,808,440	698,403	2,835,325	1,039,945	1,058,857	**12,644,185**	**12,701,382**	**57,196**
Depreciation																	
6900	Depreciation Expense	4,851	4,850	4,852	4,851	4,852	4,852	4,851	180	181	181	4,993	4,993	1,211	**45,697**	44,566	(1,131)
		4,851	4,850	4,852	4,851	4,852	4,852	4,851	180	181	181	4,993	4,993	1,211	**45,697**	**44,566**	**(1,131)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**13,214,288**	**7,152,087**	**7,611,444**	**7,245,804**	**6,821,292**	**11,060,726**	**8,333,607**	**8,687,095**	**11,351,121**	**8,912,805**	**9,676,715**	**13,158,839**	**4,904,273**	**118,130,097**	**118,167,680**	**37,583**
Monthly Surplus (Deficit)		**(12,198,422)**	**(2,426,609)**	**(3,791,130)**	**7,461,764**	**(2,345,654)**	**240,099**	**2,146,728**	**(3,244,291)**	**5,730,589**	**8,837,218**	**311,627**	**5,777,094**	**17,275,735**	**23,774,748**	**10,301,982**	**13,472,766**

FY25-26 CalOps

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/2026

ADA = 8268.78

	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)	(12,198,422)	(2,426,609)	(3,791,130)	7,461,764	(2,345,654)	240,099	2,146,728	(3,244,291)	5,730,589	8,837,218	311,627	5,777,094	17,275,735	**23,774,748**		
Cash flows from operating activities																
Depreciation/Amortization	4,851	4,850	4,852	4,851	4,852	4,852	4,851	180	181	181	4,993	4,993	1,211	**45,697**		
Public Funding Receivables	7,689,013	4,145,885	462,366	1,678,476	(1,423,295)	2,476,794	2,118,595	(1,412,029)	681,443	517,593	-	-	(22,180,008)	**(5,245,167)**		
Grants and Contributions Rec.	2,968	250	(108)	108	3,559	(203)	-	304	-	(50)	-	-	-	**6,828**		
Due To/From Related Parties	-	(1)	(1)	1	(2)	(2)	-	(1)	-	2	-	-	-	**(4)**		
Prepaid Expenses	716,908	(16,920)	(198,194)	-	(55,771)	(273,771)	(32,492)	(64,801)	(222,166)	(94,501)	(80,500)	(80,500)	-	**(402,708)**		
Other Assets	-	-	-	-	-	1,000	-	-	-	-	-	-	-	**1,000**		
Accounts Payable	(1,347,978)	(2,390)	(2,773)	533	162	-	21	-	237,451	(235,249)	-	-	4,904,273	**3,554,050**		
Accrued Expenses	(2,448,585)	(1,717,633)	7,709	210,958	(1,580,112)	1,701,707	225,857	(14,634)	263,059	392,759	-	-	-	**(2,958,915)**		
Other Liabilities	-	-	-	-	-	-	673	-	-	-	-	-	-	**673**		
Deferred Revenue	105,222	104,148	88,606	1,084,495	897,750	346,029	118,683	354,209	255,761	166,875	-	(8,975,325)	-	**(5,453,547)**		
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	(7,476,023)	91,580	(3,428,673)	10,441,186	(4,498,511)	4,496,505	4,582,916	(4,381,063)	6,946,318	9,584,828	236,120	(3,273,739)				
Cash, Beginning of Month	28,780,926	21,304,902	21,396,482	17,967,809	28,408,995	23,910,484	28,406,989	32,989,905	28,608,842	35,555,161	45,139,989	45,376,109				
Cash, End of Month	**21,304,902**	**21,396,482**	**17,967,809**	**28,408,995**	**23,910,484**	**28,406,989**	**32,989,905**	**28,608,842**	**35,555,161**	**45,139,989**	**45,376,109**	**42,102,370**				

FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/2026

Actuals Through: *4/30/2026*

ADA = 4511.68

		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.)
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	549,636	618,427	618,427	1,132,080	**10,592,005**	13,995,575	(3,403,570)
8012	Education Protection Account	-	-	200,917	-	-	200,917	-	-	244,018	-	-	-	256,485	**902,337**	948,836	(46,499)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	130,301	130,301	(536,498)	130,301	130,301	129,796	**114,502**	-	114,502
8096	In Lieu of Property Taxes	-	2,402,453	-	8,008,178	-	6,406,542	3,203,271	-	11,078,943	3,937,836	4,471,716	4,471,716	5,061,975	**49,042,629**	47,551,486	1,491,143
		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	3,950,974	5,220,444	5,220,444	6,580,336	**60,651,473**	**62,495,897**	**(1,844,424)**
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	-	-	-	-	-	-	-	49,188	**67,091**	70,549	(3,457)
		-	-	234,040	29,793	(11,890)	724,917	-	-	271	-	-	-	801,944	**1,779,075**	**1,769,934**	**9,140**
Other State Revenue																	
8311	State Special Education	216,936	224,527	404,148	404,148	404,148	-	808,296	404,149	404,149	404,149	322,923	322,923	160,472	**4,480,968**	4,480,968	-
8550	Mandated Cost	-	-	-	-	157,772	-	-	-	-	-	-	-	-	**157,772**	152,422	5,350
8560	State Lottery	-	-	-	-	-	341,977	-	-	355,964	-	-	-	533,749	**1,231,690**	1,295,161	(63,472)
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	35,540	33,549	6,920,299	-	**7,454,102**	2,840,920	4,613,182
		233,988	246,301	627,078	529,212	630,994	262,637	810,947	472,167	795,653	439,689	356,473	7,243,222	694,220	**13,342,581**	**8,769,472**	**4,573,110**
Other Local Revenue																	
8660	Interest Revenue	-	3,846	4,838	4,282	8,175	8,721	6,878	6,599	5,608	5,174	5,574	5,574	-	**65,269**	66,890	(1,621)
8690	Other Local Revenue	-	-	-	-	-	11,706	-	-	-	6,588,945	-	-	-	**6,600,651**	14,900	6,585,751
		-	3,846	4,838	4,282	8,175	20,427	6,878	6,599	5,608	6,594,119	5,574	5,574	-	**6,665,920**	**81,790**	**6,584,130**
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**	**10,984,782**	**5,582,491**	**12,469,241**	**8,076,500**	**82,439,050**	**73,117,094**	**9,321,956**
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	1,804,995	1,808,123	2,315,341	-	**22,913,908**	22,720,487	(193,421)
1175	Teachers' Extra Duty/Stipends	30,085	30,548	30,871	32,172	64,855	72,478	75,888	79,951	765,290	84,592	81,854	81,854	-	**1,430,438**	1,059,151	(371,287)
1200	Pupil Support Salaries	248,122	239,456	242,064	241,061	224,839	241,046	233,564	215,454	224,270	215,108	224,467	309,917	-	**2,859,369**	2,973,873	114,505
1300	Administrators' Salaries	206,654	206,655	206,588	196,289	192,179	195,206	200,638	197,625	190,470	194,508	192,489	305,855	-	**2,485,156**	2,280,518	(204,638)
		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	2,299,203	2,306,933	3,012,967	-	**29,688,870**	**29,034,030**	**(654,840)**
Classified Salaries																	
2200	Support Salaries	6,987	6,987	6,987	6,987	6,988	6,987	6,988	6,741	6,742	6,723	6,733	9,442	-	**85,291**	127,427	42,136
2300	Classified Administrators' Salaries	41,923	48,366	48,366	48,366	48,365	51,211	48,365	46,666	46,666	46,538	46,602	97,102	-	**618,536**	923,871	305,336
2400	Clerical and Office Staff Salaries	72,254	73,150	72,897	71,396	61,986	70,015	65,591	62,961	67,413	66,887	67,150	92,265	-	**843,965**	639,701	(204,264)
		121,164	128,503	128,250	126,749	117,339	128,213	120,944	116,368	120,821	120,148	120,485	198,808	-	**1,547,791**	**1,690,999**	**143,208**
Benefits																	
3101	STRS	423,659	425,326	413,743	407,499	327,229	259,673	411,167	399,976	517,878	1,289,603	426,167	97,914	-	**5,399,835**	5,545,500	145,665
3301	OASDI	17,249	16,756	16,976	17,015	15,147	17,232	16,902	16,057	20,822	16,024	8,298	13,691	-	**192,169**	104,842	(87,327)
3311	Medicare	35,680	35,892	35,041	34,507	34,595	35,656	34,374	33,562	43,716	33,762	34,293	45,374	-	**436,452**	445,513	9,061
3401	Health and Welfare	265,676	271,982	402,998	319,051	285,320	376,868	408,600	317,101	327,739	321,764	322,201	322,201	-	**3,941,502**	3,758,937	(182,564)
3501	State Unemployment	502	1,975	209	(3,165)	141	28,778	17,601	3,119	3,117	1,738	5,286	5,286	-	**64,586**	105,630	41,044
3601	Workers' Compensation	128,428	(33,703)	-	-	-	126,957	-	78,382	21,570	10,764	43,111	53,809	-	**429,318**	430,150	832
3901	Other Benefits	84,543	83,439	82,608	81,553	87,505	84,323	84,105	81,033	97,566	81,356	86,652	86,652	-	**1,021,334**	76,095	(945,239)
		955,737	801,667	951,575	856,460	749,937	929,487	972,749	929,230	1,032,408	1,755,011	926,007	624,928	-	**11,485,196**	**10,466,667**	**(1,018,529)**
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	1,605	28,677	28,677	-	**2,374,406**	3,481,924	1,107,518
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	1,096	1,096	-	**2,192**	14,192	12,000
4302	School Supplies	6,468	-	14,856	2,252	6,093	6,346	13,155	4,158	5,704	11,500	35,455	11,233	-	**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	23,416	(634,438)	36,858	-	**2,074,895**	2,926,771	851,876
4310	Office Expense	-	3,031	7,087	5,261	1,046	1,486	3,647	9,401	12,406	4,619	14,890	14,890	-	**77,764**	192,814	115,050
4311	Business Meals	1,351	633	6,584	1,554	781	19	65	2,456	5,414	2,321	3,792	3,792	-	**28,762**	49,100	20,339
4400	Noncapitalized Equipment	375,172	-	27,354	626	-	7,385	-	-	182,674	71,837	-	1,752,172	-	**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	115,298	(550,528)	1,848,719	-	**7,092,459**	**8,692,187**	**1,599,728**

FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/2026

Actuals Through: *4/30/2026*

ADA = 4511.68

		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	498,384	692,608	692,608	1,711,595	**7,020,098**	6,687,377	(332,721)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	7,281	7,281
5105	Security	-	266	203	245	102	270	255	-	200	61	178	178	-	**1,958**	2,307	349
5106	Other Educational Consultants	-	-	341	-	341	-	-	329	-	(10)	-	-	163,396	**164,397**	177,400	13,004
		-	96,949	58,680	42,538	246,769	858,467	487,718	843,109	793,224	498,435	692,787	692,787	1,874,990	**7,186,453**	**6,874,365**	**(312,088)**
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	8,758	46,664	46,664	-	**252,814**	604,261	351,447
5300	Dues & Memberships	163,424	(30,034)	4,403	2,232	195	-	-	357	-	220	11,904	11,904	-	**164,605**	554,783	390,178
5400	Insurance	14,315	2,459	13,272	40,690	21,126	31,020	11,096	10,706	10,706	10,706	14,216	14,216	-	**194,528**	183,276	(11,252)
5501	Utilities	-	230	(809)	230	230	225	230	230	3,178	(92)	578	578	-	**4,808**	5,908	1,101
5502	Janitorial Services	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,609	1,357	1,396	1,396	-	**16,613**	19,148	2,535
5516	Miscellaneous Expense	(1,300)	-	1,300	-	-	(1,424)	-	-	1,424	-	130	130	-	**260**	1,681	1,421
5900	Communications	95,540	2,973	10,864	31,373	37,521	37,056	25,921	39,497	76,774	2,047	44,706	44,706	-	**448,978**	677,356	228,378
5901	Postage and Shipping	841	1,045	122	1,491	18	1,080	95	2,906	153	2,951	2,527	2,527	-	**15,755**	31,913	16,157
		300,355	10,322	53,560	93,777	77,159	68,275	43,289	67,694	113,743	25,947	122,120	122,120	-	**1,098,360**	**2,078,326**	**979,966**
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	20,521	23,505	23,505	25,694	**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	2,090	9,250	9,250	-	**140,612**	244,757	104,145
5603	Equipment Leases	985	-	1,069	2,366	-	2,192	751	3,963	987	987	1,223	1,223	-	**15,747**	15,843	96
5604	Other Leases	142,500	-	-	140,726	300	55,390	36,420	26,252	(100)	3,404	13,587	13,587	-	**432,066**	162,794	(269,272)
5610	Repairs and Maintenance	-	-	1,154	-	-	-	1,154	-	-	-	1,007	1,007	-	**4,322**	308,507	304,185
		165,847	22,724	25,542	166,350	23,726	175,729	68,575	53,373	23,103	27,002	48,573	48,573	25,694	**874,811**	**1,036,275**	**161,465**
Professional/Consulting Services																	
5801	IT	3,080	3,080	3,080	3,080	3,080	133,782	135,188	3,501	335,002	168,065	904,990	160,439	326,798	**2,183,165**	2,632,981	449,816
5802	Audit & Taxes	-	2,629	-	-	-	15,822	16,569	2,767	7,235	15,123	-	-	-	**60,145**	38,174	(21,971)
5803	Legal	-	8,383	14,248	24,697	31,689	39,190	2,304	56,632	378,535	(482,558)	45,062	45,062	-	**163,243**	569,030	405,787
5804	Professional Development	18,759	16,834	34,628	4,947	11,813	8,404	26,878	7,068	49,053	106,535	23,128	23,128	-	**331,174**	164,359	(166,815)
5805	General Consulting	6,810	10,115	138,309	12,367	18,962	12,782	3,791	39,424	22,843	23,613	542,348	28,627	-	**859,991**	169,883	(690,108)
5806	Special Activities/Field Trips	11,836	199	28,505	4,518	289	10,835	589	5,014	19,078	68,432	127,630	31,929	-	**308,854**	333,284	24,430
5807	Bank Charges	345	1,248	287	70	81	1,258	19,168	100	-	-	152	152	-	**22,861**	1,972	(20,890)
5808	Printing	-	-	-	-	-	-	-	-	-	-	34	34	-	**67**	436	369
5809	Other taxes and fees	66	349	3,527	209	71	346	109	21,913	3,801	6,455	2,504	2,504	-	**41,853**	64,841	22,988
5810	Payroll Service Fee	-	-	142	142	-	-	-	-	-	-	734	734	-	**1,752**	9,503	7,751
5811	Back Office Service Fee	121,910	121,910	121,910	121,910	121,909	121,910	121,910	121,910	121,910	109,457	137,398	137,398	167,338	**1,648,781**	1,462,342	(186,439)
5812	District Oversight Fee	-	41,187	105,909	-	47,071	-	94,142	94,142	-	123,561	52,204	52,204	(3,906)	**606,515**	624,959	18,444
5814	SPED Encroachment	1,607	9,198	15,472	15,472	15,472	-	30,944	15,524	15,901	14,042	9,688	9,688	152	**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	70,954	78,862	78,862	-	**808,246**	1,006,622	198,376
		177,194	345,649	525,638	277,808	318,849	410,702	499,269	414,775	1,010,369	223,679	1,924,733	570,760	490,382	**7,189,807**	**7,229,684**	**39,877**
Depreciation																	
6900	Depreciation Expense	181	180	181	181	181	181	180	180	181	181	2,724	2,724	-	**7,255**	25,380	18,124
		181	180	181	181	181	181	180	180	181	181	2,724	2,724	-	**7,255**	**25,380**	**18,124**
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**	**5,064,904**	**5,593,833**	**7,122,384**	**2,391,067**	**66,171,002**	**67,127,913**	**956,910**
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**	**5,919,878**	**(11,342)**	**5,346,856**	**5,685,434**	**16,268,047**	**5,989,181**	**10,278,866**
															19.7%		

FY25-26 CalOps Southern California

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/2026

Actuals Through: *4/30/2026*

ADA = 4511.68

	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.)
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	5,919,878	(11,342)	5,346,856	5,685,434	**16,268,047**		
Cash flows from operating activities																
Depreciation/Amortization	181	180	181	181	181	181	180	180	181	181	2,724	2,724	-	**7,255**	**14,745,946**	**(10,562,057)**
Public Funding Receivables	2,953,850	944,148	471,915	641,560	(356,336)	465,830	-	(404,149)	404,149	(404,149)	-	-	(8,076,500)	**(3,359,682)**		
Grants and Contributions Rec.	342	-	(108)	108	-	(203)	-	304		(50)	-	-	-	**393**		
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)	(1,751,557)	-	-	-	**(871,218)**		
Prepaid Expenses	427,026	(16,920)	(112,772)	-	(31,734)	(155,776)	(18,487)	(35,524)	(121,969)	(51,881)	(43,923)	(43,923)	-	**(205,883)**		
Other Assets	-	-	-	-	-	1,000	-	-	-	-	-	-	-	**1,000**		
Accounts Payable	(768,247)	(1,363)	(1,039)	-	(13)		12	-	146,953	(144,752)	-	-	2,391,067	**1,622,618**		
Accrued Expenses	(2,218,950)	(1,103,228)	177,664	283,613	(1,482,390)	1,785,251	276,935	45,575	337,996	481,345	-	-	-	**(1,416,189)**		
Other Liabilities											-	-	-	**-**		
Deferred Revenue	102,500	33,375	60,075	1,029,030	309,534	33,859	50,074	342,208	60,169	60,169	-	(6,886,750)	-	**(4,805,757)**		
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	4,109,184	(52,541)	(1,581,092)				
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	20,981,985	20,929,444				
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**	**20,981,985**	**20,929,444**	**19,348,351**				

Cert.	Instr.
57.9%	67.2%

Pupil:Teacher Ratio
20.67 :1

FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	1,233,674	1,062,792	1,062,792	1,611,814	**10,856,799**	10,557,583	299,216
8012	Education Protection Account	-	-	-	532,929	-	-	532,930	-	-	987,309	-	-	1,825,797	**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	155,738	60,777	60,777	100,159	**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	2,365,797	1,112,645	1,112,645	3,526,846	**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	95,424	75,238	75,238	34,866	**872,494**	736,832	135,662
8550	Mandated Cost	-	-	-	-	-	-	28,929	-	-	-	-	-	-	**28,929**	27,259	1,670
8560	State Lottery	-	-	-	-	-	-	67,553	-	-	-	-	-	218,821	**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	14,752	7,800	800,495	-	**917,001**	544,988	372,013
		35,303	39,886	69,132	84,012	76,874	11,326	247,354	108,803	111,793	110,176	83,038	875,733	253,687	**2,107,117**	**1,558,426**	**548,691**
Other Local Revenue																	
8660	Interest Revenue	81	19	28	33	4,502	51	54	6,860	50	62	224	224	-	**12,187**	2,684	9,503
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	2,815	**2,815**	2,451	364
		81	19	28	33	4,502	51	54	6,860	50	62	224	224	2,815	**15,002**	**5,135**	**9,867**
Total Revenue		**35,384**	**462,819**	**492,074**	**1,606,381**	**846,885**	**825,806**	**1,766,157**	**930,092**	**1,387,777**	**2,476,035**	**1,195,907**	**1,988,601**	**3,941,503**	**17,955,421**	**15,175,002**	**2,780,419**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	376,905	380,390	369,050	363,701	366,933	368,371	358,607	399,553	402,955	410,420	410,420	528,351	-	**4,735,656**	4,375,703	(359,953)
1175	Teachers' Extra Duty/Stipends	5,817	5,907	5,968	6,220	10,034	14,013	14,672	17,767	170,065	19,363	19,031	19,031	-	**307,889**	203,980	(103,909)
1200	Pupil Support Salaries	47,967	46,292	46,747	46,602	43,466	46,567	45,153	47,808	49,837	48,907	48,907	68,775	-	**587,028**	572,734	(14,294)
1300	Administrators' Salaries	39,951	39,951	39,938	37,947	37,153	37,737	38,788	43,916	42,330	44,128	44,128	70,486	-	**516,453**	439,201	(77,252)
		470,640	472,540	461,703	454,470	457,586	466,688	457,220	509,044	665,187	522,818	522,486	686,643	-	**6,147,026**	**5,591,618**	**(555,407)**
Classified Salaries																	
2200	Support Salaries	1,351	1,351	1,350	1,351	1,351	1,351	1,351	1,499	1,499	1,529	2,366	2,995	-	**19,344**	24,541	5,197
2300	Classified Administrators' Salaries	8,104	9,350	9,351	9,350	9,350	9,900	9,350	10,370	10,370	10,582	10,441	22,182	-	**128,700**	177,927	49,227
2400	Clerical and Office Staff Salaries	13,969	14,141	14,092	13,786	11,983	13,536	12,680	13,991	14,981	15,210	14,727	20,567	-	**173,663**	123,199	(50,464)
		23,424	24,842	24,793	24,487	22,684	24,787	23,381	25,860	26,850	27,321	27,534	45,744	-	**321,707**	**325,667**	**3,960**
Benefits																	
3101	STRS	81,901	82,225	79,985	78,778	63,260	80,926	79,487	88,883	115,083	90,753	108,388	270,751	-	**1,220,420**	1,067,999	(152,421)
3301	OASDI	3,335	3,239	3,282	3,289	2,928	3,331	3,268	3,568	4,627	3,641	2,121	3,524	-	**40,153**	20,191	(19,962)
3311	Medicare	6,897	6,939	6,774	6,670	6,688	6,894	6,645	7,458	9,715	7,677	8,724	11,617	-	**92,698**	85,801	(6,897)
3401	Health and Welfare	52,549	55,257	79,016	62,776	56,273	98,946	84,507	71,864	74,305	72,473	73,781	73,781	-	**855,528**	723,928	(131,600)
3501	State Unemployment	99	383	41	53	28	5,564	3,404	694	694	395	5,274	5,274	-	**21,903**	105,486	83,583
3601	Workers' Compensation	24,827	(6,514)	-	-	-	24,543	-	17,418	4,794	2,392	8,423	16,216	-	**92,099**	82,842	(9,257)
3901	Other Benefits	16,344	16,130	15,970	15,765	16,917	16,302	16,226	18,007	23,298	18,503	18,725	24,934	-	**217,121**	14,655	(202,466)
		185,952	157,659	185,068	167,331	146,094	236,506	193,537	207,892	232,516	195,834	225,437	406,097	-	**2,539,922**	**2,100,902**	**(439,020)**
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	358	6,668	6,668	-	**462,904**	670,578	207,674
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	255	255	-	**510**	2,733	2,224
4302	School Supplies	18,424	-	-	107	2,533	199	2,346	2,692	3	2,267	7,515	7,515	-	**43,601**	149,094	105,493
4305	Software	196,585	8,895	19,830	34,155	(4,593)	199,634	17,470	6,917	1,811	3,548	(121,715)	4,092	-	**366,629**	563,662	197,033
4310	Office Expense	-	575	1,338	865	166	14	185	1,891	2,383	896	3,462	3,462	-	**15,237**	37,134	21,897
4311	Business Meals	226	161	1,000	135	91	-	133	447	1,014	283	882	882	-	**5,253**	9,456	4,203
4400	Noncapitalized Equipment	72,529	-	5,288	25	-	1,427	-	-	40,594	15,824	-	363,860	-	**499,547**	241,357	(258,190)
		644,194	45,029	42,150	40,219	368	202,780	42,059	16,463	53,444	23,176	(102,934)	386,733	-	**1,393,681**	**1,674,015**	**280,333**

FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	84,812	161,035	161,035	667,497	**1,738,633**	1,287,911	(450,722)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,402	1,402
5105	Security	-	51	40	-	67	52	27	-	45	14	41	41	-	**379**	444	66
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	84,826	161,077	161,077	705,515	**1,777,235**	**1,323,923**	**(453,312)**
Operations and Housekeeping																	
5201	Auto and Travel	4,781	7,571	5,942	2,071	1,812	(203)	436	3,755	2,995	1,042	10,850	10,850	-	**51,901**	116,374	64,472
5300	Dues & Memberships	31,093	(7,121)	775	1,456	-	-	-	45	-	49	2,768	2,768	-	**31,832**	106,845	75,012
5400	Insurance	2,767	1,937	1,105	7,867	4,084	5,997	2,145	2,379	2,379	2,379	3,305	3,305	-	**39,650**	35,297	(4,353)
5501	Utilities	-	-	-	-	-	-	-	-	-	89	134	134	-	**358**	1,138	780
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	324	324	-	**649**	3,688	3,039
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	30	30	-	**60**	324	263
5900	Communications	18,219	219	1,745	5,710	6,890	6,841	4,645	8,367	16,653	46	10,394	10,394	-	**90,124**	130,451	40,327
5901	Postage and Shipping	-	7	19	25	-	69	3	-	20	14	587	587	-	**1,332**	6,146	4,814
		56,860	2,613	9,586	17,129	12,786	12,704	7,229	14,546	22,047	3,619	28,393	28,393	-	**215,906**	**400,262**	**184,356**
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	4,560	5,465	5,465	12,865	**65,581**	58,619	(6,962)
5602	Additional Rent	323	336	336	440	233	18,677	879	439	379	380	2,151	2,151	-	**26,723**	47,137	20,414
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	284	284	-	**569**	3,051	2,482
5604	Other Leases	27,595	-	-	27,367	280	10,641	7,020	-	-	223	3,159	3,159	-	**79,444**	31,352	(48,092)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	234	234	-	**468**	59,415	58,947
		31,925	4,334	4,443	31,913	4,619	33,424	12,006	4,644	4,863	5,163	11,293	11,293	12,865	**172,786**	**199,575**	**26,789**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	25,268	25,540	94	73,760	36,663	157,632	36,305	134,336	**489,599**	507,082	17,483
5802	Audit & Taxes	-	509	-	-	-	3,059	3,203	615	1,608	3,361	-	-	468	**12,823**	7,352	(5,471)
5803	Legal	-	1,335	2,703	5,051	6,435	7,725	239	10,434	82,745	8,643	10,477	10,477	-	**146,264**	109,589	(36,676)
5804	Professional Development	3,630	3,254	6,919	289	1,434	1,625	3,145	695	4,789	25,159	5,377	5,377	-	**61,694**	31,654	(30,040)
5805	General Consulting	1,317	1,956	26,738	2,391	3,503	2,634	733	8,760	5,075	5,247	3,542	3,542	-	**65,437**	32,718	(32,720)
5806	Special Activities/Field Trips	4,965	38	3,999	599	4,201	192	157	174	500	3,069	24,928	24,928	-	**67,751**	64,187	(3,564)
5807	Bank Charges	58	51	-	-	-	-	-	-	-	-	35	35	-	**180**	380	200
5808	Printing	-	-	-	-	-	-	-	-	-	-	8	8	-	**16**	84	68
5809	Other taxes and fees	-	34	647	8	-	5	5	1,324	823	10	582	582	-	**4,020**	12,488	8,467
5810	Payroll Service Fee	-	-	27	27	-	-	-	-	-	-	171	171	-	**395**	1,830	1,435
5811	Back Office Service Fee	25,291	25,291	25,291	25,291	25,292	25,291	25,291	25,291	25,291	27,419	29,926	29,926	44,218	**359,108**	303,500	(55,608)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	11,126	11,126	132,189	**154,442**	132,255	(22,187)
5814	SPED Encroachment	314	1,569	2,613	2,613	2,613	-	5,226	3,628	3,698	3,218	2,257	2,257	(224)	**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	15,080	18,336	18,336	-	**165,261**	193,864	28,603
		38,046	56,949	81,189	53,745	56,703	78,631	72,707	61,410	211,067	127,869	264,398	143,071	310,987	**1,556,771**	**1,422,334**	**(134,438)**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	633	633	-	**1,267**	4,888	3,621
		-	-	-	-	-	-	-	-	-	-	633	633	-	**1,267**	**4,888**	**3,621**
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**	**990,626**	**1,138,318**	**1,869,685**	**1,029,367**	**14,126,301**	**13,043,182**	**(1,083,119)**
Monthly Surplus (Deficit)		**(1,415,657)**	**(305,179)**	**(331,087)**	**812,503**	**101,261**	**(374,627)**	**870,427**	**(73,639)**	**(28,933)**	**1,485,409**	**57,589**	**118,917**	**2,912,137**	**3,829,120**	**2,131,820**	**1,697,301**
															21.3%		

FY25-26 CalOps Central Valley

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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.)
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)	1,485,409	57,589	118,917	2,912,137	**3,829,120**		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	633	633	-	**1,267**		
Public Funding Receivables	712,585	2,113,123	(432,874)	673,918	(884,037)	(897,779)	1,911,925	(869,469)	(373,126)	1,147,171	-	-	(3,941,503)	**(840,066)**		
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	429,124	-	-	-	**(387,226)**		
Prepaid Expenses	73,576	-	(21,802)	-	(6,135)	(30,115)	(3,574)	(7,945)	(27,104)	(11,529)	(10,212)	(10,212)	-	**(55,053)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(136,561)	(266)	-	-	(2)	-	2	-	22,008	(22,007)	-	-	1,029,367	**892,541**		
Accrued Expenses	(200,160)	(163,726)	(109,775)	-	(3,114)	(2,613)	-	3,628	7,295	(7,706)	-	-	-	**(476,171)**		
Other Liabilities											-	-	-	**-**		
Deferred Revenue	-	18,869	6,631	(6,326)	37,196	191,012	50,654	(7,388)	4,490	82,865	-	(792,695)	-	**(414,692)**		
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	3,103,327	48,010	(683,357)				
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	10,180,285	10,228,295				
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**	**10,180,285**	**10,228,295**	**9,544,938**				

Cert.	Instr.
57.3%	65.8%
3,105,357	(2,553,867)

Pupil:Teacher Ratio
20.67 :1

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	1,445,338	1,103,600	1,103,600	1,325,399	**13,642,291**	19,829,109	(6,186,818)
8012	Education Protection Account	-	-	-	1,036,482	-	-	1,036,482	-	-	1,514,621	-	-	2,767,068	**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	-	-	-	-	-	-	-	-	-	-	549,154	549,154	2,366,941	**3,465,248**	3,577,156	(111,908)
		-	656,274	656,274	2,217,775	1,181,293	1,181,294	2,217,776	1,181,293	1,425,693	2,940,313	1,633,107	1,633,107	6,439,762	**23,363,962**	**23,771,805**	**(407,843)**
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	-	-	12	-	-	404	**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	-	-	12	-	-	293,392	**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	142,528	114,401	114,401	58,146	**1,582,832**	1,547,228	35,604
8550	Mandated Cost	-	-	-	-	-	61,052	-	-	-	-	-	-	-	**61,052**	54,423	6,629
8560	State Lottery	-	-	-	-	-	-	130,814	-	-	136,165	-	-	215,892	**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	17,799	13,153	902,542	-	**1,112,734**	1,040,400	72,335
		76,479	85,696	149,042	225,109	168,832	82,861	403,889	167,666	169,828	296,492	127,553	1,016,942	274,038	**3,244,428**	**3,141,013**	**103,415**
Other Local Revenue																	
8660	Interest Revenue	-	-	-	-	12,079	-	-	-	11,304	-	3,888	3,888	-	**31,158**	46,651	(15,493)
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	5,098	**5,098**	5,268	(170)
		-	-	-	-	12,079	-	-	-	11,304	-	3,888	3,888	5,098	**36,256**	**51,919**	**(15,663)**
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**	**3,236,817**	**1,764,548**	**2,653,937**	**7,012,291**	**27,251,514**	**27,578,390**	**(326,876)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	750,438	757,327	734,749	724,041	730,638	733,398	713,958	704,134	710,094	707,164	708,857	907,707	-	**8,882,505**	8,751,406	(131,099)
1175	Teachers' Extra Duty/Stipends	11,579	11,756	11,880	12,382	19,974	27,895	29,207	31,313	299,706	33,145	32,090	32,090	-	**553,017**	407,961	(145,057)
1200	Pupil Support Salaries	95,498	92,164	93,068	92,781	86,537	92,711	89,896	84,252	87,829	84,276	88,000	121,500	-	**1,108,512**	1,145,467	36,955
1300	Administrators' Salaries	79,539	79,538	79,512	75,549	73,968	75,132	77,223	77,394	74,599	76,201	75,400	119,844	-	**963,899**	878,403	(85,496)
		937,054	940,785	919,209	904,753	911,117	929,136	910,284	897,093	1,172,228	900,786	904,347	1,181,141	-	**11,507,933**	**11,183,237**	**(324,696)**
Classified Salaries																	
2200	Support Salaries	2,689	2,690	2,690	2,689	2,689	2,689	2,690	2,640	2,640	2,634	2,637	3,699	-	**33,076**	49,082	16,006
2300	Classified Administrators' Salaries	16,136	18,615	18,615	18,615	18,615	19,711	18,615	18,275	18,275	18,233	18,254	38,052	-	**240,011**	355,854	115,843
2400	Clerical and Office Staff Salaries	27,809	28,155	28,057	27,447	23,857	26,948	25,245	24,658	26,401	26,205	26,303	36,149	-	**327,234**	246,398	(80,836)
		46,634	49,460	49,362	48,751	45,161	49,348	46,550	45,573	47,316	47,072	47,194	77,900	-	**600,321**	**651,334**	**51,013**
Benefits																	
3101	STRS	163,062	163,702	159,245	156,841	125,947	161,119	158,253	156,638	202,812	156,323	168,969	436,892	-	**2,209,803**	2,135,998	(73,805)
3301	OASDI	6,639	6,449	6,533	6,547	5,830	6,632	6,505	6,288	8,155	6,278	3,285	5,423	-	**74,564**	40,383	(34,181)
3311	Medicare	13,733	13,814	13,487	13,281	13,315	13,723	13,230	13,144	17,120	13,227	13,596	17,989	-	**169,659**	171,601	1,942
3401	Health and Welfare	104,116	107,419	157,317	124,985	112,037	196,996	168,247	126,754	130,961	128,574	122,661	122,661	-	**1,602,728**	1,447,856	(154,873)
3501	State Unemployment	195	763	82	104	57	11,078	6,777	1,223	1,223	683	5,279	15,279	-	**42,743**	105,552	62,809
3601	Workers' Compensation	49,430	(12,969)	-	-	-	48,864	-	30,696	8,448	4,215	13,127	17,369	-	**159,180**	165,684	6,504
3901	Other Benefits	32,540	32,114	31,795	31,387	33,679	32,455	32,305	31,734	41,059	31,874	29,182	38,612	-	**398,736**	29,310	(369,426)
		369,715	311,292	368,459	333,145	290,865	470,867	385,317	366,477	409,778	341,174	356,099	654,225	-	**4,657,413**	**4,096,383**	**(561,029)**
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	629	11,243	11,243	-	**914,666**	1,341,157	426,490
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	430	430	-	**859**	5,466	4,607
4302	School Supplies	36,813	-	992	78	4,283	372	4,721	70	36	4,030	3,789	947	-	**56,132**	298,188	242,056
4305	Software	392,939	17,708	39,484	68,000	(9,145)	397,454	34,784	12,191	3,192	6,255	(188,860)	62,646	-	**836,648**	1,127,325	290,676
4310	Office Expense	-	1,546	3,190	2,320	475	156	442	3,582	4,627	2,142	5,837	5,837	-	**30,155**	74,267	44,112
4311	Business Meals	477	916	2,090	1,046	3,685	22	24	664	2,028	472	1,487	1,487	-	**14,397**	18,912	4,515
4400	Noncapitalized Equipment	144,398	-	10,528	50	-	2,843	-	-	71,539	27,970	-	-	-	**257,328**	482,714	225,386
		1,284,246	90,645	85,538	81,314	3,620	403,846	83,618	24,463	94,882	41,498	(166,074)	82,590	-	**2,110,186**	**3,348,029**	**1,237,844**

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	337,780	271,530	271,530	621,681	**2,636,683**	2,575,823	(60,861)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,804	2,804
5105	Security	-	103	78	-	133	104	55	-	78	135	70	70	-	**826**	889	63
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	337,915	271,600	271,600	685,739	**2,701,959**	**2,647,846**	**(54,113)**
Operations and Housekeeping																	
5201	Auto and Travel	9,077	10,700	8,291	8,194	5,434	82	868	5,794	7,460	3,935	18,294	18,294	-	**96,423**	232,747	136,324
5300	Dues & Memberships	62,792	(14,176)	1,542	1,640	-	-	-	80	-	86	4,667	4,667	-	**61,298**	213,690	152,392
5400	Insurance	5,509	3,855	2,200	15,661	8,131	11,939	4,271	4,193	4,193	4,193	5,573	5,573	-	**75,291**	70,594	(4,698)
5501	Utilities	459	500	447	336	233	279	663	871	632	466	227	227	-	**5,339**	2,276	(3,063)
5502	Janitorial Services	-	2,265	533	533	533	533	533	533	533	533	547	547	-	**7,623**	7,375	(248)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	51	51	-	**102**	647	546
5900	Communications	36,272	1,521	4,978	13,082	14,802	14,894	10,631	16,043	30,642	1,388	17,527	17,527	-	**179,306**	260,902	81,596
5901	Postage and Shipping	1,097	14	(979)	69	145	290	20	-	75	24	990	990	-	**2,736**	12,292	9,556
		115,206	4,679	17,012	39,515	29,278	28,017	16,986	27,514	43,535	10,625	47,876	47,876	-	**428,119**	**800,523**	**372,405**
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	8,037	9,215	9,215	11,285	**110,580**	117,238	6,658
5602	Additional Rent	644	670	669	644	695	37,185	1,751	644	668	668	3,626	3,626	-	**51,491**	94,275	42,784
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	480	480	-	**959**	6,102	5,143
5604	Other Leases	54,715	-	-	55,674	122	21,184	19,404	12,993	-	106	5,327	5,327	-	**174,851**	62,705	(112,147)
5610	Repairs and Maintenance	1,250	(1,250)	-	-	-	76	-	-	755	-	395	395	-	**1,620**	118,830	117,209
		64,553	7,380	8,845	64,494	8,993	66,620	29,331	21,780	9,325	8,811	19,043	19,043	11,285	**339,502**	**399,149**	**59,647**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	50,305	50,847	165	129,988	64,612	304,300	52,785	111,538	**764,541**	1,014,163	249,623
5802	Audit & Taxes	-	1,012	-	-	-	6,090	6,377	1,083	2,833	5,922	-	-	(1,542)	**21,775**	14,704	(7,071)
5803	Legal	-	2,946	6,640	9,663	12,181	14,673	1,345	18,664	146,019	12,558	17,666	17,666	-	**260,021**	219,177	(40,844)
5804	Professional Development	7,208	6,479	13,328	575	2,855	3,235	6,262	1,224	8,440	49,932	9,067	9,067	-	**117,672**	63,307	(54,365)
5805	General Consulting	2,621	3,893	53,233	4,760	6,974	5,243	1,459	15,439	8,945	9,247	5,972	5,972	-	**123,758**	65,435	(58,323)
5806	Special Activities/Field Trips	4,507	77	25,520	1,193	(551)	11,843	16	6	19,838	17,448	-	41,186	-	**121,083**	128,373	7,290
5807	Bank Charges	124	4	-	-	-	86	95	110	119	99	60	60	-	**756**	759	3
5808	Printing	-	-	-	-	-	-	-	-	-	-	13	13	-	**26**	168	141
5809	Other taxes and fees	-	68	1,288	15	-	10	11	2,333	1,450	17	982	982	-	**7,155**	24,975	17,820
5810	Payroll Service Fee	-	-	55	55	-	-	-	-	-	-	288	288	-	**685**	3,660	2,975
5811	Back Office Service Fee	46,060	46,060	46,060	46,060	46,060	46,060	46,060	46,060	46,060	41,020	45,419	45,419	(1,368)	**545,030**	551,568	6,538
5812	District Oversight Fee	-	-	-	-	-	206,796	-	-	-	-	16,331	16,331	(5,819)	**233,640**	237,718	4,078
5814	SPED Encroachment	614	3,317	5,557	5,557	5,557	-	11,114	5,611	5,755	5,010	3,432	3,432	(256)	**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	27,273	30,917	30,917	-	**337,141**	387,728	50,586
		66,053	120,262	192,733	102,670	99,406	369,888	141,945	109,015	391,756	233,138	434,446	224,117	102,553	**2,587,983**	**2,764,427**	**176,444**
Depreciation																	
6900	Depreciation Expense	4,670	4,670	4,671	4,670	4,671	4,671	4,671	-	-	-	1,068	1,068	-	**34,830**	9,776	(25,054)
		4,670	4,670	4,671	4,670	4,671	4,671	4,671	-	-	-	1,068	1,068	-	**34,830**	**9,776**	**(25,054)**
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**	**1,921,019**	**1,915,599**	**2,559,560**	**799,577**	**24,968,245**	**25,900,704**	**932,459**
Monthly Surplus (Deficit)		**(2,811,652)**	**(807,395)**	**(862,874)**	**935,012**	**(127,027)**	**(1,364,115)**	**1,053,513**	**(496,774)**	**(707,258)**	**1,315,798**	**(151,050)**	**94,377**	**6,212,714**	**2,283,269**	**1,677,686**	**605,583**
															8.4%		

FY25-26 CalOps Northern California

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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.)
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)	1,315,798	(151,050)	94,377	6,212,714	**2,283,269**		
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	-	**34,830**		
Public Funding Receivables	3,700,321	339,409	-	179,761	(127,871)	3,027,730	21,249	(142,528)	142,528	(142,528)	-	-	(7,012,291)	**(14,220)**		
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	386,472	-	-	-	**(2,421,755)**		
Prepaid Expenses	147,477	-	(43,405)	-	(12,214)	(59,956)	(7,116)	(13,906)	(47,766)	(20,317)	(17,220)	(17,220)	-	**(91,642)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(233,083)	(518)	(1,734)	533	179	-	5	-	43,048	(43,048)	-	-	799,577	**564,959**		
Accrued Expenses	(9,756)	(283,883)	(40,364)	(72,655)	(82,259)	(78,212)	(57,712)	(67,044)	(78,265)	(77,157)	-	-	-	**(847,307)**		
Other Liabilities											-	-	-	**-**		
Deferred Revenue	-	36,749	12,588	27,365	383,817	91,155	12,344	15,639	129,728	19,071	-	(889,389)	-	**(160,933)**		
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	1,438,291	(167,202)	(811,163)				
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	6,700,701	6,533,499				
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**	**6,700,701**	**6,533,499**	**5,722,336**				

Cert.	Instr.
68.1%	76.6%
7,645,689	(919,436)

Pupil:Teacher Ratio
20.67 :1

FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

ADA = 200.51

		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	191,729	202,146	202,146	222,981	**1,695,756**	1,400,052	295,704
8012	Education Protection Account	-	-	-	7,662	-	-	7,662	-	-	13,750	-	-	11,028	**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	174,880	102,832	102,832	176,245	**993,246**	861,073	132,173
		-	62,275	102,696	210,059	172,296	172,296	222,240	172,296	252,876	381,305	305,923	305,923	411,200	**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	19,109	15,064	15,064	6,975	**176,649**	140,554	36,095
8550	Mandated Cost	-	-	-	-	-	6,132	-	-	-	-	-	-	-	**6,132**	5,607	525
8560	State Lottery	-	-	-	-	-	-	13,431	-	-	-	-	-	41,308	**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	3,005	1,491	226,441	-	**249,376**	172,507	76,868
		7,241	8,149	14,147	18,153	17,041	8,604	42,533	21,769	22,493	22,114	16,555	241,505	48,283	**488,587**	**366,023**	**122,564**
Other Local Revenue																	
8660	Interest Revenue	10	4	1,477	4	6	8	1,120	7	8	10	103	103	-	**2,862**	1,238	1,624
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	572	**572**	495	77
		10	4	1,477	4	6	8	1,120	7	8	10	103	103	572	**3,434**	**1,732**	**1,701**
Total Revenue		**7,251**	**70,428**	**118,320**	**238,175**	**190,741**	**180,908**	**293,340**	**194,072**	**275,377**	**403,429**	**322,582**	**547,532**	**498,819**	**3,340,975**	**2,738,368**	**602,607**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	71,955	72,624	70,459	69,432	70,055	70,329	68,465	81,880	82,579	80,778	80,357	102,899	-	**921,813**	829,331	(92,482)
1175	Teachers' Extra Duty/Stipends	1,112	1,129	1,141	1,189	1,917	2,677	2,802	3,639	34,848	3,765	3,638	3,638	-	**61,493**	38,661	(22,832)
1200	Pupil Support Salaries	9,158	8,838	8,925	8,897	8,299	8,891	8,621	9,797	10,213	9,627	9,976	13,773	-	**115,015**	108,551	(6,465)
1300	Administrators' Salaries	7,627	7,627	7,625	7,245	7,093	7,205	7,405	8,999	8,674	8,720	7,100	12,138	-	**97,458**	83,242	(14,216)
		89,852	90,218	88,149	86,763	87,363	89,101	87,293	104,315	136,315	102,890	101,071	132,449	-	**1,195,779**	**1,059,784**	**(135,995)**
Classified Salaries																	
2200	Support Salaries	258	258	258	258	258	258	258	307	307	301	452	573	-	**3,745**	4,651	907
2300	Classified Administrators' Salaries	1,547	1,785	1,785	1,785	1,785	1,890	1,785	2,125	2,125	2,083	3,032	5,276	-	**27,004**	33,723	6,719
2400	Clerical and Office Staff Salaries	2,667	2,700	2,691	2,632	2,288	2,584	2,421	2,867	3,070	2,993	2,593	3,709	-	**33,215**	23,350	(9,865)
		4,472	4,743	4,734	4,675	4,331	4,732	4,464	5,299	5,502	5,377	6,077	9,558	-	**63,964**	**61,724**	**(2,240)**
Benefits																	
3101	STRS	15,636	15,699	15,271	15,041	12,078	15,451	15,175	18,214	23,583	17,852	20,602	51,246	-	**235,848**	202,419	(33,429)
3301	OASDI	637	618	627	628	559	636	624	731	948	717	450	708	-	**7,883**	3,827	(4,056)
3311	Medicare	1,317	1,325	1,293	1,274	1,277	1,316	1,268	1,529	1,991	1,511	1,668	2,211	-	**17,978**	16,262	(1,716)
3401	Health and Welfare	10,133	11,073	15,082	11,982	10,740	18,887	16,130	14,724	15,230	15,025	13,338	13,338	-	**165,681**	137,207	(28,474)
3501	State Unemployment	19	73	8	10	5	1,062	650	142	142	78	1,929	4,429	-	**8,549**	33,024	24,476
3601	Workers' Compensation	4,740	(1,244)	-	-	-	4,686	-	3,569	982	490	1,611	2,135	-	**16,969**	15,701	(1,268)
3901	Other Benefits	3,121	3,080	3,049	3,010	3,230	3,112	3,098	3,690	4,774	3,640	3,580	4,745	-	**42,131**	2,778	(39,353)
		35,602	30,624	35,330	31,944	27,890	45,150	36,946	42,599	47,651	39,314	43,179	78,812	-	**495,038**	**411,217**	**(83,821)**
Books and Supplies																	
4100	Textbooks and Core Curricula	68,046	6,757	2,804	942	414	287	4,183	923	1,565	73	1,274	1,274	-	**88,543**	127,095	38,552
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	49	49	-	**97**	518	421
4302	School Supplies	3,366	-	-	4	18	31	427	1	1	456	11	11	3,388	**7,716**	28,258	20,541
4305	Software	38,059	1,698	3,785	6,520	(877)	38,112	3,337	1,420	371	727	(17,015)	7,102	-	**83,239**	106,831	23,593
4310	Office Expense	-	112	257	162	32	3	35	388	488	184	662	662	-	**2,984**	7,038	4,054
4311	Business Meals	45	63	180	166	17	-	2	24	487	70	169	169	-	**1,392**	1,792	400
4400	Noncapitalized Equipment	13,846	-	1,010	5	-	273	-	-	8,319	3,243	-	68,871	-	**95,565**	45,745	(49,821)
		123,362	8,630	8,036	7,798	(396)	38,705	7,986	2,756	11,231	4,753	(14,850)	78,138	3,388	**279,537**	**317,277**	**37,741**

FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

ADA = 200.51

		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	-	1,267	1,424	545	7,230	34,937	28,550	45,987	29,068	23,337	30,781	30,781	104,986	**338,894**	244,099	(94,795)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	266	266
5105	Security	-	10	7	-	13	10	5	-	9	3	8	8	-	**73**	84	11
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	23,340	30,789	30,789	112,252	**346,274**	**250,924**	**(95,349)**
Operations and Housekeeping																	
5201	Auto and Travel	854	754	798	816	329	(52)	83	945	574	136	2,074	2,074	-	**9,386**	22,056	12,671
5300	Dues & Memberships	6,136	(1,359)	148	1,306	-	-	-	9	-	10	529	529	-	**7,308**	20,250	12,942
5400	Insurance	528	370	211	1,502	780	1,145	410	488	488	488	632	632	-	**7,671**	6,690	(981)
5501	Utilities	-	-	-	-	-	-	-	-	-	18	26	26	-	**70**	216	146
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	62	62	-	**124**	699	575
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	6	6	-	**12**	61	50
5900	Communications	3,478	42	333	1,090	1,315	1,303	868	1,714	3,412	10	1,987	1,987	-	**17,540**	24,724	7,185
5901	Postage and Shipping	-	1	4	5	-	-	1	-	4	3	112	112	-	**242**	1,165	923
		10,997	(192)	1,494	4,718	2,424	2,395	1,361	3,156	4,478	664	5,427	5,427	-	**42,351**	**75,862**	**33,511**
Facilities, Repairs and Other Leases																	
5601	Rent	771	763	784	784	784	784	784	817	919	934	1,045	1,045	2,322	**12,536**	11,110	(1,425)
5602	Additional Rent	62	64	64	62	67	3,566	168	62	78	78	411	411	-	**5,091**	8,934	3,843
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	54	54	-	**109**	578	470
5604	Other Leases	5,190	-	-	5,181	-	2,031	1,340	-	-	12	604	604	-	**14,962**	5,942	(9,020)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	45	45	-	**89**	11,261	11,171
		6,023	827	848	6,027	851	6,381	2,292	878	997	1,024	2,159	2,159	2,322	**32,787**	**37,826**	**5,038**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	4,824	4,876	19	15,115	7,513	30,101	5,984	16,975	**85,406**	96,108	10,701
5802	Audit & Taxes	-	97	-	-	-	584	612	126	329	689	-	-	14	**2,451**	1,393	(1,057)
5803	Legal	-	255	516	911	1,168	1,407	46	2,138	16,917	1,367	2,003	2,003	-	**28,731**	20,770	(7,960)
5804	Professional Development	697	621	1,278	55	274	310	600	142	997	5,678	1,028	1,028	-	**12,708**	5,999	(6,709)
5805	General Consulting	251	373	5,105	456	669	503	140	1,795	1,040	1,075	677	677	-	**12,761**	6,201	(6,560)
5806	Special Activities/Field Trips	457	7	129	114	(53)	37	2	1	102	508	44	44	13,181	**14,574**	12,165	(2,409)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	7	7	-	**14**	72	58
5808	Printing	-	-	-	-	-	-	-	-	-	-	1	1	-	**3**	16	13
5809	Other taxes and fees	-	6	124	1	-	1	1	271	169	2	111	111	-	**798**	2,367	1,569
5810	Payroll Service Fee	-	-	5	5	-	-	-	-	-	-	33	33	-	**76**	347	271
5811	Back Office Service Fee	4,577	4,577	4,577	4,577	4,577	4,577	4,577	4,577	4,577	5,252	5,568	5,568	9,238	**66,820**	54,767	(12,052)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	3,059	3,059	21,595	**27,714**	22,958	(4,756)
5814	SPED Encroachment	61	317	530	530	530	-	1,060	731	745	644	452	452	(69)	**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	3,090	3,505	3,505	-	**31,898**	36,743	4,845
		6,515	10,628	14,431	9,987	9,690	14,692	13,663	11,931	42,585	25,818	46,589	22,472	60,934	**289,937**	**264,719**	**(25,218)**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	121	121	1,211	**1,453**	926	(526)
		-	-	-	-	-	-	-	-	-	-	121	121	1,211	**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**	**203,181**	**220,562**	**359,925**	**180,107**	**2,747,120**	**2,480,260**	**(266,860)**
Monthly Surplus (Deficit)		**(269,571)**	**(76,328)**	**(36,146)**	**85,718**	**51,334**	**(55,196)**	**110,780**	**(22,864)**	**(2,459)**	**200,248**	**102,020**	**187,607**	**318,711**	**593,855**	**258,109**	**335,747**
															17.8%		

FY25-26 CalOps North Bay

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

ADA = 200.51

	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)	(269,571)	(76,328)	(36,146)	85,718	51,334	(55,196)	110,780	(22,864)	(2,459)	200,248	102,020	187,607	318,711	**593,855**
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	121	121	1,211	**1,453**
Public Funding Receivables	64,672	353,133	-	15,621	2,116	(177,738)	179,569	(192,575)	206,044	(19,109)	-	-	(498,819)	**(67,086)**
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	203,277	-	-	-	**242,305**
Prepaid Expenses	13,923	-	(4,162)	-	(1,171)	(5,749)	(683)	(1,634)	(5,554)	(2,363)	(1,952)	(1,952)	-	**(11,297)**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	(31,282)	(53)	-	-	(1)	-	1	-	7,827	(7,827)	-	-	180,107	**148,772**
Accrued Expenses	(209)	(18,193)	(19,816)	-	(2,169)	(530)	86	731	(817)	644	-	-	-	**(40,273)**
Other Liabilities											-	-	-	**-**
Deferred Revenue	-	3,517	1,230	12,778	38,329	10,334	1,226	(1,490)	15,455	1,070	-	(224,950)	-	**(142,501)**
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	375,940	100,189	(39,174)		
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	2,395,945	2,496,134		
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**	**2,395,945**	**2,496,134**	**2,456,960**		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
59.9%	69.1%
666,489	(363,969)

Pupil:Teacher Ratio
20.67 :1

FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	296,957	326,933	326,933	386,885	**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)	(29,162)	(29,161)	(29,161)	(29,161)	**(145,806)**	-	(145,806)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	1,335,501	-	-	450,973	450,973	1,803,892	**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	267,795	776,480	748,745	2,199,388	**7,074,718**	**6,973,382**	**101,336**
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	46,204	36,435	36,435	16,897	**509,876**	498,407	11,469
8550	Mandated Cost	-	-	-	-	-	18,686	-	-	-	-	-	-	-	**18,686**	17,579	1,107
8560	State Lottery	-	-	-	-	-	-	38,863	-	-	40,452	-	-	72,118	**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	7,796	4,125	103,880	-	**169,732**	122,704	47,028
		24,803	27,597	48,133	80,854	55,553	26,695	115,051	53,803	54,953	94,452	40,560	140,315	89,015	**851,784**	**785,569**	**66,215**
Other Local Revenue																	
8660	Interest Revenue	-	643	867	408	677	793	482	4,143	2,679	836	1,160	1,160	-	**13,848**	13,922	(74)
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	1,744	**1,744**	1,692	52
		-	643	867	408	677	793	482	4,143	2,679	836	1,160	1,160	1,744	**15,593**	**15,614**	**(21)**
Total Revenue		**24,803**	**158,565**	**179,325**	**338,565**	**290,816**	**262,074**	**372,835**	**1,628,033**	**325,428**	**363,083**	**818,200**	**890,220**	**2,445,343**	**8,097,290**	**7,836,218**	**261,072**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	222,727	224,781	218,079	214,901	216,828	217,679	211,908	219,431	221,292	220,887	222,304	284,666	-	**2,695,483**	2,579,960	(115,523)
1175	Teachers' Extra Duty/Stipends	3,437	3,489	3,526	3,675	5,929	8,279	8,669	9,757	93,397	10,361	10,064	10,064	-	**170,646**	120,269	(50,378)
1200	Pupil Support Salaries	28,344	27,355	27,623	27,538	25,685	27,518	26,682	26,256	27,370	26,323	27,598	38,104	-	**336,395**	337,690	1,294
1300	Administrators' Salaries	23,608	23,607	23,600	22,423	21,954	22,299	22,920	24,118	23,247	23,797	23,721	37,659	-	**292,952**	258,958	(33,995)
		278,116	279,232	272,828	268,537	270,396	275,775	270,179	279,562	365,306	281,368	283,686	370,492	-	**3,495,477**	**3,296,876**	**(198,601)**
Classified Salaries																	
2200	Support Salaries	798	798	799	799	798	798	798	823	823	822	1,251	1,584	-	**10,891**	14,470	3,579
2300	Classified Administrators' Salaries	4,789	5,526	5,525	5,525	5,525	5,850	5,525	5,695	5,695	5,696	5,695	11,904	-	**72,950**	104,908	31,957
2400	Clerical and Office Staff Salaries	8,254	8,356	8,327	8,146	7,081	7,999	7,493	7,684	8,228	8,185	8,032	11,120	-	**98,905**	72,639	(26,266)
		13,841	14,680	14,651	14,470	13,404	14,647	13,816	14,202	14,746	14,703	14,979	24,608	-	**182,747**	**192,017**	**9,270**
Benefits																	
3101	STRS	48,398	48,588	47,265	46,552	37,382	47,821	46,970	48,814	63,202	48,830	54,726	139,162	-	**677,709**	629,703	(48,006)
3301	OASDI	1,971	1,914	1,939	1,943	1,731	1,969	1,931	1,959	2,541	1,961	1,074	1,765	-	**22,698**	11,905	(10,793)
3311	Medicare	4,076	4,100	4,004	3,942	3,952	4,073	3,927	4,096	5,336	4,132	4,405	5,828	-	**51,871**	50,589	(1,282)
3401	Health and Welfare	30,851	31,620	46,693	37,097	33,254	58,471	49,937	39,486	40,809	40,039	40,111	40,111	-	**488,480**	426,835	(61,644)
3501	State Unemployment	58	226	24	31	17	3,288	2,012	381	381	213	4,918	9,418	-	**20,967**	95,818	74,851
3601	Workers' Compensation	14,671	(3,849)	-	-	-	14,503	-	9,566	2,632	1,314	4,254	5,627	-	**48,718**	48,844	127
3901	Other Benefits	9,658	9,531	9,437	9,316	9,996	9,633	9,588	9,890	12,796	9,956	9,456	12,509	-	**121,766**	8,641	(113,125)
		109,683	92,130	109,362	98,881	86,332	139,758	114,365	114,192	127,697	106,445	118,944	214,420	-	**1,432,209**	**1,272,336**	**(159,873)**
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	196	3,526	3,526	-	**272,181**	395,380	123,199
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	135	135	-	**269**	1,612	1,342
4302	School Supplies	10,097	-	-	32	55	97	1,322	4	2	1,223	71	71	9,648	**22,622**	87,907	65,286
4305	Software	117,355	5,255	11,718	20,183	(2,714)	117,965	10,323	3,799	995	1,949	(55,001)	4,646	-	**236,473**	332,341	95,868
4310	Office Expense	-	340	791	501	98	9	110	1,039	1,308	492	1,831	1,831	-	**8,349**	21,894	13,545
4311	Business Meals	130	59	555	79	54	-	7	3	332	83	466	466	-	**2,234**	5,575	3,341
4400	Noncapitalized Equipment	42,858	-	3,125	15	-	843	-	-	22,294	8,690	-	130,476	51,707	**260,007**	142,307	(117,701)
		381,058	26,572	24,872	23,724	(1,224)	119,804	24,716	7,324	29,125	12,633	(48,973)	141,150	61,355	**802,136**	**987,016**	**184,880**

FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	70,743	85,155	85,155	168,621	**853,233**	759,366	(93,867)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	827	827
5105	Security	-	31	23	-	39	31	17	-	25	7	22	22	-	**217**	262	45
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	70,750	85,176	85,176	188,715	**873,662**	**780,599**	**(93,063)**
Operations and Housekeeping																	
5201	Auto and Travel	2,485	1,185	2,018	133	1,193	(161)	258	550	1,434	429	5,737	5,737	-	**20,998**	68,615	47,617
5300	Dues & Memberships	18,956	(4,207)	458	1,380	-	-	-	25	-	27	1,464	1,464	-	**19,566**	62,997	43,431
5400	Insurance	1,635	1,144	653	4,648	2,414	3,543	1,267	1,306	1,306	1,306	1,748	1,748	-	**22,718**	20,811	(1,906)
5501	Utilities	-	-	-	-	-	-	-	-	-	49	71	71	-	**191**	671	480
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	172	172	-	**343**	2,174	1,831
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	16	16	-	**32**	191	159
5900	Communications	10,766	130	1,031	3,374	4,071	4,031	2,780	4,596	9,146	26	5,496	5,496	-	**50,944**	76,915	25,971
5901	Postage and Shipping	-	4	12	15	-	-	2	-	11	7	311	311	-	**672**	3,624	2,951
		33,842	(1,744)	4,172	9,550	7,678	7,413	4,307	6,477	11,897	1,844	15,014	15,014	-	**115,465**	**235,998**	**120,534**
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	2,505	2,890	2,890	4,641	**34,679**	34,562	(117)
5602	Additional Rent	191	198	199	191	206	11,037	520	191	209	208	1,137	1,137	-	**15,425**	27,793	12,368
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	150	150	-	**301**	1,799	1,498
5604	Other Leases	15,380	-	-	16,036	-	6,287	4,147	-	-	33	1,671	1,671	-	**45,224**	18,486	(26,738)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	124	124	-	**248**	35,032	34,784
		17,925	2,561	2,625	18,653	2,632	19,750	7,094	2,634	2,671	2,746	5,972	5,972	4,641	**95,876**	**117,671**	**21,795**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	14,931	15,091	51	40,507	20,135	91,202	16,554	(9,823)	**188,648**	298,981	110,333
5802	Audit & Taxes	-	300	-	-	-	1,807	1,893	338	883	1,845	-	-	-	**7,066**	4,335	(2,731)
5803	Legal	-	789	1,598	2,821	3,616	4,355	141	5,730	46,323	3,704	5,540	5,540	-	**80,157**	64,615	(15,543)
5804	Professional Development	2,138	1,923	3,956	171	847	960	1,859	382	2,630	12,769	2,843	2,843	-	**33,322**	18,663	(14,659)
5805	General Consulting	777	1,155	15,799	1,412	2,070	1,556	433	4,811	2,787	2,882	1,873	1,873	-	**37,428**	19,291	(18,137)
5806	Special Activities/Field Trips	1,329	23	401	355	(163)	114	5	2	275	1,629	263	263	35,776	**40,272**	37,845	(2,427)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	19	19	-	**37**	224	186
5808	Printing	-	-	-	-	-	-	-	-	-	-	4	4	-	**8**	49	41
5809	Other taxes and fees	-	20	383	4	-	3	3	727	452	6	308	308	-	**2,214**	7,363	5,149
5810	Payroll Service Fee	-	-	16	16	-	-	-	-	-	-	90	90	-	**212**	1,079	867
5811	Back Office Service Fee	13,089	13,089	13,089	13,089	13,089	13,089	13,089	13,089	13,089	12,771	13,495	13,495	4,383	**161,946**	156,724	(5,221)
5812	District Oversight Fee	-	-	-	-	-	-	-	63,357	-	-		7,390	-	**70,747**	69,734	(1,014)
5814	SPED Encroachment	182	1,048	1,762	1,762	1,762	-	3,524	1,807	1,849	1,601	1,093	1,093	(60)	**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	8,281	9,696	9,696	-	**93,184**	114,304	21,120
		18,976	31,886	43,712	29,957	29,036	44,398	41,455	96,003	115,747	65,623	126,427	59,169	30,275	**732,664**	**810,008**	**77,344**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	335	335	-	**670**	2,882	2,212
		-	-	-	-	-	-	-	-	-	-	335	335	-	**670**	**2,882**	**2,212**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	**-**	**-**
Total Expenses		**853,441**	**455,636**	**482,648**	**464,699**	**433,009**	**738,427**	**539,179**	**654,972**	**749,899**	**556,112**	**601,560**	**916,337**	**284,986**	**7,730,906**	**7,695,404**	**(35,502)**
Monthly Surplus (Deficit)		**(828,638)**	**(297,071)**	**(303,323)**	**(126,134)**	**(142,193)**	**(476,353)**	**(166,344)**	**973,061**	**(424,471)**	**(193,029)**	**216,640**	**(26,117)**	**2,160,357**	**366,384**	**140,814**	**225,570**
															4.5%		

FY25-26 CalOps Monterey Bay

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(828,638)	(297,071)	(303,323)	(126,134)	(142,193)	(476,353)	(166,344)	973,061	(424,471)	(193,029)	216,640	(26,117)	2,160,357	**366,384**		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	335	335	-	**670**		
Public Funding Receivables	115,268	357,945	-	93,352	(46,026)	46,205	5,852	214,280	284,260	(46,204)	-	-	(2,445,343)	**(1,420,411)**		
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	555,067	-	-	-	**3,536,945**		
Prepaid Expenses	42,817	-	(12,882)	-	(3,625)	(17,795)	(2,112)	(4,345)	(14,885)	(6,332)	(5,400)	(5,400)	-	**(29,959)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(163,282)	(152)	-	-	(1)	-	1	-	11,522	(11,522)	-	-	284,986	**121,552**		
Accrued Expenses	(1,277)	(112,638)	-	-	(10,607)	(1,762)	6,547	1,807	(1,807)	(4,946)	-	-	-	**(124,683)**		
Other Liabilities											-	-	-	**-**		
Deferred Revenue	-	10,772	3,497	(4,498)	123,117	18,847	3,232	(4,130)	45,700	3,168	-	(99,755)	-	**99,950**		
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	296,202	211,574	(130,938)				
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	3,494,589	3,706,163				
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**	**3,494,589**	**3,706,163**	**3,575,226**				

Cert.	Instr.
70.4%	81.2%
2,463,533	100,361

Pupil:Teacher Ratio
20.67 :1

FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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.)
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	165,429	151,671	151,671	124,154	**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	92,446	139,532	139,532	(8,792)	**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	254,730	288,057	288,057	126,708	**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	17,588	13,872	13,872	6,441	**154,825**	120,077	34,748
8550	Mandated Cost	-	-	-	-	4,636	-	-	-	-	-	-	-	-	**4,636**	4,281	355
8560	State Lottery	-	-	-	-	-	10,093	-	-	10,506	-	-	-	29,671	**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	2,830	1,369	83,156	-	**103,870**	77,745	26,126
		6,473	6,682	15,227	14,683	17,750	9,964	23,248	20,661	31,237	20,418	15,242	97,028	36,112	**314,725**	**238,586**	**76,139**
Other Local Revenue																	
8660	Interest Revenue	-	927	-	3,863	-	-	11,362	-	-	10,729	1,316	1,316	-	**29,512**	15,788	13,725
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	572	**572**	415	157
		-	927	-	3,863	-	-	11,362	-	-	10,729	1,316	1,316	572	**30,084**	**16,203**	**13,881**
Total Revenue		**40,309**	**41,445**	**82,634**	**350,033**	**86,725**	**76,670**	**95,515**	**182,945**	**681,874**	**285,877**	**304,615**	**386,401**	**205,552**	**2,820,595**	**2,024,590**	**796,005**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	54,807	55,313	53,663	52,881	53,355	53,564	52,153	72,037	72,655	72,519	73,797	94,498	-	**761,242**	640,061	(121,181)
1175	Teachers' Extra Duty/Stipends	847	860	870	907	1,460	2,038	2,136	3,201	30,665	3,400	3,341	3,341	-	**53,066**	29,837	(23,228)
1200	Pupil Support Salaries	6,975	6,732	6,797	6,776	6,320	6,772	6,567	8,619	8,985	8,642	9,161	12,649	-	**94,995**	83,777	(11,218)
1300	Administrators' Salaries	5,811	5,810	5,809	5,519	5,403	5,488	5,641	7,919	7,632	7,813	7,788	12,415	-	**83,048**	64,245	(18,803)
		68,440	68,715	67,139	66,083	66,538	67,862	66,497	91,776	119,937	92,374	94,087	122,903	-	**992,351**	**817,921**	**(174,431)**
Classified Salaries																	
2200	Support Salaries	196	196	196	196	197	197	197	270	270	270	415	526	-	**3,126**	3,590	464
2300	Classified Administrators' Salaries	1,179	1,360	1,360	1,360	1,360	1,439	1,360	1,870	1,870	1,870	1,870	3,931	-	**20,829**	26,026	5,197
2400	Clerical and Office Staff Salaries	2,031	2,056	2,049	2,005	1,742	1,969	1,844	2,522	2,701	2,687	2,637	3,662	-	**27,904**	18,021	(9,883)
		3,406	3,612	3,605	3,561	3,299	3,605	3,401	4,662	4,841	4,827	4,922	8,119	-	**51,860**	**47,637**	**(4,222)**
Benefits																	
3101	STRS	11,910	11,957	11,631	11,455	9,198	11,767	11,560	16,025	20,749	16,032	21,223	49,950	-	**203,458**	156,223	(47,235)
3301	OASDI	485	471	478	479	426	485	476	643	834	643	413	681	-	**6,514**	2,954	(3,560)
3311	Medicare	1,003	1,009	985	969	972	1,002	966	1,345	1,752	1,357	1,708	2,260	-	**15,328**	12,551	(2,777)
3401	Health and Welfare	7,623	7,941	11,491	9,129	8,183	14,390	12,291	12,944	13,399	13,146	13,163	13,163	-	**136,863**	105,893	(30,970)
3501	State Unemployment	15	56	6	8	5	809	495	125	125	70	1,776	3,776	-	**7,267**	25,583	18,316
3601	Workers' Compensation	3,611	(948)	-	-	-	3,570	-	3,141	864	431	1,649	2,182	-	**14,500**	12,118	(2,382)
3901	Other Benefits	2,377	2,346	2,322	2,293	2,459	2,371	2,360	3,246	4,201	3,269	3,665	4,851	-	**35,760**	2,144	(33,616)
		27,024	22,832	26,913	24,333	21,243	34,394	28,148	37,469	41,924	34,948	43,598	76,863	-	**419,689**	**317,465**	**(102,224)**
Books and Supplies																	
4100	Textbooks and Core Curricula	51,844	5,148	2,136	717	317	219	3,189	814	1,377	64	1,170	1,170	-	**68,166**	98,090	29,924
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	45	45	-	**89**	400	310
4302	School Supplies	3,303	-	-	4	14	24	675	1	1	401	27	27	3,263	**7,741**	21,809	14,068
4305	Software	29,334	1,294	2,886	4,968	(668)	29,037	2,542	1,249	326	640	(11,853)	3,522	-	**63,277**	82,450	19,173
4310	Office Expense	-	83	195	123	24	2	26	341	430	162	608	608	-	**2,601**	5,432	2,830
4311	Business Meals	32	29	136	38	13	-	2	24	149	17	155	155	-	**750**	1,383	634
4400	Noncapitalized Equipment	10,550	-	770	4	-	208	-	-	7,320	2,853	-	61,827	-	**83,532**	35,305	(48,227)
		95,063	6,554	6,123	5,854	(300)	29,490	6,434	2,429	9,603	4,137	(9,848)	67,354	3,263	**226,156**	**244,868**	**18,713**

FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	16,972	28,268	28,268	142,341	**339,218**	188,391	(150,827)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	205	205
5105	Security	-	7	6	-	10	8	4	-	8	3	7	7	-	**61**	65	4
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	16,975	28,275	28,275	149,017	**345,988**	**193,658**	**(152,330)**
Operations and Housekeeping																	
5201	Auto and Travel	621	1,138	497	777	251	(40)	64	393	583	59	1,905	1,905	-	**8,152**	17,023	8,871
5300	Dues & Memberships	4,506	(1,036)	112	1,297	-	-	-	8	-	9	486	486	-	**5,868**	15,629	9,761
5400	Insurance	403	282	161	1,144	594	873	312	429	429	429	580	580	-	**6,216**	5,163	(1,053)
5501	Utilities	-	-	-	-	-	-	-	-	-	16	24	24	-	**63**	166	103
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	57	57	-	**114**	539	426
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	5	5	-	**11**	47	37
5900	Communications	2,650	32	254	831	1,002	994	680	1,508	3,003	8	1,825	1,825	-	**14,611**	19,082	4,471
5901	Postage and Shipping	-	1	3	4	-	-	1	-	4	3	103	103	-	**222**	899	677
		8,180	417	1,027	4,053	1,847	1,827	1,057	2,338	4,019	524	4,984	4,984	-	**35,257**	**58,549**	**23,291**
Facilities, Repairs and Other Leases																	
5601	Rent	582	582	597	598	598	598	597	647	808	822	959	959	3,164	**11,512**	8,575	(2,938)
5602	Additional Rent	47	49	49	47	50	2,716	128	47	69	69	378	378	-	**4,026**	6,895	2,869
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	50	50	-	**100**	446	346
5604	Other Leases	4,620	-	-	3,947	-	1,548	1,021	-	-	11	555	555	-	**12,256**	4,586	(7,670)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	41	41	-	**82**	8,691	8,609
		5,249	631	646	4,592	648	4,862	1,746	694	877	902	1,982	1,982	3,164	**27,976**	**29,193**	**1,217**
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	3,675	3,715	17	13,301	6,611	23,870	5,495	22,259	**78,944**	74,174	(4,770)
5802	Audit & Taxes	-	74	-	-	-	445	466	111	290	606	-	-	-	**1,992**	1,075	(917)
5803	Legal	-	194	393	694	889	1,072	35	1,882	14,963	1,735	1,839	1,839	-	**25,535**	16,030	(9,505)
5804	Professional Development	527	474	973	42	209	34,177	457	125	864	4,193	944	944	-	**43,929**	4,630	(39,299)
5805	General Consulting	192	284	3,890	348	510	383	107	1,579	915	946	622	622	-	**10,397**	4,786	(5,612)
5806	Special Activities/Field Trips	332	6	98	87	(41)	28	1	1	90	535	100	100	11,870	**13,206**	9,389	(3,817)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	-	6	6	-	**12**	56	43
5808	Printing	-	-	-	-	-	-	-	-	-	-	1	1	-	**3**	12	10
5809	Other taxes and fees	-	5	94	1	-	1	1	239	148	2	102	102	-	**695**	1,827	1,131
5810	Payroll Service Fee	-	-	4	4	-	-	-	-	-	-	30	30	-	**68**	268	200
5811	Back Office Service Fee	3,383	3,383	3,383	3,383	4,552	3,383	3,383	3,383	3,383	4,350	4,701	4,701	11,044	**56,412**	48,000	(8,412)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	2,881	2,881	18,575	**24,336**	17,545	(6,791)
5814	SPED Encroachment	46	255	427	427	427	-	854	669	679	579	416	416	(23)	**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	2,719	3,219	3,219	-	**26,320**	28,358	2,037
		4,839	8,007	10,914	7,528	8,469	45,030	10,352	9,880	36,916	22,276	38,731	20,356	63,725	**287,023**	**210,211**	**(76,812)**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	111	111	-	**222**	715	493
		-	-	-	-	-	-	-	-	-	-	111	111	-	**222**	**715**	**493**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**212,201**	**111,707**	**116,513**	**116,099**	**106,946**	**208,612**	**135,594**	**182,509**	**262,418**	**176,963**	**206,843**	**330,948**	**219,170**	**2,386,523**	**1,920,217**	**(466,305)**
Monthly Surplus (Deficit)		**(171,892)**	**(70,262)**	**(33,879)**	**233,934**	**(20,221)**	**(131,942)**	**(40,079)**	**436**	**419,456**	**108,914**	**97,772**	**55,453**	**(13,617)**	**434,072**	**104,373**	**329,700**
															15.4%		

FY25-26 CalOps Central Coast

Monthly Cash Flow/Forecast FY25-26

Revised 05/20/26

Actuals Through: *4/30/2026*

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	108,914	97,772	55,453	(13,617)	**434,072**
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	111	111	-	**222**
Public Funding Receivables	142,317	38,127	423,325	74,264	(11,141)	12,546	-	(17,588)	17,588	(17,588)	-	-	(205,552)	**456,298**
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)	177,619	-	-	-	**(99,055)**
Prepaid Expenses	12,089	-	(3,171)	-	(892)	(4,380)	(520)	(1,447)	(4,888)	(2,079)	(1,793)	(1,793)	-	**(8,873)**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(15,523)	(38)	-	-	-	-	-	-	6,093	(6,093)	-	-	219,170	**203,609**
Accrued Expenses	(18,233)	(35,965)	-	-	427	(427)	1	669	(1,343)	579	-	-	-	**(54,292)**
Other Liabilities							673				-	-	-	**673**
Deferred Revenue	2,722	866	4,585	26,146	5,757	822	1,153	9,370	219	532	-	(81,787)	-	**(29,615)**
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)	261,884	96,090	(28,015)		
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	1,386,484	1,482,574		
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**	**1,386,484**	**1,482,574**	**1,454,559**		

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
61.3%	70.1%
600,554	(277,839)

Pupil:Teacher Ratio
20.67 :1

Southern California

Budget vs Actual

For the period ended April 30, 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)	$ 8,223,070	$ 8,437,447	$ (214,377)	$ 13,995,575
Economic Protection Account Funding	0	0	0	645,852	587,730	58,122	948,836
State Aid - Prior Year	(536,498)	0	(536,498)	(275,896)	0	(275,896)	0
In Lieu of Property Taxes	3,937,836	2,749,081	1,188,755	35,037,223	31,025,346	4,011,877	47,551,486
Total State Aid - Revenue Limit	3,950,974	3,789,314	161,660	43,630,249	40,050,523	3,579,726	62,495,897
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	562,342
Title I, Part A - Basic Low Income	0	0	0	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	0	0	0	977,131	1,137,044	(159,913)	1,769,934
Other State Revenue							
State Special Education - AB602	404,149	403,288	861	3,674,650	3,271,107	403,543	4,480,969
State - Mandated Cost Reimbursement	0	0	0	157,772	152,421	5,351	152,422
State - State Lottery	0	267,417	(267,417)	697,941	534,835	163,106	1,295,161
Prior Year Revenues	0	0	0	18,048	0	18,049	0
State - Other State Revenue	35,540	647,513	(611,973)	500,255	2,122,850	(1,622,596)	2,840,920
Total Other State Revenue	439,689	1,318,218	(878,529)	5,048,666	6,081,213	(1,032,547)	8,769,472
Other Local Revenue							
Interest Revenue	5,174	5,574	(401)	54,121	55,742	(1,621)	66,890
Other Local Revenue	6,588,945	0	6,588,946	6,600,651	0	6,600,651	0
ASB Fundraising	0	0	0	0	14,900	(14,900)	14,901
Total Other Local Revenue	6,594,119	5,574	6,588,545	6,654,772	70,642	6,584,130	81,791
Total Revenue	**10,984,782**	**5,113,106**	**5,871,676**	**56,310,818**	**47,339,422**	**8,971,396**	**73,117,094**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	1,804,995	1,893,374	(88,379)	18,790,444	18,933,739	(143,295)	22,720,487
Certificated Teachers' Extra Duties/Stipends	84,592	88,263	(3,671)	1,266,730	882,626	384,104	1,059,151
Certificated Pupil Support Salaries	215,108	247,822	(32,714)	2,324,984	2,478,228	(153,244)	2,973,873
Certificated Supervisors' and Administrators' Salaries	194,508	190,043	4,464	1,986,811	1,900,432	86,379	2,280,519
Total Certificated Salaries	2,299,203	2,419,502	(120,300)	24,368,969	24,195,025	173,944	29,034,030
Classified Salaries							
Classified Support Salaries	6,723	10,619	(3,895)	69,118	106,189	(37,071)	127,427
Classified Supervisors' and Administrators' Salaries	46,538	76,990	(30,451)	474,833	769,893	(295,060)	923,871
Clerical, Technical, and Office Staff Salaries	66,887	53,308	13,578	684,549	533,084	151,465	639,701
Total Classified Salaries	120,148	140,917	(20,768)	1,228,500	1,409,166	(180,666)	1,690,999
Benefits							
State Teachers' Retirement System, certificated positions	1,289,603	462,125	827,478	4,875,754	4,621,249	254,505	5,545,499
OASDI/Medicare/Alternative, certificated positions	16,024	8,737	7,287	170,180	87,369	82,811	104,842
Medicare certificated positions	33,762	37,126	(3,364)	356,784	371,260	(14,477)	445,513
Health and Welfare Benefits, certificated positions	321,764	313,245	8,519	3,297,100	3,132,448	164,653	3,758,938
State Unemployment Insurance, certificated positions	1,738	5,281	(3,543)	54,016	95,067	(41,051)	105,630
Workers' Compensation Insurance, certificated positions	10,764	35,846	(25,082)	332,398	358,459	(26,061)	430,150
Other Benefits, certificated positions	81,356	6,341	75,014	848,029	63,412	784,617	76,095
Total Benefits	1,755,011	868,701	886,309	9,934,261	8,729,264	1,204,997	10,466,667
Books & Supplies							
Textbooks and Core Curricula Materials	1,605	290,161	(288,555)	2,317,053	2,901,604	(584,551)	3,481,924
Books and Other Reference Materials	0	1,182	(1,182)	0	11,827	(11,827)	14,192
School Supplies	11,499	30,270	(18,771)	70,531	305,848	(235,316)	774,158
Software	23,416	243,897	(220,482)	2,672,474	2,438,976	233,497	2,926,771
Office Expense	4,619	16,068	(11,448)	47,986	160,678	(112,692)	192,814
Business Meals	2,321	4,092	(1,771)	21,176	40,917	(19,740)	49,101
Noncapitalized Equipment	71,837	0	71,837	665,050	357,018	308,031	1,253,227
Total Books & Supplies	115,297	585,670	(470,372)	5,794,270	6,216,868	(422,598)	8,692,187

Southern California

Budget vs Actual

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	498,384	557,281	(58,898)	3,923,284	5,572,814	(1,649,530)	6,687,377
Substitute Teacher	0	607	(606)	0	6,067	(6,067)	7,280
Security	61	192	(131)	1,602	1,923	(321)	2,308
Other Educational Consultants	(10)	0	(10)	1,003	177,400	(176,397)	177,400
Total Subagreement Services	498,435	558,080	(59,645)	3,925,889	5,758,204	(1,832,315)	6,874,365
Professional/Consulting Services							
IT	168,065	219,415	(51,350)	790,938	2,194,151	(1,403,213)	2,632,980
Audit and Tax	15,123	0	15,122	60,144	38,174	21,969	38,175
Legal	(482,558)	47,419	(529,977)	73,119	474,192	(401,071)	569,030
Professional Development	106,535	13,697	92,839	284,921	136,966	147,954	164,359
General Consulting	23,613	14,157	9,456	289,015	141,569	147,446	169,883
Special Activities	68,432	17,804	50,628	149,295	57,833	91,461	333,283
Bank Charges	0	164	(164)	22,557	1,643	20,915	1,972
Printing	0	36	(37)	0	363	(364)	436
Other Taxes and Fees	6,455	5,404	1,052	36,846	54,034	(17,188)	64,841
Payroll Service Fee	0	792	(792)	284	7,919	(7,634)	9,502
Back Office Service Fee	109,457	121,861	(12,405)	1,206,647	1,218,618	(11,972)	1,462,342
District Oversight Fee	123,561	37,894	85,668	506,012	400,506	105,507	624,959
SELPA Fees	14,042	12,098	1,944	133,632	98,133	35,499	151,300
Public Relations	70,954	83,885	(12,931)	650,521	838,852	(188,331)	1,006,622
Total Professional/Consulting Services	223,679	574,626	(350,947)	4,203,931	5,662,953	(1,459,022)	7,229,684
Facilities, Repairs & Other Leases							
Rent	20,521	25,365	(4,844)	209,359	253,645	(44,286)	304,374
Additional Rent	2,090	20,396	(18,306)	122,113	203,964	(81,852)	244,757
Equipment Leases	987	1,321	(334)	13,298	13,202	97	15,843
Other Leases	3,404	13,566	(10,162)	404,892	135,662	269,230	162,794
Repairs and Maintenance	0	25,709	(25,709)	2,308	257,089	(254,781)	308,507
Total Facilities, Repairs & Other Leases	27,002	86,357	(59,355)	751,970	863,562	(111,592)	1,036,275
Operations & Housekeeping							
Auto and Travel Expense	8,758	50,355	(41,597)	159,486	503,551	(344,065)	604,261
Dues & Memberships	220	46,232	(46,012)	140,799	462,320	(321,521)	554,783
Insurance	10,706	15,273	(4,567)	166,096	152,730	13,366	183,276
Utilities	(92)	492	(584)	3,652	4,923	(1,271)	5,909
Janitorial/Trash Removal	1,357	1,596	(239)	13,822	15,957	(2,135)	19,148
Miscellaneous Expense	0	140	(140)	0	1,401	(1,401)	1,680
Communications	2,047	56,446	(54,399)	359,566	564,463	(204,898)	677,357
Postage and Shipping	2,951	2,660	292	10,702	26,594	(15,891)	31,912
Total Operations & Housekeeping	25,947	173,194	(147,246)	854,123	1,731,939	(877,816)	2,078,326
Depreciation							
Depreciation Expense	181	2,115	(1,935)	1,806	21,150	(19,343)	25,380
Total Depreciation	181	2,115	(1,935)	1,806	21,150	(19,343)	25,380
Total Expenses	**5,064,903**	**5,409,162**	**(344,259)**	**51,063,719**	**54,588,131**	**(3,524,411)**	**67,127,913**
Change in Net Assets	**5,919,879**	**(296,055)**	**6,215,934**	**5,247,099**	**(7,248,708)**	**12,495,807**	**5,989,181**
Net Assets, Beginning of Period	**16,452,151**			**17,124,931**			
Net Assets, End of Period	**$ 22,372,029**			**$ 22,372,029**			

Central Valley

Budget vs Actual

For the period ended April 30, 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	$ 7,119,403	$ 7,465,871	$ (346,468)	$ 10,557,583
Economic Protection Account Funding	987,309	0	987,309	2,053,168	113,190	1,939,978	2,003,513
State Aid - Prior Year	(10,924)	0	(10,924)	(21,847)	0	(21,847)	0
In Lieu of Property Taxes	155,738	38,422	117,316	541,323	433,621	107,702	664,368
Total State Aid - Revenue Limit	2,365,797	958,872	1,406,925	9,692,047	8,012,682	1,679,365	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	687,153	537,888	149,265	736,832
State - Mandated Cost Reimbursement	0	0	0	28,929	27,259	1,671	27,259
State - State Lottery	0	51,501	(51,501)	67,553	103,002	(35,450)	249,347
Prior Year Revenues	0	0	0	2,319	0	2,318	0
State - Other State Revenue	14,752	124,173	(109,421)	108,702	407,232	(298,529)	544,988
Total Other State Revenue	110,176	241,989	(131,813)	894,656	1,075,381	(180,725)	1,558,426
Other Local Revenue							
Interest Revenue	62	224	(162)	11,741	2,237	9,505	2,684
ASB Fundraising	0	0	0	0	2,451	(2,451)	2,451
Total Other Local Revenue	62	224	(162)	11,741	4,688	7,054	5,135
Total Revenue	**2,476,035**	**1,201,085**	**1,274,950**	**10,829,410**	**9,357,262**	**1,472,149**	**15,175,002**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	410,420	364,642	45,778	3,796,885	3,646,419	150,465	4,375,703
Certificated Teachers' Extra Duties/Stipends	19,363	16,998	2,365	269,826	169,984	99,843	203,980
Certificated Pupil Support Salaries	48,907	47,728	1,179	469,346	477,278	(7,931)	572,734
Certificated Supervisors' and Administrators' Salaries	44,128	36,600	7,528	401,839	366,001	35,837	439,201
Total Certificated Salaries	522,818	465,968	56,850	4,937,896	4,659,682	278,214	5,591,618
Classified Salaries							
Classified Support Salaries	1,529	2,045	(517)	13,981	20,451	(6,470)	24,541
Classified Supervisors' and Administrators' Salaries	10,582	14,828	(4,244)	96,079	148,272	(52,193)	177,927
Clerical, Technical, and Office Staff Salaries	15,210	10,266	4,943	138,369	102,666	35,703	123,199
Total Classified Salaries	27,321	27,139	182	248,429	271,389	(22,960)	325,667
Benefits							
State Teachers' Retirement System, certificated positions	90,753	89,000	1,753	841,281	889,999	(48,718)	1,067,999
OASDI/Medicare/Alternative, certificated positions	3,641	1,683	1,958	34,508	16,826	17,681	20,192
Medicare certificated positions	7,677	7,150	527	72,357	71,501	858	85,800
Health and Welfare Benefits, certificated positions	72,473	60,327	12,146	707,966	603,273	104,692	723,928
State Unemployment Insurance, certificated positions	395	5,274	(4,879)	11,354	94,937	(83,583)	105,486
Workers' Compensation Insurance, certificated positions	2,392	6,904	(4,511)	67,462	69,035	(1,574)	82,842
Other Benefits, certificated positions	18,503	1,221	17,281	173,462	12,213	161,250	14,655
Total Benefits	195,834	171,559	24,275	1,908,390	1,757,784	150,606	2,100,902
Books & Supplies							
Textbooks and Core Curricula Materials	357	55,882	(55,525)	449,563	558,815	(109,252)	670,578
Books and Other Reference Materials	0	227	(227)	0	2,278	(2,278)	2,733
School Supplies	2,267	18,008	(15,741)	28,571	66,872	(38,301)	149,094
Software	3,549	46,972	(43,423)	484,259	469,719	14,540	563,663
Office Expense	896	3,095	(2,199)	8,314	30,944	(22,631)	37,133
Business Meals	283	788	(505)	3,488	7,881	(4,392)	9,456
Noncapitalized Equipment	15,824	0	15,824	135,688	62,751	72,937	241,358
Total Books & Supplies	23,176	124,972	(101,796)	1,109,883	1,199,260	(89,377)	1,674,015
Subagreement Services							
Special Education	84,812	107,326	(22,513)	749,067	1,073,259	(324,192)	1,287,911
Substitute Teacher	0	117	(117)	0	1,169	(1,169)	1,402
Security	14	37	(24)	296	370	(74)	445
Other Educational Consultants	0	0	0	205	0	205	34,165
Total Subagreement Services	84,826	107,480	(22,654)	749,568	1,074,798	(325,230)	1,323,923

Central Valley

Budget vs Actual

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	36,663	42,256	(5,593)	161,324	422,568	(261,244)	507,081
Audit and Tax	3,361	0	3,360	12,353	7,352	5,001	7,352
Legal	8,643	9,133	(489)	125,312	91,324	33,988	109,589
Professional Development	25,159	2,638	22,522	50,939	26,378	24,561	31,653
General Consulting	5,247	2,726	2,520	58,353	27,265	31,089	32,718
Special Activities	3,069	9,760	(6,691)	17,895	19,622	(1,728)	64,187
Bank Charges	0	32	(32)	109	317	(207)	379
Printing	0	7	(7)	0	70	(70)	84
Other Taxes and Fees	10	1,041	(1,030)	2,856	10,406	(7,551)	12,488
Payroll Service Fee	0	152	(153)	55	1,525	(1,470)	1,830
Back Office Service Fee	27,419	25,292	2,128	255,039	252,917	2,122	303,500
District Oversight Fee	0	9,588	(9,589)	0	80,127	(80,127)	132,255
SELPA Fees	3,218	1,990	1,228	25,492	16,136	9,355	25,354
Public Relations	15,080	16,155	(1,075)	128,589	161,553	(32,964)	193,863
Total Professional/Consulting Services	127,869	120,770	7,099	838,316	1,117,560	(279,245)	1,422,333
Facilities, Repairs & Other Leases							
Rent	4,560	4,885	(325)	41,786	48,850	(7,063)	58,619
Additional Rent	380	3,928	(3,549)	22,422	39,281	(16,859)	47,138
Equipment Leases	0	255	(254)	0	2,542	(2,542)	3,051
Other Leases	223	2,612	(2,389)	73,126	26,127	46,999	31,352
Repairs and Maintenance	0	4,951	(4,951)	0	49,513	(49,513)	59,415
Total Facilities, Repairs & Other Leases	5,163	16,631	(11,468)	137,334	166,313	(28,978)	199,575
Operations & Housekeeping							
Auto and Travel Expense	1,042	9,698	(8,656)	30,201	96,978	(66,777)	116,374
Dues & Memberships	49	8,904	(8,855)	26,297	89,037	(62,740)	106,845
Insurance	2,379	2,941	(562)	33,038	29,414	3,624	35,297
Utilities	89	95	(7)	89	948	(860)	1,137
Janitorial/Trash Removal	0	308	(307)	0	3,073	(3,073)	3,688
Miscellaneous Expense	0	27	(27)	0	270	(269)	324
Communications	46	10,870	(10,824)	69,337	108,709	(39,373)	130,451
Postage and Shipping	14	513	(499)	155	5,122	(4,966)	6,146
Total Operations & Housekeeping	3,619	33,356	(29,737)	159,117	333,551	(174,434)	400,262
Depreciation							
Depreciation Expense	0	407	(407)	0	4,073	(4,073)	4,887
Total Depreciation	0	407	(407)	0	4,073	(4,073)	4,887
Total Expenses	**990,626**	**1,068,282**	**(77,656)**	**10,088,933**	**10,584,410**	**(495,477)**	**13,043,182**
Change in Net Assets	**1,485,409**	**132,803**	**1,352,606**	**740,477**	**(1,227,148)**	**1,967,626**	**2,131,820**
Net Assets, Beginning of Period	**4,181,827**			**4,926,758**			
Net Assets, End of Period	**$ 5,667,236**			**$ 5,667,236**			

Northern California

Budget vs Actual

For the period ended April 30, 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	$ 1,445,338	$ 1,473,749	$ (28,411)	$ 10,109,692	$ 11,953,741	$ (1,844,049)	$ 19,829,109
Economic Protection Account Funding	1,514,621	0	1,514,621	3,587,585	226,380	3,361,205	365,540
State Aid - Prior Year	(19,646)	0	(19,646)	(39,292)	0	(39,292)	0
In Lieu of Property Taxes	0	206,765	(206,765)	0	2,333,494	(2,333,494)	3,577,156
Total State Aid - Revenue Limit	2,940,313	1,680,514	1,259,799	13,657,985	14,513,615	(855,630)	23,771,805
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	209,132
Title I, Part A - Basic Low Income	12	0	12	301,258	329,178	(27,920)	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	12	0	12	313,476	382,890	(69,414)	613,654
Other State Revenue							
State Special Education - AB602	142,528	139,251	3,277	1,295,885	1,129,477	166,408	1,547,228
State - Mandated Cost Reimbursement	0	0	0	61,052	54,422	6,630	54,422
State - State Lottery	136,165	103,003	33,162	266,979	206,006	60,973	498,962
Prior Year Revenues	0	0	0	4,938	0	4,938	0
State - Other State Revenue	17,799	235,938	(218,139)	197,040	777,280	(580,240)	1,040,400
Total Other State Revenue	296,492	478,192	(181,700)	1,825,894	2,167,185	(341,291)	3,141,012
Other Local Revenue							
Interest Revenue	0	3,887	(3,888)	23,383	38,876	(15,493)	46,651
ASB Fundraising	0	0	0	0	5,268	(5,268)	5,268
Total Other Local Revenue	0	3,887	(3,888)	23,383	44,144	(20,761)	51,919
Total Revenue	**3,236,817**	**2,162,593**	**1,074,223**	**15,820,738**	**17,107,834**	**(1,287,096)**	**27,578,390**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	707,164	729,284	(22,120)	7,265,942	7,292,838	(26,897)	8,751,406
Certificated Teachers' Extra Duties/Stipends	33,145	33,997	(851)	488,836	339,967	148,870	407,960
Certificated Pupil Support Salaries	84,276	95,455	(11,180)	899,013	954,556	(55,544)	1,145,468
Certificated Supervisors' and Administrators' Salaries	76,201	73,200	3,000	768,654	732,003	36,652	878,403
Total Certificated Salaries	900,786	931,936	(31,151)	9,422,445	9,319,364	103,081	11,183,237
Classified Salaries							
Classified Support Salaries	2,634	4,091	(1,456)	26,739	40,901	(14,162)	49,081
Classified Supervisors' and Administrators' Salaries	18,233	29,654	(11,421)	183,706	296,545	(112,839)	355,854
Clerical, Technical, and Office Staff Salaries	26,205	20,533	5,672	264,782	205,332	59,450	246,398
Total Classified Salaries	47,072	54,278	(7,205)	475,227	542,778	(67,551)	651,333
Benefits							
State Teachers' Retirement System, certificated positions	156,323	178,000	(21,677)	1,603,942	1,779,998	(176,057)	2,135,998
OASDI/Medicare/Alternative, certificated positions	6,278	3,365	2,913	65,857	33,653	32,205	40,383
Medicare certificated positions	13,227	14,300	(1,073)	138,074	143,001	(4,927)	171,601
Health and Welfare Benefits, certificated positions	128,574	120,655	7,919	1,357,406	1,206,546	150,860	1,447,856
State Unemployment Insurance, certificated positions	683	5,278	(4,595)	22,184	94,997	(72,813)	105,552
Workers' Compensation Insurance, certificated positions	4,215	13,807	(9,591)	128,684	138,070	(9,385)	165,684
Other Benefits, certificated positions	31,874	2,442	29,431	330,942	24,425	306,516	29,310
Total Benefits	341,174	337,847	3,327	3,647,089	3,420,690	226,399	4,096,384
Books & Supplies							
Textbooks and Core Curricula Materials	629	111,763	(111,135)	892,179	1,117,630	(225,451)	1,341,156
Books and Other Reference Materials	0	456	(455)	0	4,556	(4,555)	5,467
School Supplies	4,030	49,174	(45,144)	51,396	199,839	(148,444)	298,188
Software	6,254	93,944	(87,689)	962,863	939,437	23,426	1,127,324
Office Expense	2,142	6,189	(4,048)	18,478	61,890	(43,411)	74,268
Business Meals	472	1,576	(1,104)	11,425	15,760	(4,336)	18,912
Noncapitalized Equipment	27,970	0	27,970	257,329	129,173	128,156	482,714
Total Books & Supplies	41,497	263,102	(221,605)	2,193,670	2,468,285	(274,615)	3,348,029
Subagreement Services							
Special Education	337,780	214,651	123,129	1,471,942	2,146,519	(674,577)	2,575,823
Substitute Teacher	0	234	(234)	0	2,337	(2,337)	2,804
Security	135	74	61	686	740	(54)	889
Other Educational Consultants	0	0	0	392	0	392	68,330

Northern California

Budget vs Actual

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	337,915	214,959	122,956	1,473,020	2,149,596	(676,576)	2,647,846
Professional/Consulting Services							
IT	64,612	84,514	(19,902)	295,916	845,136	(549,220)	1,014,164
Audit and Tax	5,922	0	5,922	23,318	14,704	8,614	14,704
Legal	12,558	18,265	(5,707)	224,690	182,648	42,042	219,177
Professional Development	49,932	5,275	44,657	99,536	52,756	46,781	63,307
General Consulting	9,247	5,453	3,794	111,816	54,529	57,286	65,435
Special Activities	17,448	0	17,448	79,895	128,373	(48,478)	128,373
Bank Charges	99	63	35	638	633	5	760
Printing	0	14	(14)	0	140	(140)	167
Other Taxes and Fees	17	2,082	(2,064)	5,193	20,812	(15,620)	24,976
Payroll Service Fee	0	305	(305)	109	3,051	(2,940)	3,660
Back Office Service Fee	41,020	45,964	(4,944)	455,560	459,639	(4,081)	551,568
District Oversight Fee	0	16,805	(16,805)	206,796	145,137	61,660	237,718
SELPA Fees	5,010	4,177	833	48,092	33,884	14,208	52,691
Public Relations	27,273	32,311	(5,038)	275,308	323,106	(47,798)	387,727
Total Professional/Consulting Services	233,138	215,228	17,911	1,826,867	2,264,548	(437,681)	2,764,427
Facilities, Repairs & Other Leases							
Rent	8,037	9,770	(1,734)	80,864	97,699	(16,834)	117,238
Additional Rent	668	7,856	(7,188)	44,237	78,562	(34,326)	94,275
Equipment Leases	0	509	(508)	0	5,085	(5,086)	6,102
Other Leases	106	5,225	(5,120)	164,197	52,254	111,944	62,705
Repairs and Maintenance	0	9,902	(9,903)	830	99,025	(98,194)	118,829
Total Facilities, Repairs & Other Leases	8,811	33,262	(24,453)	290,128	332,625	(42,496)	399,149
Operations & Housekeeping							
Auto and Travel Expense	3,935	19,396	(15,460)	59,839	193,956	(134,118)	232,748
Dues & Memberships	86	17,807	(17,721)	51,965	178,075	(126,110)	213,689
Insurance	4,193	5,883	(1,690)	64,144	58,828	5,317	70,594
Utilities	466	190	276	4,884	1,896	2,987	2,276
Janitorial/Trash Removal	533	615	(82)	6,529	6,146	383	7,375
Miscellaneous Expense	0	54	(54)	0	540	(540)	648
Communications	1,388	21,741	(20,353)	144,255	217,418	(73,163)	260,902
Postage and Shipping	24	1,025	(1,000)	754	10,243	(9,490)	12,292
Total Operations & Housekeeping	10,625	66,711	(56,084)	332,370	667,102	(334,734)	800,524
Depreciation							
Depreciation Expense	0	814	(815)	32,693	8,147	24,547	9,775
Total Depreciation	0	814	(815)	32,693	8,147	24,547	9,775
Total Expenses	**1,921,018**	**2,118,137**	**(197,119)**	**19,693,509**	**21,173,135**	**(1,479,626)**	**25,900,704**
Change in Net Assets	**1,315,798**	**44,456**	**1,271,342**	**(3,872,771)**	**(4,065,301)**	**192,530**	**1,677,686**
Net Assets, Beginning of Period	**(1,286,267)**			**3,902,302**			
Net Assets, End of Period	**$ 29,531**			**$ 29,531**			

North Bay

Budget vs Actual

For the period ended April 30, 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	$ 1,068,483	$ 842,637	$ 225,846	$ 1,400,052
Economic Protection Account Funding	13,750	0	13,750	29,074	21,453	7,621	34,692
State Aid - Prior Year	946	0	946	39,444	0	39,444	0
In Lieu of Property Taxes	174,880	49,697	125,183	611,338	560,873	50,465	861,073
Total State Aid - Revenue Limit	381,305	153,584	227,721	1,748,339	1,424,963	323,376	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	139,546	102,605	36,941	140,554
State - Mandated Cost Reimbursement	0	0	0	6,132	5,606	526	5,607
State - State Lottery	0	9,761	(9,761)	13,431	19,522	(6,091)	47,354
Prior Year Revenues	0	0	0	1,691	0	1,690	0
State - Other State Revenue	3,005	40,834	(37,829)	21,443	129,094	(107,650)	172,508
Total Other State Revenue	22,114	63,245	(41,131)	182,243	256,827	(74,584)	366,023
Other Local Revenue							
Interest Revenue	10	103	(93)	2,656	1,032	1,624	1,237
ASB Fundraising	0	0	0	0	495	(495)	495
Total Other Local Revenue	10	103	(93)	2,656	1,527	1,129	1,732
Total Revenue	**403,429**	**216,932**	**186,497**	**1,972,043**	**1,726,166**	**245,877**	**2,738,368**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	80,778	69,111	11,668	738,556	691,109	47,447	829,331
Certificated Teachers' Extra Duties/Stipends	3,765	3,222	543	54,217	32,217	22,000	38,660
Certificated Pupil Support Salaries	9,628	9,046	581	91,266	90,459	807	108,551
Certificated Supervisors' and Administrators' Salaries	8,719	6,936	1,783	78,221	69,369	8,852	83,242
Total Certificated Salaries	102,890	88,315	14,575	962,260	883,154	79,106	1,059,784
Classified Salaries							
Classified Support Salaries	301	388	(87)	2,720	3,876	(1,156)	4,652
Classified Supervisors' and Administrators' Salaries	2,083	2,810	(727)	18,695	28,102	(9,407)	33,722
Clerical, Technical, and Office Staff Salaries	2,993	1,946	1,047	26,913	19,458	7,455	23,350
Total Classified Salaries	5,377	5,144	233	48,328	51,436	(3,108)	61,724
Benefits							
State Teachers' Retirement System, certificated positions	17,852	16,868	984	164,001	168,682	(4,682)	202,419
OASDI/Medicare/Alternative, certificated positions	717	319	398	6,725	3,190	3,536	3,827
Medicare certificated positions	1,511	1,355	156	14,099	13,551	548	16,262
Health and Welfare Benefits, certificated positions	15,026	11,434	3,591	139,004	114,339	24,665	137,206
State Unemployment Insurance, certificated positions	78	1,651	(1,573)	2,190	29,722	(27,532)	33,025
Workers' Compensation Insurance, certificated positions	490	1,309	(818)	13,224	13,084	140	15,701
Other Benefits, certificated positions	3,640	231	3,409	33,805	2,315	31,490	2,777
Total Benefits	39,314	33,167	6,147	373,048	344,883	28,165	411,217
Books & Supplies							
Textbooks and Core Curricula Materials	73	10,592	(10,518)	86,001	105,913	(19,912)	127,096
Books and Other Reference Materials	0	43	(43)	0	431	(432)	518
School Supplies	456	62	394	4,305	9,755	(5,449)	28,258
Software	728	8,902	(8,176)	93,150	89,027	4,124	106,831
Office Expense	183	587	(403)	1,657	5,865	(4,209)	7,038
Business Meals	71	149	(78)	1,055	1,493	(439)	1,792
Noncapitalized Equipment	3,242	0	3,242	26,694	12,224	14,471	45,745
Total Books & Supplies	4,753	20,335	(15,582)	212,862	224,708	(11,846)	317,278
Subagreement Services							
Special Education	23,338	20,342	2,996	172,346	203,416	(31,070)	244,099
Substitute Teacher	0	22	(22)	0	221	(222)	266
Security	2	7	(5)	57	71	(12)	84
Other Educational Consultants	0	0	0	40	0	40	6,475
Total Subagreement Services	23,340	20,371	2,969	172,443	203,708	(31,264)	250,924

North Bay

Budget vs Actual

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	7,513	8,009	(496)	32,347	80,089	(47,744)	96,108
Audit and Tax	689	0	689	2,436	1,394	1,044	1,393
Legal	1,367	1,731	(364)	24,726	17,308	7,416	20,771
Professional Development	5,678	500	5,178	10,652	5,000	5,654	5,999
General Consulting	1,075	517	558	11,408	5,167	6,239	6,201
Special Activities	508	39	469	1,304	405	900	12,166
Bank Charges	0	6	(6)	0	60	(60)	72
Printing	0	1	(1)	0	13	(13)	16
Other Taxes and Fees	2	197	(196)	576	1,973	(1,397)	2,366
Payroll Service Fee	0	29	(29)	10	289	(278)	347
Back Office Service Fee	5,252	4,564	689	46,446	45,639	805	54,768
District Oversight Fee	0	1,536	(1,536)	0	14,250	(14,249)	22,958
SELPA Fees	644	380	264	5,148	3,078	2,070	4,811
Public Relations	3,090	3,062	28	24,888	30,619	(5,731)	36,743
Total Professional/Consulting Services	25,818	20,571	5,247	159,941	205,284	(45,344)	264,719
Facilities, Repairs & Other Leases							
Rent	934	925	9	8,125	9,259	(1,134)	11,110
Additional Rent	78	745	(667)	4,269	7,445	(3,176)	8,934
Equipment Leases	0	48	(48)	0	481	(482)	579
Other Leases	12	495	(483)	13,754	4,952	8,803	5,942
Repairs and Maintenance	0	939	(938)	0	9,384	(9,384)	11,261
Total Facilities, Repairs & Other Leases	1,024	3,152	(2,127)	26,148	31,521	(5,373)	37,826
Operations & Housekeeping							
Auto and Travel Expense	137	1,838	(1,702)	5,238	18,381	(13,142)	22,056
Dues & Memberships	10	1,687	(1,678)	6,250	16,875	(10,626)	20,250
Insurance	487	558	(70)	6,408	5,575	833	6,690
Utilities	18	18	1	18	180	(162)	216
Janitorial/Trash Removal	0	58	(59)	0	582	(582)	699
Miscellaneous Expense	0	5	(5)	0	51	(52)	61
Communications	10	2,060	(2,050)	13,566	20,604	(7,037)	24,725
Postage and Shipping	3	98	(95)	17	971	(954)	1,164
Total Operations & Housekeeping	665	6,322	(5,658)	31,497	63,219	(31,722)	75,861
Depreciation							
Depreciation Expense	0	77	(77)	0	772	(772)	927
Total Depreciation	0	77	(77)	0	772	(772)	927
Total Expenses	**203,181**	**197,454**	**5,727**	**1,986,527**	**2,008,685**	**(22,158)**	**2,480,260**
Change in Net Assets	**200,248**	**19,479**	**180,770**	**(14,484)**	**(282,519)**	**268,035**	**258,108**
Net Assets, Beginning of Period	**854,795**			**1,069,528**			
Net Assets, End of Period	**$ 1,055,044**			**$ 1,055,044**			

Monterey Bay

Budget vs Actual

For the period ended April 30, 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	$ 2,027,494	$ 1,841,531	$ 185,963	$ 3,050,425
Economic Protection Account Funding	0	0	0	45,433	66,738	(21,305)	107,604
State Aid - Prior Year	(29,162)	0	(29,162)	(58,323)	0	(58,323)	0
In Lieu of Property Taxes	0	220,860	(220,860)	1,335,501	2,492,558	(1,157,057)	3,815,353
Total State Aid - Revenue Limit	267,795	447,898	(180,103)	3,350,105	4,400,827	(1,050,722)	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	44,856	1,348	420,109	363,837	56,272	498,407
State - Mandated Cost Reimbursement	0	0	0	18,686	17,579	1,107	17,579
State - State Lottery	40,452	30,366	10,086	79,315	60,731	18,584	146,879
Prior Year Revenues	0	0	0	2,056	0	2,056	0
State - Other State Revenue	7,796	23,564	(15,767)	61,728	91,139	(29,411)	122,704
Total Other State Revenue	94,452	98,786	(4,333)	581,894	533,286	48,608	785,569
Other Local Revenue							
Interest Revenue	836	1,160	(324)	11,528	11,602	(74)	13,922
ASB Fundraising	0	0	0	0	1,692	(1,691)	1,692
Total Other Local Revenue	836	1,160	(324)	11,528	13,294	(1,765)	15,614
Total Revenue	**363,083**	**547,844**	**(184,760)**	**3,943,527**	**4,947,407**	**(1,003,879)**	**7,836,218**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	220,887	214,997	5,890	2,188,513	2,149,967	38,546	2,579,960
Certificated Teachers' Extra Duties/Stipends	10,361	10,022	339	150,519	100,224	50,295	120,269
Certificated Pupil Support Salaries	26,323	28,141	(1,817)	270,695	281,408	(10,713)	337,689
Certificated Supervisors' and Administrators' Salaries	23,797	21,580	2,216	231,573	215,798	15,775	258,958
Total Certificated Salaries	281,368	274,740	6,628	2,841,300	2,747,397	93,903	3,296,876
Classified Salaries							
Classified Support Salaries	822	1,205	(383)	8,055	12,058	(4,002)	14,470
Classified Supervisors' and Administrators' Salaries	5,696	8,743	(3,047)	55,351	87,423	(32,073)	104,907
Clerical, Technical, and Office Staff Salaries	8,185	6,053	2,132	79,753	60,533	19,221	72,640
Total Classified Salaries	14,703	16,001	(1,298)	143,159	160,014	(16,854)	192,017
Benefits							
State Teachers' Retirement System, certificated positions	48,830	52,475	(3,645)	483,824	524,752	(40,930)	629,703
OASDI/Medicare/Alternative, certificated positions	1,961	992	969	19,858	9,921	9,938	11,905
Medicare certificated positions	4,132	4,216	(85)	41,636	42,158	(522)	50,589
Health and Welfare Benefits, certificated positions	40,039	35,570	4,470	408,259	355,696	52,563	426,835
State Unemployment Insurance, certificated positions	213	4,791	(4,578)	6,631	86,236	(79,605)	95,818
Workers' Compensation Insurance, certificated positions	1,314	4,070	(2,756)	38,837	40,704	(1,867)	48,845
Other Benefits, certificated positions	9,956	720	9,236	99,799	7,200	92,599	8,641
Total Benefits	106,445	102,834	3,611	1,098,844	1,066,667	32,176	1,272,336
Books & Supplies							
Textbooks and Core Curricula Materials	196	32,948	(32,753)	265,129	329,484	(64,354)	395,379
Books and Other Reference Materials	0	135	(134)	0	1,342	(1,343)	1,612
School Supplies	1,222	432	790	12,832	28,194	(15,362)	87,907
Software	1,949	27,696	(25,746)	286,832	276,951	9,880	332,341
Office Expense	492	1,824	(1,333)	4,687	18,246	(13,558)	21,895
Business Meals	83	465	(382)	1,302	4,646	(3,344)	5,575
Noncapitalized Equipment	8,690	0	8,690	77,825	40,290	37,535	142,307
Total Books & Supplies	12,632	63,500	(50,868)	648,607	699,153	(50,546)	987,016
Subagreement Services							
Special Education	70,743	63,280	7,463	514,303	632,805	(118,502)	759,366
Substitute Teacher	0	69	(69)	0	689	(689)	826
Security	7	22	(15)	173	218	(46)	262
Other Educational Consultants	0	0	0	118	0	119	20,145

Monterey Bay

Budget vs Actual

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	70,750	63,371	7,379	514,594	633,712	(119,118)	780,599
Professional/Consulting Services							
IT	20,135	24,915	(4,780)	90,716	249,150	(158,435)	298,982
Audit and Tax	1,845	0	1,846	7,066	4,335	2,732	4,335
Legal	3,704	5,385	(1,682)	69,077	53,846	15,231	64,614
Professional Development	12,769	1,555	11,214	27,633	15,552	12,081	18,664
General Consulting	2,882	1,607	1,274	33,686	16,076	17,610	19,290
Special Activities	1,629	263	1,368	3,967	1,665	2,302	37,845
Bank Charges	0	18	(19)	0	187	(187)	224
Printing	0	4	(4)	0	41	(41)	49
Other Taxes and Fees	6	614	(608)	1,597	6,136	(4,538)	7,363
Payroll Service Fee	0	90	(90)	33	899	(867)	1,079
Back Office Service Fee	12,771	13,060	(289)	130,572	130,604	(32)	156,725
District Oversight Fee	0	4,479	(4,479)	63,357	44,008	19,349	69,733
SELPA Fees	1,601	1,346	255	15,297	10,915	4,382	16,802
Public Relations	8,281	9,525	(1,244)	73,791	95,253	(21,463)	114,304
Total Professional/Consulting Services	65,623	62,861	2,762	516,792	628,667	(111,876)	810,009
Facilities, Repairs & Other Leases							
Rent	2,505	2,880	(376)	24,259	28,802	(4,542)	34,562
Additional Rent	208	2,316	(2,107)	13,150	23,161	(10,011)	27,793
Equipment Leases	0	150	(150)	0	1,499	(1,499)	1,799
Other Leases	33	1,541	(1,508)	41,884	15,404	26,479	18,486
Repairs and Maintenance	0	2,919	(2,919)	0	29,193	(29,193)	35,031
Total Facilities, Repairs & Other Leases	2,746	9,806	(7,060)	79,293	98,059	(18,766)	117,671
Operations & Housekeeping							
Auto and Travel Expense	429	5,718	(5,289)	9,523	57,180	(47,655)	68,615
Dues & Memberships	27	5,250	(5,223)	16,638	52,497	(35,860)	62,997
Insurance	1,306	1,734	(428)	19,225	17,343	1,882	20,811
Utilities	49	56	(7)	48	559	(510)	671
Janitorial/Trash Removal	0	181	(181)	0	1,812	(1,812)	2,174
Miscellaneous Expense	0	16	(16)	0	159	(159)	191
Communications	26	6,410	(6,384)	39,950	64,096	(24,147)	76,915
Postage and Shipping	7	302	(294)	50	3,019	(2,970)	3,624
Total Operations & Housekeeping	1,844	19,667	(17,822)	85,434	196,665	(111,231)	235,998
Depreciation							
Depreciation Expense	0	240	(241)	0	2,402	(2,401)	2,882
Total Depreciation	0	240	(241)	0	2,402	(2,401)	2,882
Total Expenses	**556,111**	**613,020**	**(56,909)**	**5,928,023**	**6,232,736**	**(304,713)**	**7,695,404**
Change in Net Assets	**(193,028)**	**(65,176)**	**(127,852)**	**(1,984,495)**	**(1,285,329)**	**(699,166)**	**140,814**
Net Assets, Beginning of Period	**(1,433,475)**			**357,992**			
Net Assets, End of Period	**$ (1,626,503)**			**$ (1,626,503)**			

Central Coast

Budget vs Actual

For the period ended April 30, 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	$ 868,484	$ 422,117	$ 446,367	$ 703,539
Economic Protection Account Funding	0	0	0	25,482	16,557	8,925	26,727
State Aid - Prior Year	(3,145)	0	(3,145)	(9,435)	0	(9,435)	0
In Lieu of Property Taxes	92,446	59,219	33,227	846,272	668,332	177,940	1,024,239
Total State Aid - Revenue Limit	254,730	111,261	143,469	1,730,803	1,107,006	623,797	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	120,640	87,657	32,983	120,077
State - Mandated Cost Reimbursement	0	0	0	4,636	4,281	355	4,281
State - State Lottery	0	7,534	(7,534)	20,599	15,067	5,532	36,483
Prior Year Revenues	0	0	0	1,123	0	1,122	0
State - Other State Revenue	2,830	17,669	(14,839)	19,343	58,088	(38,744)	77,745
Total Other State Revenue	20,418	36,010	(15,592)	166,341	165,093	1,248	238,586
Other Local Revenue							
Interest Revenue	10,729	1,316	9,413	26,881	13,156	13,725	15,787
ASB Fundraising	0	0	0	0	415	(416)	416
Total Other Local Revenue	10,729	1,316	9,413	26,881	13,571	13,310	16,203
Total Revenue	**285,877**	**148,587**	**137,290**	**1,924,025**	**1,285,670**	**638,355**	**2,024,590**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	72,519	53,338	19,181	592,948	533,384	59,564	640,061
Certificated Teachers' Extra Duties/Stipends	3,400	2,487	913	46,383	24,865	21,519	29,837
Certificated Pupil Support Salaries	8,642	6,981	1,661	73,186	69,814	3,370	83,778
Certificated Supervisors' and Administrators' Salaries	7,813	5,354	2,459	62,844	53,537	9,308	64,244
Total Certificated Salaries	92,374	68,160	24,214	775,361	681,600	93,761	817,920
Classified Salaries							
Classified Support Salaries	270	299	(29)	2,186	2,992	(806)	3,590
Classified Supervisors' and Administrators' Salaries	1,870	2,169	(299)	15,027	21,689	(6,662)	26,027
Clerical, Technical, and Office Staff Salaries	2,687	1,502	1,186	21,606	15,017	6,589	18,021
Total Classified Salaries	4,827	3,970	858	38,819	39,698	(879)	47,638
Benefits							
State Teachers' Retirement System, certificated positions	16,032	13,018	3,012	132,285	130,186	2,100	156,223
OASDI/Medicare/Alternative, certificated positions	643	247	398	5,419	2,461	2,957	2,953
Medicare certificated positions	1,357	1,045	310	11,360	10,459	902	12,551
Health and Welfare Benefits, certificated positions	13,146	8,825	4,322	110,537	88,244	22,292	105,893
State Unemployment Insurance, certificated positions	70	1,279	(1,209)	1,712	23,025	(21,313)	25,583
Workers' Compensation Insurance, certificated positions	431	1,010	(579)	10,671	10,098	572	12,118
Other Benefits, certificated positions	3,269	178	3,090	27,243	1,787	25,457	2,144
Total Benefits	34,948	25,602	9,344	299,227	266,260	32,967	317,465
Books & Supplies							
Textbooks and Core Curricula Materials	64	8,175	(8,110)	65,827	81,741	(15,914)	98,090
Books and Other Reference Materials	0	33	(33)	0	333	(333)	400
School Supplies	401	125	276	4,423	6,686	(2,263)	21,809
Software	640	6,871	(6,230)	71,605	68,709	2,897	82,450
Office Expense	162	452	(292)	1,387	4,526	(3,139)	5,432
Business Meals	17	116	(98)	441	1,153	(712)	1,383
Noncapitalized Equipment	2,853	0	2,854	21,704	10,015	11,688	35,304
Total Books & Supplies	4,137	15,772	(11,633)	165,387	173,163	(7,776)	244,868
Subagreement Services							
Special Education	16,972	15,699	1,272	140,342	156,992	(16,651)	188,391
Substitute Teacher	0	17	(17)	0	171	(171)	205
Security	3	5	(3)	45	54	(9)	65
Other Educational Consultants	0	0	0	32	0	33	4,998
Total Subagreement Services	16,975	15,721	1,252	140,419	157,217	(16,798)	193,659

Central Coast

Budget vs Actual

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Professional/Consulting Services							
IT	6,611	6,181	431	27,320	61,812	(34,492)	74,174
Audit and Tax	606	0	606	1,991	1,075	916	1,075
Legal	1,735	1,336	399	21,858	13,359	8,500	16,030
Professional Development	4,193	386	3,807	42,041	3,858	38,182	4,630
General Consulting	946	399	547	9,153	3,988	5,165	4,786
Special Activities	535	74	461	1,139	400	739	9,389
Bank Charges	0	5	(5)	0	46	(46)	56
Printing	0	1	(1)	0	10	(11)	12
Other Taxes and Fees	2	152	(150)	490	1,522	(1,031)	1,827
Payroll Service Fee	0	22	(23)	8	223	(215)	268
Back Office Service Fee	4,350	4,000	350	35,965	40,000	(4,035)	48,000
District Oversight Fee	0	1,113	(1,112)	0	11,070	(11,070)	17,545
SELPA Fees	579	324	255	4,363	2,630	1,734	4,061
Public Relations	2,719	2,363	356	19,886	23,631	(3,746)	28,358
Total Professional/Consulting Services	22,276	16,356	5,921	164,214	163,624	590	210,211
Facilities, Repairs & Other Leases							
Rent	822	715	108	6,427	7,146	(719)	8,574
Additional Rent	69	574	(507)	3,271	5,746	(2,475)	6,895
Equipment Leases	0	38	(37)	0	371	(372)	446
Other Leases	11	382	(371)	11,147	3,822	7,326	4,586
Repairs and Maintenance	0	724	(724)	0	7,243	(7,243)	8,691
Total Facilities, Repairs & Other Leases	902	2,433	(1,531)	20,845	24,328	(3,483)	29,192
Operations & Housekeeping							
Auto and Travel Expense	59	1,419	(1,360)	4,343	14,185	(9,842)	17,023
Dues & Memberships	9	1,302	(1,293)	4,897	13,024	(8,127)	15,629
Insurance	429	430	(1)	5,055	4,303	752	5,163
Utilities	16	14	2	16	138	(123)	166
Janitorial/Trash Removal	0	45	(45)	0	450	(449)	540
Miscellaneous Expense	0	4	(4)	0	39	(40)	47
Communications	8	1,590	(1,582)	10,963	15,902	(4,938)	19,082
Postage and Shipping	3	75	(72)	14	749	(735)	899
Total Operations & Housekeeping	524	4,879	(4,355)	25,288	48,790	(23,502)	58,549
Depreciation							
Depreciation Expense	0	60	(60)	0	596	(596)	715
Total Depreciation	0	60	(60)	0	596	(596)	715
Total Expenses	**176,963**	**152,953**	**24,010**	**1,629,560**	**1,555,276**	**74,284**	**1,920,217**
Change in Net Assets	**108,914**	**(4,366)**	**113,280**	**294,465**	**(269,605)**	**564,071**	**104,373**
Net Assets, Beginning of Period	**452,259**			**266,707**			
Net Assets, End of Period	**$ 561,173**			**$ 561,173**			

California Online Public Schools

Statement of Financial Position

April 30, 2026

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
Assets							
Current Assets							
Cash & Cash Equivalents	$ 20,981,985	$ 10,180,285	$ 6,700,701	$ 2,395,945	$ 3,494,589	$ 1,386,484	$ 45,139,990
Accounts Receivable	73,171	0	0	0	0	0	73,171
Public Funding Receivables	785,417	105,556	248,033	21,176	53,290	63,234	1,276,706
Due To/From Related Parties	12,142,156	(2,604,963)	(3,264,971)	(819,936)	(4,752,292)	(699,993)	0
Prepaid Expenses	667,090	120,669	230,918	23,708	70,289	19,374	1,132,049
Total Current Assets	34,649,819	7,801,547	3,914,681	1,620,893	(1,134,124)	769,099	47,621,916
Long-term Assets							
Property & Equipment, Net	15,899	0	0	0	0	0	15,899
Right-of-Use Asset, Net	939,950	121,283	318,371	30,321	90,963	15,161	1,516,048
Deposits	20,287	100	0	0	0	0	20,387
Total Long-term Assets	976,136	121,383	318,371	30,321	90,963	15,161	1,552,334
Total Assets	**$ 35,625,955**	**$ 7,922,930**	**$ 4,233,052**	**$ 1,651,214**	**$ (1,043,161)**	**$ 784,260**	**$ 49,174,250**
Liabilities							
Current Liabilities							
Accounts Payable	$ (742)	$ 0	$ (1,017)	$ 0	$ 0	$ 0	$ (1,759)
Accrued Liabilities	3,014,454	42,791	543,593	82,563	58,958	579	3,742,938
Deferred Revenue	9,274,073	2,088,239	3,333,703	482,441	430,886	206,925	15,816,267
Operating Lease Liability, Current Portion	229,547	29,621	77,751	7,405	22,216	3,703	370,242
Total Current Liabilities	12,517,332	2,160,651	3,954,030	572,409	512,060	211,207	19,927,688
Long-term Liabilities							
Operating Lease Liability, Net of Current Port	736,594	95,044	249,491	23,761	71,282	11,880	1,188,053
Total Long-term Liabilities	736,594	95,044	249,491	23,761	71,282	11,880	1,188,053
Total Liabilities	**13,253,926**	**2,255,695**	**4,203,521**	**596,170**	**583,342**	**223,087**	**21,115,741**
Net Assets, End of Period	**22,372,029**	**5,667,236**	**29,531**	**1,055,044**	**(1,626,503)**	**561,173**	**28,058,509**
Liabilities & Net Assets	**$ 35,625,955**	**$ 7,922,930**	**$ 4,233,052**	**$ 1,651,214**	**$ (1,043,161)**	**$ 784,260**	**$ 49,174,250**

California Online Public Schools

Statement of Cash Flows

For the period ended April 30, 2026

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
Cash Flows from Operating Activites							
Change in Net Assets	$ 5,919,879	$ 1,485,409	$ 1,315,798	$ 200,248	$ (193,028)	$ 108,914	$ 8,837,221
Adjustments							
Depreciation	180	0	0	0	0	0	180
(Increase) Decrease in Operating Assets							
Public Funding Receivables	(404,149)	1,147,171	(142,528)	(19,109)	(46,204)	(17,588)	517,594
Grants, Contributions & Pledges Receivable	(50)	0	0	0	0	0	(51)
Due from Related Parties	(1,751,557)	429,124	386,472	203,277	555,067	177,619	0
Prepaid Expenses	(51,881)	(11,529)	(20,317)	(2,363)	(6,332)	(2,079)	(94,500)
Increase (Decrease) in Operating Liabilities							
Accounts Payable	(144,752)	(22,007)	(43,048)	(7,827)	(11,522)	(6,093)	(235,250)
Accrued Expenses	481,345	(7,706)	(77,157)	644	(4,946)	579	392,761
Deferred Revenue	60,169	82,865	19,071	1,070	3,168	532	166,874
Total Cash Flows from Operating Activites	**4,109,184**	**3,103,327**	**1,438,291**	**375,940**	**296,203**	**261,884**	**9,584,829**
Change in Cash and Cash Equivalents	**4,109,184**	**3,103,327**	**1,438,291**	**375,940**	**296,203**	**261,884**	**9,584,829**
Cash & Cash Equivalents, Beginning of Period	**16,872,801**	**7,076,958**	**5,262,410**	**2,020,005**	**3,198,387**	**1,124,600**	**35,555,160**
Cash & Cash Equivalents, End of Period	**$ 20,981,985**	**$ 10,180,285**	**$ 6,700,701**	**$ 2,395,945**	**$ 3,494,589**	**$ 1,386,484**	**$ 45,139,990**

Southern California

Accounts Payable Aging

For the period ended April 30, 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
San Diego Gas & Electric	SAND040626-7432	04/21/2026	$ -	$ (13)	$ -	$ -	$ -	$ (13)
San Diego Gas & Electric-1889	SAND040626-1889	04/26/2026	-	(729)	-	-	-	(729)
Total Outstanding Invoices			**$ -**	**$ (742)**	**$ -**	**$ -**	**$ -**	**$ (742)**

Central Valley

Accounts Payable Aging

For the period ended April 30, 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
Total Outstanding Invoices			$ -	$ -	$ -	$ -	$ -	$ -

Northern California

Accounts Payable Aging

For the period ended April 30, 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
Purchase Power-6016	PITN081725-6016	09/14/2025	$ -	$ -	$ -	$ -	$ (1,017)	$ (1,017)
Total Outstanding Invoices			**$ -**	**$ -**	**$ -**	**$ -**	**$ (1,017)**	**$ (1,017)**

North Bay

Accounts Payable Aging

For the period ended April 30, 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
Total Outstanding Invoices			$ -	$ -	$ -	$ -	$ -	$ -

Monterey Bay

Accounts Payable Aging

For the period ended April 30, 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
Total Outstanding Invoices			$ -	$ -	$ -	$ -	$ -	$ -

Central Coast

Accounts Payable Aging

For the period ended April 30, 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
Total Outstanding Invoices			$ -	$ -	$ -	$ -	$ -	$ -

Coversheet

Educational Services Updates

Section: III. Oral Reports
Item: F. Educational Services Updates
Purpose: FYI
Submitted by:
Related Material:
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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 2025-2026 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

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

High School:
Engagement: 97%
Challenging coursework: 98%
Culture of respect: 97%
Relationships: 90%
College and career readiness: 93%

Middle School:
Engagement: 90%
Challenging coursework: 95%
Culture of respect: 100%
Relationships: 98%

Elementary School:
Engagement: 79%
Challenging coursework: 95%
Culture of respect: 99%
Relationships: 96%

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

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

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

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

Results from the 2025-2026 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:
Culture of Respect
Students across all grade levels report feeling respected and safe. Scores were especially strong in middle school (100%), with a 3% increase from last year, and elementary school (99%), maintaining their high score from a year ago, showing a consistently positive school culture.
Challenging Coursework
High school students (98%) up 11% and middle school students (95%) up 14% from from last year feel challenged by their coursework, which reflects strong academic expectations and curriculum design. In addition, elementary school was up 19% to 95% from the previous year.
Student Engagement
Engagement was high in both high school and middle school—97% in high school and 90% in middle school, increasing between 2% and 5% fromthe previous year.
College and career for our high school students increased a total of 15% to 93% for the 25-25 school year.
Relationships
The metric of relationships grew for all grade bands, with the highest coming from high school, growing 11% to 90% overall, and elementary growing 26% to 96% overall, highlighting the care and strong bonds our teachers and staff make with their students throughout the year.

Growth Areas:
Engagement (Elementary)
Engagement scores were very strong in both middle school and high school, but dropped significantly at the elementary school level, going from 91% to 79% in the 25-26 school year.

Needs:
Engagement in Elementary
Only 79% of elementary students reported that they felt engaged with our school. This shows a need to dig deeper and identify areas we can grow to give more opportunities for our elementary students to feel connected to our teachers, their classmates, their curriculum, and our school as a whole.
Relationship Building in Elementary
The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

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

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 2025-2026 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

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

Improving College and Career Readiness:

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

Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

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

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2024-2025 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2025-2026. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 94% pass rate in Summer 2025.

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

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

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

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

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

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

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.
As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools Northern California	Dr. Richard Savage and Dr. Richie Romero Co-Superintendents	superintendent@californiaops.org (949) 461-1667

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 2025-2026 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

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

High School:
Engagement: 97%
Challenging coursework: 98%
Culture of respect: 97%
Relationships: 90%
College and career readiness: 93%

Middle School:
Engagement: 90%
Challenging coursework: 95%
Culture of respect: 100%
Relationships: 98%

Elementary School:
Engagement: 79%
Challenging coursework: 95%
Culture of respect: 99%
Relationships: 96%

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

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

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

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

Results from the 2025-2026 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:
Culture of Respect
Students across all grade levels report feeling respected and safe. Scores were especially strong in middle school (100%), with a 3% increase from last year, and elementary school (99%), maintaining their high score from a year ago, showing a consistently positive school culture.
Challenging Coursework
High school students (98%) up 11% and middle school students (95%) up 14% from from last year feel challenged by their coursework, which reflects strong academic expectations and curriculum design. In addition, elementary school was up 19% to 95% from the previous year.
Student Engagement
Engagement was high in both high school and middle school—97% in high school and 90% in middle school, increasing between 2% and 5% fromthe previous year.
College and career for our high school students increased a total of 15% to 93% for the 25-25 school year.
Relationships
The metric of relationships grew for all grade bands, with the highest coming from high school, growing 11% to 90% overall, and elementary growing 26% to 96% overall, highlighting the care and strong bonds our teachers and staff make with their students throughout the year.

Growth Areas:
Engagement (Elementary)
Engagement scores were very strong in both middle school and high school, but dropped significantly at the elementary school level, going from 91% to 79% in the 25-26 school year.

Needs:
Engagement in Elementary
Only 79% of elementary students reported that they felt engaged with our school. This shows a need to dig deeper and identify areas we can grow to give more opportunities for our elementary students to feel connected to our teachers, their classmates, their curriculum, and our school as a whole.
Relationship Building in Elementary
The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

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

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 2025-2026 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

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

Improving College and Career Readiness:

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

Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

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

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2024-2025 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2025-2026. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 94% pass rate in Summer 2025.

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

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

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

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

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

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

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.
As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 2025-2026 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

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

High School:
Engagement: 97%
Challenging coursework: 98%
Culture of respect: 97%
Relationships: 90%
College and career readiness: 93%

Middle School:
Engagement: 90%
Challenging coursework: 95%
Culture of respect: 100%
Relationships: 98%

Elementary School:
Engagement: 79%
Challenging coursework: 95%
Culture of respect: 99%
Relationships: 96%

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

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

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

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

Results from the 2025-2026 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:
Culture of Respect
Students across all grade levels report feeling respected and safe. Scores were especially strong in middle school (100%), with a 3% increase from last year, and elementary school (99%), maintaining their high score from a year ago, showing a consistently positive school culture.
Challenging Coursework
High school students (98%) up 11% and middle school students (95%) up 14% from from last year feel challenged by their coursework, which reflects strong academic expectations and curriculum design. In addition, elementary school was up 19% to 95% from the previous year.
Student Engagement
Engagement was high in both high school and middle school—97% in high school and 90% in middle school, increasing between 2% and 5% fromthe previous year.
College and career for our high school students increased a total of 15% to 93% for the 25-25 school year.
Relationships
The metric of relationships grew for all grade bands, with the highest coming from high school, growing 11% to 90% overall, and elementary growing 26% to 96% overall, highlighting the care and strong bonds our teachers and staff make with their students throughout the year.

Growth Areas:
Engagement (Elementary)
Engagement scores were very strong in both middle school and high school, but dropped significantly at the elementary school level, going from 91% to 79% in the 25-26 school year.

Needs:
Engagement in Elementary
Only 79% of elementary students reported that they felt engaged with our school. This shows a need to dig deeper and identify areas we can grow to give more opportunities for our elementary students to feel connected to our teachers, their classmates, their curriculum, and our school as a whole.
Relationship Building in Elementary
The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

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

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 2025-2026 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

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

Improving College and Career Readiness:

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

Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

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

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2024-2025 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2025-2026. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 94% pass rate in Summer 2025.

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

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

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

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

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

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

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.
As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools North Bay	Dr. Richard Savage and Dr. Richie Romero Co-Superintendents	superintendent@californiaops.org (949) 467-1667

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 2025-2026 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

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

High School:
Engagement: 97%
Challenging coursework: 98%
Culture of respect: 97%
Relationships: 90%
College and career readiness: 93%

Middle School:
Engagement: 90%
Challenging coursework: 95%
Culture of respect: 100%
Relationships: 98%

Elementary School:
Engagement: 79%
Challenging coursework: 95%
Culture of respect: 99%
Relationships: 96%

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

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

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

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

Results from the 2025-2026 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:
Culture of Respect
Students across all grade levels report feeling respected and safe. Scores were especially strong in middle school (100%), with a 3% increase from last year, and elementary school (99%), maintaining their high score from a year ago, showing a consistently positive school culture.
Challenging Coursework
High school students (98%) up 11% and middle school students (95%) up 14% from from last year feel challenged by their coursework, which reflects strong academic expectations and curriculum design. In addition, elementary school was up 19% to 95% from the previous year.
Student Engagement
Engagement was high in both high school and middle school—97% in high school and 90% in middle school, increasing between 2% and 5% fromthe previous year.
College and career for our high school students increased a total of 15% to 93% for the 25-25 school year.
Relationships
The metric of relationships grew for all grade bands, with the highest coming from high school, growing 11% to 90% overall, and elementary growing 26% to 96% overall, highlighting the care and strong bonds our teachers and staff make with their students throughout the year.

Growth Areas:
Engagement (Elementary)
Engagement scores were very strong in both middle school and high school, but dropped significantly at the elementary school level, going from 91% to 79% in the 25-26 school year.

Needs:
Engagement in Elementary
Only 79% of elementary students reported that they felt engaged with our school. This shows a need to dig deeper and identify areas we can grow to give more opportunities for our elementary students to feel connected to our teachers, their classmates, their curriculum, and our school as a whole.
Relationship Building in Elementary
The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

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

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 2025-2026 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

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

Improving College and Career Readiness:

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

Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

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

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2024-2025 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2025-2026. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 94% pass rate in Summer 2025.

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

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

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

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

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

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

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.
As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools Southern California	Dr. Richard Savage and Dr. Richie Romero Co-Superintendents	superintendent@californiaops.org 800-906-5166

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 2025-2026 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

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

High School:
Engagement: 97%
Challenging coursework: 98%
Culture of respect: 97%
Relationships: 90%
College and career readiness: 93%

Middle School:
Engagement: 90%
Challenging coursework: 95%
Culture of respect: 100%
Relationships: 98%

Elementary School:
Engagement: 79%
Challenging coursework: 95%
Culture of respect: 99%
Relationships: 96%

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

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

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

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

Results from the 2025-2026 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:
Culture of Respect
Students across all grade levels report feeling respected and safe. Scores were especially strong in middle school (100%), with a 3% increase from last year, and elementary school (99%), maintaining their high score from a year ago, showing a consistently positive school culture.
Challenging Coursework
High school students (98%) up 11% and middle school students (95%) up 14% from from last year feel challenged by their coursework, which reflects strong academic expectations and curriculum design. In addition, elementary school was up 19% to 95% from the previous year.
Student Engagement
Engagement was high in both high school and middle school—97% in high school and 90% in middle school, increasing between 2% and 5% fromthe previous year.
College and career for our high school students increased a total of 15% to 93% for the 25-25 school year.
Relationships
The metric of relationships grew for all grade bands, with the highest coming from high school, growing 11% to 90% overall, and elementary growing 26% to 96% overall, highlighting the care and strong bonds our teachers and staff make with their students throughout the year.

Growth Areas:
Engagement (Elementary)
Engagement scores were very strong in both middle school and high school, but dropped significantly at the elementary school level, going from 91% to 79% in the 25-26 school year.

Needs:
Engagement in Elementary
Only 79% of elementary students reported that they felt engaged with our school. This shows a need to dig deeper and identify areas we can grow to give more opportunities for our elementary students to feel connected to our teachers, their classmates, their curriculum, and our school as a whole.
Relationship Building in Elementary
The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

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

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 2025-2026 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

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

Improving College and Career Readiness:

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

Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

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

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2024-2025 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2025-2026. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 94% pass rate in Summer 2025.

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

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

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

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

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

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

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.
As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

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

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 2025-2026 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

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

High School:
Engagement: 97%
Challenging coursework: 98%
Culture of respect: 97%
Relationships: 90%
College and career readiness: 93%

Middle School:
Engagement: 90%
Challenging coursework: 95%
Culture of respect: 100%
Relationships: 98%

Elementary School:
Engagement: 79%
Challenging coursework: 95%
Culture of respect: 99%
Relationships: 96%

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

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

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

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

Results from the 2025-2026 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:
Culture of Respect
Students across all grade levels report feeling respected and safe. Scores were especially strong in middle school (100%), with a 3% increase from last year, and elementary school (99%), maintaining their high score from a year ago, showing a consistently positive school culture.
Challenging Coursework
High school students (98%) up 11% and middle school students (95%) up 14% from from last year feel challenged by their coursework, which reflects strong academic expectations and curriculum design. In addition, elementary school was up 19% to 95% from the previous year.
Student Engagement
Engagement was high in both high school and middle school—97% in high school and 90% in middle school, increasing between 2% and 5% fromthe previous year.
College and career for our high school students increased a total of 15% to 93% for the 25-25 school year.
Relationships
The metric of relationships grew for all grade bands, with the highest coming from high school, growing 11% to 90% overall, and elementary growing 26% to 96% overall, highlighting the care and strong bonds our teachers and staff make with their students throughout the year.

Growth Areas:
Engagement (Elementary)
Engagement scores were very strong in both middle school and high school, but dropped significantly at the elementary school level, going from 91% to 79% in the 25-26 school year.

Needs:
Engagement in Elementary
Only 79% of elementary students reported that they felt engaged with our school. This shows a need to dig deeper and identify areas we can grow to give more opportunities for our elementary students to feel connected to our teachers, their classmates, their curriculum, and our school as a whole.
Relationship Building in Elementary
The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

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

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 2025-2026 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

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

Improving College and Career Readiness:

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

Continued Emphasis on Positive Relationships:

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

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

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

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

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

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

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

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2024-2025 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2025-2026. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 94% pass rate in Summer 2025.

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

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

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

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

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

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

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.
As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.

Coversheet

CalOPS Board Duties, Responsibilities, and Delegation of Power Policy (attached)

Section:	IV. Information Items
Item:	B. CalOPS Board Duties, Responsibilities, and Delegation of Power Policy (attached)
Purpose:	Discuss
Submitted by:	
Related Material:	CalOPS Board Duties, Responsibilities, and Delegation of Power.pdf

California Online Public Schools

Board Duties, Responsibilities, and Delegation of Power

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Governing Board Philosophy

This policy defines the respective roles and responsibilities of the California Online Public Schools ("CalOPS") Board of Directors ("Board") and the President/Chief Executive Officer ("President/CEO"), and establishes the scope of authority delegated by the Board to the President/CEO for day-to-day operational management of the Corporation and its charter schools.

CalOPS is a California nonprofit public benefit corporation that operates six tuition-free, WASC-accredited online charter schools authorized by individual school districts across 32 counties. Given the size, geographic scope, and complexity of the organization, the Board recognizes the practical and strategic necessity of delegating operational authority to qualified administrative leadership, while retaining its ultimate legal and fiduciary responsibility for the Corporation's mission and affairs.

The Board serves in a governance and oversight capacity, setting direction through policy, strategic planning, and accountability. The President/CEO leads the day-to-day management of the Corporation in accordance with Board-adopted policies, the Corporation's Bylaws, Articles of Incorporation, each applicable charter, and applicable law. The Board and the President/CEO operate as a governance team, assuming collective responsibility for building unity and advancing the mission of CalOPS.

This policy should be read in conjunction with the CalOPS Bylaws, the Fiscal Policies, and the President/CEO Employment Agreement. In the event of conflict, the Bylaws and applicable law shall govern.

Fiduciary Duties of Board Members

All Board members owe fiduciary duties to the Corporation. These duties are the legal foundation upon which this delegation policy rests and are expressed through three obligations:

Duty of Care

Each Board member must perform their duties in good faith, in a manner that is in the best interests of the Corporation, and with such care — including reasonable inquiry — as an ordinarily prudent person in a like position would use under similar circumstances. Board members may rely on information and reports presented by officers, employees, legal counsel, independent accountants, or Board committees they reasonably believe to be reliable and competent in the matters presented.

Duty of Loyalty
Board members must place the interests of the Corporation above their own personal interests. This duty encompasses compliance with the CalOPS Conflict of Interest Policy and all applicable conflict of interest laws. In situations involving a potential conflict, the affected Board member must fully disclose the conflict and abstain from participation in related discussions and voting.

Duty of Obedience
Board members must ensure that the mission of CalOPS is carried out faithfully, that the Corporation operates in accordance with its Bylaws, Articles of Incorporation, charter agreements, and applicable state and federal law, and that Board members act only within the scope of their corporate authority.

Legal Basis for Delegation
CalOPS is organized and operates as a California nonprofit public benefit corporation subject to the California Nonprofit Public Benefit Corporation Law (Corporations Code § 5000 et seq.). Consistent with Corporations Code § 5210, the Board is authorized to delegate the management of the Corporation's activities to any person(s) or committees, provided that the activities and affairs of the Corporation remain managed, and all corporate powers are exercised, under the ultimate direction of the Board.

As a charter school operator, CalOPS is also subject to the Charter Schools Act of 1992 (Education Code § 47600 et seq.), the Ralph M. Brown Act (Government Code § 54950 et seq.), and the Conflict of Interest provisions of Government Code § 1090 et seq. This policy is drafted to ensure compliance with these authorities.

The Board retains ultimate authority over all matters not expressly delegated herein, and may amend, modify, or rescind any delegation at any time by majority vote.

Role of the Governing Board
The Board governs CalOPS through policy, oversight, and accountability. The following identifies the primary responsibilities retained by the Board.

Vision and Strategic Direction
- The Board reviews, modifies, and approves the CalOPS Mission and Vision, as drafted by the President/CEO, and reevaluates them annually.
- The Board reviews, provides input on, and approves Strategic Plans submitted by the President/CEO.
- The Board adopts policies to implement the CalOPS Mission and Strategic Plans.
- The Board oversees the President/CEO to ensure Mission and Strategic Plans are reflected in day-to-day operations.
- The Board reviews and updates the Bylaws as needed.

Academic Performance and Accountability
- The Board, or a committee thereof, annually reviews student performance based on state and federally mandated assessments and approves goals for student academic achievement as recommended by the President/CEO.
- The Board, or a committee thereof, periodically reviews student performance based on school-level assessments.

- The Board reviews and adopts academic policies to achieve student achievement goals.
- The Board approves all academic performance reports required by federal, state, and local agencies.
- The Board approves the Local Control Accountability Plan (LCAP) for each charter school and annually reviews and updates it.
- The Board, or a committee thereof, oversees student data collection systems and periodically reviews their effectiveness.

Staffing and Personnel

- The Board reviews and approves personnel policies and any amendments thereto.
- The Board hires, evaluates, and, when necessary, terminates the employment of the President/CEO.
- The Board establishes annual performance goals for the President/CEO and communicates those goals.
- The Board annually reviews the President/CEO's performance against established goals.
- The Board annually reviews the President/CEO's employment contract.
- The Board establishes and annually reviews succession and recruitment plans for the President/CEO position.
- The Board approves the compensation framework and policies for all CalOPS personnel in compliance with applicable state laws.
- The Board reviews and approves enrollment capacities for each school year at its annual organizational meeting.

Parent, Student, and Community Relations

- The Board, or an administrative panel selected by the Board, hears student expulsion matters and makes final determinations.
- The Board reviews and approves student and parent policies and any proposed amendments thereto.
- The Board may provide direction on high-stakes public communications when requested by the President/CEO.

Finance and Budget

- The Board reviews and approves fiscal management and internal controls policies and any proposed amendments thereto.
- The Board reviews, adopts, and amends the annual budget for CalOPS.
- The Board reviews, adopts, and amends interim and annual financial statements.
- The Board, or a committee thereof, approves the selection of the independent financial auditor as recommended by the President/CEO and receives the auditor's report(s).
- The Board reviews and approves the audit report and monitors responses and implementation.
- The Board ensures that ending fund balances for each charter school maintain reserves consistent with CalOPS fiscal policy.
- The Board enters into financing, leasing, and building contracts as consistent with CalOPS fiscal policies.
- The Board approves construction and remodeling of facilities.

Board Internal Operations

- The Board reviews, and approves Board policies and amendments thereto.
- The Board and the President/CEO jointly recruit and nominate prospective Board members.
- The Board orients and ensures training for new Board members, in conjunction with the President/CEO or his/her designee.
- The Board develops and implements a Board self-evaluation on a regular cycle, and periodically re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews school performance reports.
- The Board reviews and approves new charter petitions for additional schools.
- The Board reviews and approves charter renewal petitions and material revisions submitted to any chartering authority.
- The Board approves any LCAP submissions required by chartering authorities.

Delegation of Power to the President/CEO

The Board delegates the following powers and responsibilities to the President/CEO, or his/her designee, for the day-to-day management of CalOPS and its charter schools. All authority delegated herein is subject to the Bylaws, this policy, CalOPS fiscal policies, the President/CEO Employment Agreement, and applicable law. The President/CEO remains accountable to the Board for the exercise of all delegated authority.

Vision and Strategic Direction

- The President/CEO drafts the CalOPS Mission and Vision for Board review and approval, and keeps the Board informed throughout the drafting process.
- The President/CEO drafts and submits to the Board the one- and multi-year Strategic Plans.
- The President/CEO implements Board-adopted policies, the Mission, and Strategic Plans by adopting appropriate procedures and training staff accordingly.

Academic Performance and Accountability

- The President/CEO creates reports reflecting student performance based on state and federally mandated assessments, reviews them with the Board or a committee thereof, and provides input when setting student achievement goals; implements Board-adopted goals.
- The President/CEO creates regular reports reflecting student performance based on school-level assessments, provides them to the Board, and implements Board-adopted goals for school-level achievement.
- The President/CEO implements Board-adopted academic policies by adopting appropriate procedures and training staff.
- The President/CEO creates all academic performance reports required by federal, state, and local agencies and presents them to the Board for approval.
- The President/CEO consults with teachers, administrators, other school personnel, parents, and students in developing the LCAP and annual updates, which are presented to the Board for approval.

- The President/CEO develops the school calendars and class schedules and presents them to the Board for approval.

Staffing and Personnel

- The President/CEO is responsible for recruiting, hiring, evaluating, disciplining, and terminating all CalOPS personnel other than the President/CEO, whose employment is governed by the Board.
- The President/CEO drafts all personnel policies and amendments and presents them to the Board for review and approval.
- The President/CEO determines enrollment capacities for each school year and presents them to the Board for approval at the annual organizational meeting.
- The President/CEO recommends the salaries and compensation for all CalOPS personnel, consistent with Board-approved compensation frameworks and applicable law, and presents those recommendations to the Board for final approval.
- The President/CEO ensures that all CalOPS personnel are evaluated on an annual basis and creates the evaluation process with input from administrators.
- The President/CEO implements all personnel policies, including internal complaint procedures.

Parent, Student, and Community Relations

- The President/CEO implements the policies and procedures adopted for student suspension, expulsion, or involuntary removal, and presents expulsion recommendations to the Board or an administrative panel upon completion of school-level procedures.
- The President/CEO drafts and implements Board-adopted student and parent policies by adopting appropriate procedures and training staff. The President/CEO drafts amendments to such policies and presents them to the Board for approval.
- The President/CEO communicates with media and the community in a manner consistent with the CalOPS Mission and Vision, and at the direction of the Board as appropriate.

Finance and Budget

- The President/CEO drafts and implements Board-adopted fiscal policies by adopting appropriate procedures and training staff. The President/CEO drafts amendments to fiscal policies and presents them to the Board for approval.
- The President/CEO approves contracts and expenditures in accordance with the authority levels established in the CalOPS Fiscal Policies. Contracts or expenditures outside those limits require Board approval.
- The President/CEO drafts and submits to the Board quarterly and annual budget drafts and the final annual budget for approval.
- The President/CEO drafts and submits quarterly and annual financial statements and all other required financial documents for Board review and approval.
- The President/CEO solicits proposals for and recommends the independent financial auditor to the Board for approval, and manages the day-to-day auditor relationship.
- The President/CEO implements responses to the audit report as directed by the Board and reports on progress at subsequent regular Board meetings.

Charter Performance and Renewal

- The President/CEO annually drafts required school performance reports for Board review.
- The President/CEO is responsible for drafting charter renewal petitions and material revisions to charters for Board review and approval.
- The President/CEO fosters and maintains collaborative relationships between CalOPS and each chartering authority.

Administration Leeway in Absence of Board Policy

The Board recognizes that questions may arise in the day-to-day operations of CalOPS that are not addressed by existing Board policy or these delegations. When the resolution of such questions demands timely action, the President/CEO has the authority to act on behalf of the Corporation in a manner consistent with the CalOPS Mission, the Bylaws, and applicable law.

If the matter involves a policy decision that is likely to be controversial, or that has a significant impact on student learning, safety, or the financial condition of the Corporation, the President/CEO shall notify the Board Chair as soon as practicable after action is taken. The Board Chair shall inform the full Board as appropriate and may schedule a review at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policy, the President/CEO shall make the necessary recommendations to the Board.

Vacancy or Extended Absence of the President/CEO

In the event of a vacancy in the President/CEO position, or an extended absence, the Board shall reassume any authority delegated to the President/CEO until a successor is identified or an interim delegation is established. The Board may, by majority vote, delegate specific authority on an interim basis to another qualified member of the CalOPS administrative staff. Any interim delegation shall be communicated to CalOPS staff and, where appropriate, to the public.

Interim delegation of authority shall be commensurate with the nature and expected duration of the absence or vacancy, and shall be reviewed and adjusted by the Board as circumstances evolve.

Policy Review

This policy shall be reviewed annually by the Board and updated as necessary to reflect changes in law, CalOPS organizational structure, or Board direction. The President/CEO shall recommend updates to the Board whenever significant operational or legal changes warrant revision.

Coversheet

Approval of Minutes from the April 14, 2026 CalOPS Board Meeting (attached)

Section: V. 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 Minutes from the May 12, 2026 CalOPS Board Meeting (attached)

Section: V. Consent Items
Item: B. Approval of Minutes from the May 12, 2026 CalOPS Board Meeting (attached)
Purpose: Vote
Submitted by:
Related Material: 260512 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 May 12, 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
D. Rivas (remote), E. Wickliffe (remote), J. Stockdale (remote), Z. Robeson (remote)

Directors Absent
A. Pulsipher, M. Henjum, P. Pulsipher

Directors who arrived after the meeting opened
D. Rivas

Guests Present
A. Bailey (remote), A. Larsen (remote), Aiko Akers (remote), B. Daseler (remote), Bryan People (remote), D. Hertzler (remote), Doreen Stringer (remote), E. McGahey (remote), H. Tamayo (remote), J. Brunner (remote), J. Condon, J. Sitomer (remote), Jenny Woo (remote), L. Carter (remote), L. Dombek (remote), L. Weed (remote), M. Brockway (remote), M. Duran (remote), M. Lemos (remote), M. Rushing (remote), M. White (remote), Matthew Roman (remote), R. Dreifus, R. Romero (remote), R. Savage (remote), Than Short (remote), Victoria Acton (remote), Z. Kidd (remote)

I. Opening Items

A. Roll Call

Student Representative
Avery Bailey

CalOPS Staff
Aiko Akers - High School Teacher
Ashley Larsen - Administrative Assistant
Bryan Daseler - Interim High School Assistant Principal
Bryan People - Technology Support Specialist
Dan Hertzler - Director of Operations
Doreen Stringer - High School Teacher
Eva McGahey - Operations Coordinator
Heather Tamayo - Middle School Principal
Jen Brunner - High School Assistant Principal
Jenny Woo - High School Teacher
Jessica Condon - Assistant Director of Operations, Enrollment - NorCal Office
LaChelle Carter - Director of Finance
Lauren Weed - Middle 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

Matthew Roman - High School Teacher
Michele Rushing - High School Assistant Principal
Richard Savage - Co-Superintendent
Richie Romero - Co-Superintendent
Ryan Dreifus - Assistant Director of Human Resources - SoCal Office
Than Short - Assistant Director of Educational Services
Victoria Acton - High School Teacher
Zana Kidd - Director of Human Resources

Contracted Staff
Jason Sitomer - Charter Impact Managing Director
Matt Lemos - Charter Impact Director of Client Finance

B. Call the Meeting to Order

J. Stockdale called a meeting of the board of directors of California Online Public Schools to order on Tuesday May 12, 2026 at 4:06 PM.

C. Approval of Agenda

The agenda approval was not voted on until D. Rivas arrived and quorum was met.
Z. Robeson made a motion to approve the agenda.
E. Wickliffe seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher	Absent
E. Wickliffe	Aye
P. Pulsipher	Absent
Z. Robeson	Aye
M. Henjum	Absent
D. Rivas	Aye
J. Stockdale	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. CalOPS LCAP Plan Input (attached)

L. Dombek introduced the purpose of the public hearing. She opened the public hearing on the Local Control & Accountability Plan at 4:08 pm.

No attendees had comment regarding the CalOPS LCAP.

J. Stockdale closed the public hearing at 4:09 pm.

IV. Oral Reports

A. Superintendent's Report

D. Rivas arrived at 4:10 PM.
R. Savage offered updates on 2026-27 application and intent to return numbers, current figures were positive. He noted that testing was going well, with great participation rates. He mentioned that the SPuDs retreat was extremely positive and productive. He also noted that the OCDE charter petition process had been going smoothly thus far.

R. Romero informed the board of his attendance with some members of CalOPS leadership at the LRP conference in Louisiana the week prior. He noted that a recent LA Galaxy match played an ad for CalOPS on the jumbotron, in celebration of their graduates and the standing partnership with CalOPS. He offered some insight on a few of

the meetings that had occurred with OCDE regarding the charter petition, and mentioned an upcoming SPuDs retreat scheduled to occur the following week.

B. Principals' Report (attached)

M. Brockway offered updates at the High School level. He highlighted some upcoming student activities and events, and graduation preparation efforts. He also gave kudos to his team. He mentioned his attendance at the LRP conference and collaboration with the student services and educational services teams to best support students working towards graduation.

H. Tamayo offered updates at the Middle School level. She highlighted testing progress and student activities and events for the end of the school year.

M. White offered updates at the Elementary School level. He highlighted testing participation and engagement efforts from staff. He emphasized the extra push from teachers to help students succeed as the school year comes to a close.

C. Student Representative Updates

A. Bailey shared updates from the student body, including upcoming graduation activities, student engagement opportunities, state testing wrapping up, a school bake-off activity, and a 90's-themed teacher appreciation week.

D. CalOPS Financial Services Updates

L. Carter presented the CalOPS Consolidated Financial Report.

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)

E. Policy, Compliance, and Legislative Updates

D. Hertzler offered Policy, Compliance, and Legislative Updates. He noted that ongoing compliance efforts related to SB 848 have resulted in 42 of 48 vendors reported as compliant. He mentioned that CSBA was promoting a package of 4 different bills relating to revisions to the CA state dashboard: AB 2149, AB 2202, AB 2225, and AB 2514. He provided a brief CalSTRS update, including some steps being taken to introduce a fix which has passed through the Assembly Ed Committee.

D. Hertzler also introduced a proposed new board agenda structure including Information items. This change would allow for first readings of policies, discussion of future action items, etc. to allow additional Board input prior to approval.

F. Educational Services Update

L. Dombek offered Educational Services Updates. She presented the Quarter 3 School Enhancement Targets slide deck.

Highlights:

- Grad Rate - Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.
    - Grad rate goals met for the 2025 school year at most schools
- Academic - Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.
    - Academic goals met
- Engagement - Every 10 weeks, 90% of students will receive 5 successful contacts.
    - Engagement rates were nearing the goal

Z. Robeson asked about how the staff felt regarding the iReady and IXL testing tools. L. Dombek informed her about the new implementation of Parsec to support use, but overall mixed feedback from staff.

V. Information Items

A. 2026-27 CalOPS Board Meeting Schedule

D. Hertzler introduced the drafted CalOPS Board Meeting Schedule and explained the proposed transition to monthly board meetings, excluding July, and the option to move to a different day of the week or time of day.

The Board discussed their availability for the coming school year. The Board directed CalOPS staff to confirm with absent board members on the feasibility of meetings being adjusted to 4:30-6:30 pm, sticking to the second Tuesday of each month.

B. Proposed 2026-27 CalOPS Board Retreat

D. Hertzler proposed a CalOPS Board of Directors Retreat for the 2026-27 school year. The proposed retreat would be held on Saturday and Sunday, November 14th and 15th, which is immediately ahead of the CSDC Conference in Sacramento (11/16-11/18). The board provided positive feedback and interest.

VI. Consent Items

A. Approval of Minutes from the April 14, 2026 CalOPS Board Meeting (attached)

Consent Item A was pulled from the agenda for further review by CalOPS staff.

B. Approval of Staffing Report (attached)

C. Approval of Check Register (attached)

D. Approval of Credit Card Statements (attached)

E. Ratification of Special Education Service Contracts (attached)

F. Approval of Expenditures over $20k (attached)

G. Approval of Director Duty/Salary Realignment (attached)

H. Approval of 2026-27 Curriculum Contract Renewals (attached)

Z. Robeson made a motion to approve the consent agenda, Items B-H.
D. Rivas seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Z. Robeson	Aye
M. Henjum	Absent
J. Stockdale	Aye
A. Pulsipher	Absent
D. Rivas	Aye
E. Wickliffe	Aye
P. Pulsipher	Absent

VII. Action Items

A. Approval of Graduation Ceremony Venue Contracts (attached)

M. Brockway presented the contracts for the NorCal and SoCal Commencement Ceremonies for Board consideration and approval.
Z. Robeson made a motion to approve Action Item A, the commencement ceremony contracts with UC Irvine and UC Berkeley, and payments exceeding $20k for the contract term.
E. Wickliffe seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

D. Rivas	Aye
A. Pulsipher	Absent
E. Wickliffe	Aye

Roll Call

J. Stockdale	Aye
P. Pulsipher	Absent
M. Henjum	Absent
Z. Robeson	Aye

B. Approval of Form 990 (attached)

L. Carter presented the Form 990 for Board consideration and approval.
Z. Robeson made a motion to approve Action Item B, the Form 990.
E. Wickliffe seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher	Absent
M. Henjum	Absent
J. Stockdale	Aye
Z. Robeson	Aye
E. Wickliffe	Aye
D. Rivas	Aye
P. Pulsipher	Absent

C. Approval of 2026-27 WestEd Contract Addendum (attached)

D. Hertzler presented the 2026-27 WestEd Contract Addendum for Board consideration and approval. He noted that this addendum would add WestEd support with the Board Retreat, Staff Advisory Committee, and continued coaching calls. Z. Kidd elaborated on the purpose of the Staff Advisory Committee.

J. Stockdale directed R. Romero to renegotiate contract portion pertaining to the Board Retreat.
Z. Robeson made a motion to approve Action Item C, the WestEd Contract addendum proposal for leadership training, facilitation and coaching, with direction to renegotiate the portion pertaining to the Board Retreat.
E. Wickliffe seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

P. Pulsipher	Absent
J. Stockdale	Aye
Z. Robeson	Aye
M. Henjum	Absent
D. Rivas	Aye

Roll Call

A. Pulsipher Absent
E. Wickliffe Aye

D. Approval of ERC Service Fee Agreement Payment (attached)

L. Carter presented the ERC Service Fee Agreement Payment. The agreement for this item was previously approved by the board, and this action item includes the specific dollar amount for transparency. She noted the intent to recognize these funds as a SoCal revenue and requested Board approval.
E. Wickliffe made a motion to approve the CFOMW Tax payment.
D. Rivas seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

P. Pulsipher Absent
A. Pulsipher Absent
D. Rivas Aye
M. Henjum Absent
E. Wickliffe Aye
J. Stockdale Aye
Z. Robeson Aye

VIII. Closed Session

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

D. Rivas made a motion to move to closed session.
Z. Robeson seconded the motion.
Preferential Vote
A. Bailey - Aye
The board **VOTED** to approve the motion.

Roll Call

P. Pulsipher Absent
M. Henjum Absent
A. Pulsipher Absent
Z. Robeson Aye
D. Rivas Aye
E. Wickliffe Aye
J. Stockdale Aye

B. Closed Session Report Out

J. Stockdale reported no action taken in closed session.

IX. Closing Items

A. Future Business

The board did not request any items be included on the upcoming June 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 June 9, 2026.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Wickliffe	Aye
P. Pulsipher	Absent
J. Stockdale	Aye
M. Henjum	Absent
A. Pulsipher	Absent
Z. Robeson	Aye
D. Rivas	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:56 PM.

Respectfully Submitted,
J. Stockdale

Coversheet

Approval of Minutes from the May 26, 2026 CalOPS Special Board Meeting (attached)

Section:	V. Consent Items
Item:	C. Approval of Minutes from the May 26, 2026 CalOPS Special Board Meeting (attached)
Purpose:	Vote
Submitted by:	
Related Material:	260526 CalOPS Special Board Minutes DRAFT.pdf

DRAFT

California Online Public Schools

California Online Public Schools

Minutes

California Online Public Schools (CalOPS) Special Board Meeting

Date and Time
Tuesday May 26, 2026 at 4:30 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 (remote), E. Wickliffe (remote), J. Stockdale (remote), M. Henjum (remote), P. Pulsipher (remote), Z. Robeson (remote)

Directors Absent
None

Directors who arrived after the meeting opened
D. Rivas

Directors who left before the meeting adjourned
A. Pulsipher

Guests Present
B. Jamero, E. McGahey (remote), H. Tamayo (remote), J. Colombero, Jim Young (remote), L. Dombek (remote), R. Romero (remote), R. Savage (remote)

I. Opening Items

A. Roll Call

CalOPS Staff
Bernie Jamero - Assistant Director of Finance - NorCal Office
Eva McGahey - Operations Coordinator
Heather Tamayo - Middle School Principal
Julie Colombero - Assistant Director of Operations, Family Relations - SoCal Office
Leslie Dombek - Director of Educational Services
Richard Savage - Co-Superintendent
Richie Romero - Co-Superintendent

Contracted Staff
Jim Young - Legal Counsel

B. Call the Meeting to Order

J. Stockdale called a meeting of the board of directors of California Online Public Schools to order on Tuesday May 26, 2026 at 4:33 PM.

C. Approval of Agenda

M. Henjum made a motion to approve the agenda.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Z. Robeson	Aye
P. Pulsipher	Aye
J. Stockdale	Aye
M. Henjum	Aye
D. Rivas	Absent
E. Wickliffe	Aye
A. Pulsipher	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.

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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. Closed Session

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

M. Henjum made a motion to move to closed session.

E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Stockdale	Aye
A. Pulsipher	Aye
E. Wickliffe	Aye
D. Rivas	Absent
M. Henjum	Aye
Z. Robeson	Aye
P. Pulsipher	Aye

D. Rivas arrived at 5:12 PM.
A. Pulsipher left at 5:18 PM.

B. Closed Session Report Out

J. Stockdale reported out from closed session that no actions were taken.

IV. Closing Items

A. Future Business

The board did not request any items be added to a future agenda.

B. Adjourn Meeting

M. Henjum made a motion to adjourn the CalOPS Special Board Meeting.
Z. Robeson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Stockdale	Aye
D. Rivas	Aye
M. Henjum	Aye
P. Pulsipher	Aye
A. Pulsipher	Absent
Z. Robeson	Aye
E. Wickliffe	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:37 PM.

Respectfully Submitted,
J. Stockdale

Coversheet

Approval of Staffing Report (attached)

Section: V. Consent Items
Item: D. Approval of Staffing Report (attached)
Purpose: Vote
Submitted by:
Related Material: 260609 CalOPS Staffing Report.pdf

California Online Public Schools

CalOPS Staffing Report

June 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
30630	Middle School Special Education Teacher	10/30/2025	6/22/2026
30181	High School ELA Teacher	8/25/2025	6/18/2026
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
30720	High School ELA Teacher	3/25/2026	6/1/2026
30441	Records Specialist	4/6/2026	9/10/2026

California Online Public Schools

30109	High School Special Education Teacher	4/13/2026	6/15/2026
30677	High School ELA Teacher	4/13/2026	8/12/2026
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
30609	Elementary School Teacher	6/2/2026	1/11/2027

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: V. Consent Items
Item: E. Approval of Check Register (attached)
Purpose: Vote
Submitted by:
Related Material: 260609 Check Register_Redacted (4935-6170-3602.v1).pdf

Southern California

Check Register

For the period ended April 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20920	Adapted Childs Play LLC	SpEd Svcs - 02/26	04/02/2026	$ 2,244.00
20921	Amergis Healthcare Staffing Inc	SpEd Svcs - 02/26	04/02/2026	30,364.74
20922	Charter Impact, LLC	Business Mgmt Svcs - 04/26	04/02/2026	200,269.00
20923	Cornerstone Educational Solutions	SpEd Svcs - 02/26	04/02/2026	25,722.02
20924	Cvent, Inc	Software	04/02/2026	12,575.00
20925	Elevation Solutions	Marketing Svcs	04/02/2026	14,923.00
20926	Every Special Child LLC	SpEd Svcs - 02/26	04/02/2026	4,700.00
20927	GHA Technologies Inc	JAMF - Annual Subscription	04/02/2026	97.20
20928	Mother Earth Flowers	Commencement Graduation Flowers - 06/17/26	04/02/2026	2,941.39
20929	Partners in Special Education	SpEd Svcs - 01/26	04/02/2026	303.75
20930	Pitney Bowes Inc	Postage Meter Contract	04/02/2026	65.30
20931	T-Mobile	Communication Svcs - MKV	04/02/2026	67,807.77
20932	T-Mobile - 0979	Communication Svcs	04/02/2026	248.31
20933	US Bank Equipment Finance	Equipment Lease - 03/08/26 - 04/08/26	04/02/2026	1,050.53
20934	Behavioral Autism Therapies	SpEd Svcs - 02/26	04/06/2026	190.00
20935	California Academic Decathlon - Sacramento	Decathlon Registration	04/06/2026	310.00
20936	Docufree Corporation	Document Storage Svcs - 03/26	04/06/2026	835.00
20937	Edmentum	Curriculum	04/06/2026	590.00
20938	Every Special Child LLC	SpEd Svcs - 03/26	04/06/2026	5,828.00
20939	FeldCare Connects	SpEd Svcs - 03/26	04/06/2026	531.00
20940	Law Offices of Young, Minney & Corr LLP	Legal Svcs	04/06/2026	22,785.50
20941	Norsoft	Software - AI Grader	04/06/2026	45.00
20942	Talkpath Live	SpEd Svcs - 02/26	04/06/2026	412.50
20943	Zoom Communications Inc	Communication Svcs - 04/26	04/06/2026	383.46
20944	Concur Technologies Inc	Travel and Expense with TripLink - 04/26	04/14/2026	9,494.12
20945	Cox Business	Communication Svcs - 04/26	04/14/2026	1,298.95
20946	Crown Facility Solutions Inc	Janitorial Svcs - 04/26	04/14/2026	1,356.91
20947	Law Offices of Young, Minney & Corr LLP	Legal Svcs SpEd	04/14/2026	34,308.50
20948	Newfront	Consulting Svcs - 02/26 - 03/26	04/14/2026	1,513.60
20949	Philadelphia Insurance Companies	Insurance Premium - 10/01/25-26	04/14/2026	19,501.46
20950	Vivant Strategies Group, Inc.	Collaboration and Leadership Coaching - 04/01/26	04/14/2026	18,875.00
20951	[redacted]	Reimb. - Mileage SpEd - 02/26	04/14/2026	163.13
20952	Access Language	SpEd Svcs - 03/26	04/22/2026	4,500.00
20953	Amergis Healthcare Staffing Inc	SpEd Svcs - 03/26	04/22/2026	36,847.86
20954	AT&T	Communication Svcs - 03/07/26 - 04/06/26	04/22/2026	537.21
20955	Center for Accessible Technology	SpEd Svcs - 03/26	04/22/2026	1,400.00
20956	CliftonLarsonAllen LLP	Audit Svcs	04/22/2026	27,545.00
20957	Cornerstone Educational Solutions	SpEd Svcs - 03/26	04/22/2026	37,716.51
20958	Corodata Records Management Inc.	Storage Rental - 03/26	04/22/2026	384.01
20959	Corodata Shredding Inc.	Shredding Svcs - 03/26	04/22/2026	144.06
20960	Every Special Child LLC	SpEd Svcs - 03/26	04/22/2026	6,674.00
20961	FeldCare Connects	SpEd Svcs - 03/26	04/22/2026	721.00
20962	Moving With Confidence	SpEd Svcs	04/22/2026	550.00
20963	N-Effect Productions	Prom Final Payment	04/22/2026	13,125.00
20964	OC Fair and Event Center	EOY Socal Festival	04/22/2026	17,415.00
20965	Professional Tutors of America Inc.	SpEd Svcs - 12/25	04/22/2026	194.00
20966	Purchase Power	Postage Meter Refill - 03/17/26 - 04/03/26	04/22/2026	2,024.75
20967	San Joaquin County Office of Education	EDJOIN - One Year	04/22/2026	6,850.00
20968	SMWD	Utility Svcs - 03/03/26 - 04/07/26	04/22/2026	251.49
20969	Talkpath Live	SpEd Svcs - 03/26	04/22/2026	668.25
20970	The Hartford	Workers Compensation - 07/01/25 - 07/01/26	04/22/2026	19,606.69
20971	[redacted]	Reimb. - Mileage SpEd - 03/26	04/22/2026	152.25
20972	Bromberg & Associates, LLC	SpEd Svcs	04/27/2026	22,460.00
20973	Capistrano Unified School District	District Oversight Fee - 03/26 - 04/26	04/27/2026	123,561.00
20974	Department of Justice	Fingerprinting Svcs - 03/26	04/27/2026	32.00
20975	GHA Technologies Inc	HP Fortis Chromebook (40), License (40), Google ZTE (40)	04/27/2026	21,827.50
20976	Hampton Inn Irvine Spectrum Lake Forest	Facilities Rental - 05/26	04/27/2026	3,134.39
20977	National Student Clearinghouse	StudentTracker - 06/01/26 - 05/31/27	04/27/2026	595.00
20978	Partners in Special Education	SpEd Svcs - 02/26	04/27/2026	1,035.00
20979	Pitney Bowes Inc	Postage Meter Lease - 05/20/26 - 08/19/26	04/27/2026	841.28
20980	US Bank Equipment Finance	Equipment Lease - 04/08/26 - 05/08/26	04/27/2026	1,050.53
20981	USAD	Pentathlon Regional Competition	04/27/2026	50.00
ACH	Effectual Educational Consulting Services	SpEd Svcs - 01/26	04/02/2026	35,189.43
ACH	Language Line Services, Inc.	Interpretation Svcs	04/02/2026	14,960.32
ACH	School Services of California Inc.	Consulting Svcs - 02/26	04/02/2026	2,512.50
ACH	James Stockdale	Board member Cellphone Stipend - 04/26	04/02/2026	40.00
ACH	SOFTMSP LLC	Vespiro Fusion Software	04/02/2026	3,781.02
ACH	SOFTMSP LLC	SpEd App	04/06/2026	3,799.85
ACH	School Pathways LLC	iReady Bridge Annual Subscription - 03/01/26 - 02/28/27	04/06/2026	1,000.00

Southern California

Check Register

For the period ended April 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	TTC4SUCCESS	SpEd Svcs	04/06/2026	278,174.90
ACH	Florida Virtual School	Curriculum	04/06/2026	1,900.00
ACH	Instructure, Inc.	Graduation Supplies	04/06/2026	12,410.00
ACH	TeleSesh	SpEd Svcs - 02/26	04/06/2026	2,676.67
ACH	Brandastic, Inc.	Marketing Svcs	04/06/2026	10,725.00
ACH	Documo Inc.	Office Supplies	04/06/2026	15.12
ACH	Konnect	BYO: Compensation Support	04/06/2026	15,000.00
ACH	WestEd	Leadership Virtual Sessions - 03/26	04/06/2026	153,125.00
ACH	Gympass US LLC	Gym Subscription Benefit - 03/28/26 - 04/27/26	04/06/2026	6,190.87
ACH	Netrix LLC	IT Svcs - 04/26	04/06/2026	3,080.00
ACH	Oxford Consulting Services Inc.	SpEd Svcs - 02/26	04/14/2026	178,033.95
ACH	Law Offices of Michelle Won, PC	Legal Svcs - 03/26	04/14/2026	1,960.00
ACH	Specialized Therapy Services Inc	SpEd Svcs - 02/26	04/14/2026	4,547.44
ACH	SOFTMSP LLC	IT Hardware - iPads, iPad Cases	04/14/2026	304,629.86
ACH	Carrot Fertility Inc	Employee Benefit - 05/26	04/14/2026	3,790.80
ACH	Brandastic, Inc.	Marketing Svcs	04/14/2026	21,000.00
ACH	Branche Jones	Consulting Svcs - 03/26	04/14/2026	4,000.00
ACH	Total Transportation Logistics Inc	Storage Svcs - 03/26	04/14/2026	6,183.29
ACH	Renaissance Newport Beach Hotel	BTS Overflow Hotel	04/15/2026	14,000.00
ACH	Hyatt Regency Newport Beach West	BTS 2026 - 2nd Deposit	04/15/2026	80,500.00
ACH	MetLife	MetLife Benefits - 04/26	04/17/2026	88,283.60
ACH	InterPres Corporation	Rent - 05/26	04/22/2026	32,152.92
ACH	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 02/26	04/22/2026	150,098.67
ACH	Juntos Con Speech Therapy	SpEd Svcs - 03/26	04/22/2026	325.00
ACH	Language Line Services, Inc.	Interpretation Svcs	04/22/2026	22,455.06
ACH	Mind Metrics Psychological Services, PC	SpEd Svcs - 03/26	04/22/2026	240.00
ACH	TeleSesh	SpEd Svcs - 03/26	04/22/2026	3,006.67
ACH	Niche.com Inc.	Marketing Svcs	04/22/2026	7,997.49
ACH	PHMG	Marketing Svcs - 04/15/26 - 05/14/26	04/22/2026	1,502.18
ACH	Effectual Educational Consulting Services	SpEd Svcs - 02/26	04/27/2026	32,136.08
ACH	OverDrive Inc	Curriculum	04/27/2026	434.01
ACH	Community Therapy Services	SpEd Svcs - 02/26	04/27/2026	22,860.75
ACH	SOFTMSP LLC	IT Hardware - iPads, iPad Cases	04/27/2026	103,763.31
ACH	California Department of Tax and Fee Administration	Use Tax 2025	04/03/2026	4,829.00
ACH	JP Morgan Chase - Credit Card	CC Pmt	04/28/2026	175,567.18
			Total Disbursements	**2,642,505.86**

Central Valley

Check Register

For the period ended April 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40182	Effectual Educational Consulting Services	SpEd Svcs - 01/26	04/02/2026	$ 4,653.38
40183	Specialized Therapy Services Inc	SpEd Svcs - 02/26	04/02/2026	220.00
40184	Law Offices of Young, Minney & Corr LLP	Legal Svcs SpEd	04/14/2026	1,900.00
40185	Oxford Consulting Services Inc.	SpEd Svcs - 02/26	04/14/2026	3,541.48
40186	Mind Metrics Psychological Services, PC	SpEd Svcs - 03/26	04/22/2026	120.00
40187	Speak! Speech & Language Therapy, Inc.	SpEd Svcs - 03/26	04/22/2026	660.00
40188	Community Therapy Services	SpEd Svcs - 02/26	04/27/2026	6,094.25
40189	Effectual Educational Consulting Services	SpEd Svcs - 02/26	04/27/2026	4,231.44
40190	Partners in Special Education	SpEd Svcs - 02/26	04/27/2026	600.00
			Total Disbursements	**$ 22,020.55**

Northern California

Check Register

For the period ended April 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60569	Alvin Medina	Graduation Photography - 06/16/26	04/02/2026	$ 1,000.00
60570	DHH Educational Solutions	SpEd Svcs	04/02/2026	1,799.45
60571	Effectual Educational Consulting Services	SpEd Svcs - 01/26	04/02/2026	7,912.86
60572	Partners in Special Education	SpEd Svcs - 01/26	04/02/2026	799.50
60573	Pitney Bowes Global Financial Services LLC-2106	Postage Contract	04/02/2026	40.88
60574	Primo Brands / Blue Triton Brands Inc.	Office Supplies	04/02/2026	148.90
60575	Specialized Therapy Services Inc	SpEd Svcs - 02/26	04/02/2026	1,150.73
60576	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 04/26	04/06/2026	533.00
60577	PG&E	Utility Svcs - 02/27/26 - 03/27/26	04/06/2026	53.01
60578	Pitney Bowes Global Financial Services LLC-2106	Postage Refill - 12/30/25 - 03/29/26	04/06/2026	289.83
60579	Access Language	SpEd Svcs - 02/26	04/14/2026	5,760.00
60580	Charter Communications	Communication Svcs - 04/26	04/14/2026	222.09
60581	Community Therapy Services	SpEd Svcs - 01/26	04/14/2026	6,118.50
60582	Corodata Shredding Inc	Shredding Svcs - 03/26	04/14/2026	53.61
60583	El Paseo Childrens Center Inc.	SpEd Svcs - 01/26	04/14/2026	143,617.92
60584	Law Offices of Young, Minney & Corr LLP	Legal Svcs SpEd	04/14/2026	674.00
60585	Oxford Consulting Services Inc.	SpEd Svcs - 02/26	04/14/2026	9,576.52
60586	Speak! Speech & Language Therapy, Inc.	SpEd Svcs - 02/26	04/14/2026	100.00
60587	[redacted]	SpEd Svcs - 01/26 - 02/26	04/14/2026	1,305.00
60588	Access Language	SpEd Svcs - 03/26	04/22/2026	8,332.50
60589	AT&T - 6652	Communication Svcs - 03/07/26 - 04/06/26	04/22/2026	1,084.28
60590	Primo Brands / Blue Triton Brands Inc.	Office Supplies	04/22/2026	110.93
60591	Speak! Speech & Language Therapy, Inc.	SpEd Svcs - 03/26	04/22/2026	25.00
60592	[redacted]	Reimb. - SpEd Svcs - 02/26	04/22/2026	665.00
60593	Alameda County Fairgrounds	EOY 25/26 Festival Final Pmt - 05/28/26	04/27/2026	10,604.50
60594	Community Therapy Services	SpEd Svcs - 02/26	04/27/2026	6,749.00
60595	Effectual Educational Consulting Services	SpEd Svcs - 02/26	04/27/2026	12,479.00
60596	Partners in Special Education	SpEd Svcs - 02/26	04/27/2026	1,380.00
60597	[redacted]	Reimb. - SpEd Svcs - 02/26 - 03/26	04/27/2026	2,993.24
60598	The Balloon Man	Balloon Arch	04/27/2026	1,047.38
60599	UCBHSSP	PD Workshop for Teachers - 04/13/26	04/27/2026	4,400.00
ACH	Brekke Real Estate Inc	Rent - 04/26	04/02/2026	8,217.63
ACH	Chase Bank - 7975	Bank Fee	04/15/2026	98.13
ACH	Modesto Irrigation District	Modesto Utilities	04/27/2026	256.14
			Total Disbursements	**$ 239,598.53**

North Bay

Check Register

For the period ended April 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30125	Effectual Educational Consulting Services	SpEd Svcs - 01/26	04/02/2026	$ 4,316.00
30126	Oxford Consulting Services Inc.	SpEd Svcs - 02/26	04/14/2026	165.75
30127	Community Therapy Services	SpEd Svcs - 02/26	04/22/2026	1,797.50
30128	Effectual Educational Consulting Services	SpEd Svcs - 02/26	04/27/2026	3,286.00
			Total Disbursements	**$ 9,565.25**

Monterey Bay

Check Register

For the period ended April 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20153	Effectual Educational Consulting Services	SpEd Svcs - 01/26	04/02/2026	$ 1,877.50
20154	Specialized Therapy Services Inc	SpEd Svcs - 02/26	04/02/2026	235.00
20155	Oxford Consulting Services Inc.	SpEd Svcs - 02/26	04/14/2026	2,792.38
20156	Mind Metrics Psychological Services, PC	SpEd Svcs - 03/26	04/22/2026	90.00
20157	Seven Bridges Speech Pathology Inc	SpEd Svcs - 03/26	04/22/2026	720.00
20158	Community Therapy Services	SpEd Svcs - 02/26	04/27/2026	3,585.50
20159	Effectual Educational Consulting Services	SpEd Svcs - 02/26	04/27/2026	7,997.00
			Total Disbursements	**$ 17,297.38**

Central Coast

Check Register

For the period ended April 30, 2026

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70095	Effectual Educational Consulting Services	SpEd Svcs - 01/26	04/02/2026	$ 2,394.00
70096	Law Offices of Young, Minney & Corr LLP	Legal Svcs SpEd	04/14/2026	519.00
70097	Oxford Consulting Services Inc.	SpEd Svcs - 02/26	04/14/2026	221.00
70098	Community Therapy Services	SpEd Svcs - 02/26	04/22/2026	672.00
70099	Effectual Educational Consulting Services	SpEd Svcs - 02/26	04/27/2026	3,131.00
			Total Disbursements	**$ 6,937.00**

Coversheet

Approval of Credit Card Statements (attached)

Section: V. Consent Items
Item: F. Approval of Credit Card Statements (attached)
Purpose: Vote
Submitted by:
Related Material: June 2026 Credit Card 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	06/23/2026
AMOUNT DUE	$136,102.23
CURRENT BALANCE	$136,102.23

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

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALOPS

ACCOUNT NUMBER: [redacted]

CLOSING DATE	05-29-26
CREDIT LIMIT	1,000,000
AVAILABLE CREDIT	863,898

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	156,632.12
PURCHASES AND OTHER CHARGES	138,121.84
CASH ADVANCES	.00
CREDITS	2,019.61
PAYMENTS	156,632.12-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**136,102.23**
TOTAL PAYMENT DUE	136,102.23
DISPUTED AMOUNT	.00

ACCT. NUMBER: CALOPS

COMMERCIAL ACCOUNT ACTIVITY

CALOPS — **TOTAL COMMERCIAL ACTIVITY** $156,632.12CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-25	05-25		AUTO PAYMENT DEDUCTION	156,632.12CR

INDIVIDUAL CARDHOLDER ACTIVITY

KARLEY STILSON — CREDITS $0.00 | PURCHASES $1,112.85 | CASH ADV $0.00 | TOTAL ACTIVITY $1,112.85

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	24692166120404867750623	MARRIOTT NEW ORL CONV NEW ORLEANS LA 630700 ARRIVAL: 04-26-26	1,112.85
			Total Travel Activity	$1,112.85

BERNADETTE JAMERO — CREDITS $0.00 | PURCHASES $588.79 | CASH ADV $0.00 | TOTAL ACTIVITY $588.79

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-07	24692166128402810275161	SOUTHWES 5262158142533 800-435-9792 TX QUINTIA JAMERO/BERNA DEPART: 08-16-26 P.O.S.: SALES TAX: $0.00 SMF WN P SNA WN P SMF	588.79
			Total Travel Activity	$588.79

ASHLEY MALDONADO — CREDITS $0.00 | PURCHASES $1,155.30 | CASH ADV $0.00 | TOTAL ACTIVITY $1,155.30

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	24493986120214267014088	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28700901 SALES TAX: 0.00	120.00
05-01	04-29	24692166120404867750607	MARRIOTT NEW ORL CONV NEW ORLEANS LA 628200 ARRIVAL: 04-26-26	1,035.30
			Total Travel Activity	$1,155.30

AMBER CAMBRIA — CREDITS $0.00 | PURCHASES $84.23 | CASH ADV $0.00 | TOTAL ACTIVITY $84.23

ACCOUNTING CODE:

Continued on next page

ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-20	05-18	24431066139433701312438	OLIVE GARDEN ZK 0024431 CARSON CA P.O.S.: 325646283303102170409 SALES TAX: 0.00	63.27
05-29	05-28	24137466148501058742395	TST* MENDOCINO FARMS - 77 COSTA MESA CA	20.96
			Total Travel Activity	$84.23

LEEANN HERNANDEZ	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$291.65	$0.00	$291.65

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-25	05-22	24036296142742685840025	GUESTRS*DOUBLETREE 800-468-3578 TX P.O.S.: 5013 SALES TAX: 22.58	291.65
			Total Travel Activity	$291.65

RICHARD SAVAGE	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$2,787.64	$0.00	$2,787.64

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-05	05-04	24036296124714519787120	FACEBK *C6GAJLV462 650-543-4800 CA P.O.S.: 26670029992681352 SALES TAX: 0.00	900.00
			Total Purchasing Activity	$900.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-07	05-06	24137466127600337209740	KNOTT'S BERRY FARM ONLINE 817-607-6121 CA P.O.S.: 102650626 SALES TAX: 0.00	1,144.00
05-19	05-17	24692166138402033159323	TST*BROWNSTONE SALT LAKE CIT UT P.O.S.: 00283590032040217471aa SALES TAX: 0.00	56.04
05-19	05-18	24692166138402357947873	SQ *OSAKA JAPAN SALT LAKE CIT UT P.O.S.: 000115292151708413463 4 SALES TAX: 0.00	16.69
05-20	05-18	24000976139768300230650	RAMBLIN ROADS - SLC 16 SALT LAKE CIT UT	54.13
05-21	05-19	24493986140219898048682	DEL TACO #270 ROY UT	12.04
05-21	05-19	24692166140401114894739	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 208510 ARRIVAL: 05-17-26	604.74
			Total Travel Activity	$1,887.64

THANETTE SHORT	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$9.09	$86.63	$0.00	$77.54

ACCOUNTING CODE:

Continued on next page

ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-09	247933861280033499720 88	SNA MARKET 949 SANTA ANA CA P.O.S.: 0407-040751-51112-2612854 SALES TAX: 0.00	9.09
05-11	05-09	747933861280033508640 88	SNA MARKET 949 SANTA ANA CA P.O.S.: 0407-040701-10312-2612854 SALES TAX: 0.00	5.39CR
05-11	05-09	747933861280033524230 81	SNA MARKET 949 SANTA ANA CA P.O.S.: 0407-040701-10313-2612854 SALES TAX: 0.00	3.70CR
			Total Purchasing Activity	$0.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-08	244450061293007396387 57	PMT*SAC CO AIRPORT PARKNG SACRAMENTO CA	36.00
05-11	05-09	246921661294037486936 31	IN-N-OUT SCDELTASHORES SACRAMENTO CA P.O.S.: 001091 SALES TAX: 0.00	9.79
05-29	05-28	244310661494394932552 95	PANDA EXPRESS #2006 PLEASANTON CA	31.75
			Total Travel Activity	$77.54

TRACY LE	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$273.25	$0.00	$273.25

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-08	240552361287435432958 73	TEXAS SECRETARY OF STA 512-463-5601 TX P.O.S.: 158506979 SALES TAX: 0.00	2.00
05-20	05-19	244921561402574713047 43	WF4NVSOSRFLM*SERVICE FEE 775-684-5780 CA P.O.S.: 79039089 SALES TAX: 0.00	6.25
05-20	05-19	244921561402574713203 01	NV SOS SILVERFLUME 775-684-5780 NV P.O.S.: 79062311 SALES TAX: 0.00	250.00
05-20	05-19	247330961401294951874 86	KY-SEC OF STATE EGOV.COM KY P.O.S.: 141117974 SALES TAX: 0.00	15.00
			Total Purchasing Activity	$273.25

HANNAH HURLEY	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$359.41	$0.00	$359.41

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-13	05-11	246921661324065898722 35	SOUTHWES 5262159186615 800-435-9792 TX HURLEY/HANNAH MAE DEPART: 08-18-26 P.O.S.: SALES TAX: $0.00 BOI WN J SJC WN J SNA WN A OAK WN A BOI	359.41
			Total Travel Activity	$359.41

HILARY BESSETTE	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,459.11	$0.00	$1,459.11

ACCOUNTING CODE:

Continued on next page

ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-07	05-06	24445006126300664765396	TARGET STORE T3366 SAN JUAN CAPO CA	5.09
			Total Purchasing Activity	$5.09

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-07	05-06	24431066127426236357542	BUFFALO/NIAGARA AIRPORT CHEEKTOWAGA NY	17.38
05-08	05-06	24427336127710029437915	CHICK-FIL-A #04255 SAN JUAN CAPI CA P.O.S.: 03844624255VPTY7042945249 SALES TAX: 0.00	37.14
05-08	05-06	24692166127401757597075	IN-N-OUT LAGUNA HILLS LAGUNA HILLS CA P.O.S.: 023577 SALES TAX: 0.00	16.11
05-11	05-08	24013396130002113139378	SJC PARKING 949-4931171 CA P.O.S.: 1 SALES TAX: 0.00	4.00
05-11	05-08	24164076128060216412018	NATIONAL CAR RENTAL SANTA ANA CA 669639977	383.20
05-11	05-08	24692166128402921729890	SQ *KEBAB CRAFT SAN JUAN CAPI CA P.O.S.: 000115292151701664735 2 SALES TAX: 0.00	78.20
05-11	05-08	24692166129403712778517	RESIDENCE INN SAN JUAN SANJUAN CAPIS CA H6 944 ARRIVAL: 05-06-26	887.64
05-18	05-15	24430996136752360482683	RENTALTOLL669639977 NIKKI,WOODWAR CA P.O.S.: T230084070 SALES TAX: 0.00	14.50
			Total Travel Activity	$1,438.17

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-08	24231686129744517402398	ARCO 904668 NEWPORT BEACH CA P.O.S.: 00552577 SALES TAX: 0.00	5.78
05-11	05-08	24692166129403139939528	CHEVRON 0095418 IRVINE CA P.O.S.: V000001000000 SALES TAX: 1.44	10.07
			Total Fleet Activity	$15.85

RICARDO ROMERO	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$2,458.75	$0.00	$2,458.75

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	24941686120304145469325	V.S.P. PARKING BURBANK BURBANK CA P.O.S.: 71500022 SALES TAX: 15.05	158.40
05-08	05-07	24137466127100302136226	TST* MEMPHIS RESTAURANT COSTA MESA CA P.O.S.: Sju7aPxqWhsR5yBbr SALES TAX: 1.55	25.49
05-11	05-07	24692166128402696249520	LAKE FOREST TOWNEPLACE LAKE FOREST CA Z6 716 ARRIVAL: 05-06-26	235.43
05-18	05-14	24692166135409426678705	SOUTHWES 5262160347444 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 BUR WN N OAK WN E BUR	583.80

Continued on next page

ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-18	05-15	24692166136400452299275	SOUTHWES 5262160558743 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 SNA WN G OAK WN Z SNA	463.80
05-20	05-18	24055236139755875000520	CURB SALT LAKE CITY ASTORIA NY P.O.S.: 158643714 SALES TAX: 0.00	37.07
05-21	05-19	24692166140401114894721	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 208220 ARRIVAL: 05-17-26	514.74
05-29	05-28	24137466148100308387661	TST* BEER BARON WHISKEY B PLEASANTON CA P.O.S.: b0lfQ+Ucrndm49DRb SALES TAX: 5.57	71.52
05-29	05-28	24164076148060216349976	NATIONAL CAR RENTAL OAKLAND CA 669950436	86.06
05-29	05-27	24692166148408462569484	MARRIOTT COSTA MESA COSTA MESA CA 105850 ARRIVAL: 05-26-26	282.44
			Total Travel Activity	$2,458.75

MARISSA CARTER	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$359.41	$0.00	$359.41

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-13	05-11	24692166132406589848193	SOUTHWES 5262159184786 800-435-9792 TX CARTER/MARISSA MCGRE DEPART: 08-18-26 P.O.S.: SALES TAX: $0.00 BOI WN J SJC WN J SNA WN A OAK WN A BOI	359.41
			Total Travel Activity	$359.41

MARCUS WHITE	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,168.46	$0.00	$1,168.46

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-18	05-17	24692166138401747774823	SQ *JAMES KUAY SALT LAKE CIT UT P.O.S.: 00011529215170826 SALES TAX: 0.00	41.32
05-21	05-20	24011346140100108032676	LYFT *SCHD AIR 05-20 LYFT.COM CA P.O.S.: ch2yjbjz33eo6k SALES TAX: 0.00	26.32
05-21	05-20	24717056141871410335764	AMERICAN AI 0010284765050 UNITED STATES AZ WHITE/MARCUS DEPART: 05-20-26 P.O.S.: SALES TAX: $0.00 SLC AA S PHX AA S SBP	40.00
05-22	05-20	24692166141402062052170	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 455560 ARRIVAL: 05-17-26	772.11
05-27	05-25	24755426146161463818087	NEWPORT BEACH HOTEL NEWPORT BEACH CA 23479250 ARRIVAL: 05-24-26	288.71
			Total Travel Activity	$1,168.46

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ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

MACKENZIE DURAN

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$2,142.54	$0.00	$2,142.54

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	24493986120214267014401	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28700933 SALES TAX: 0.00	120.00
05-01	04-29	24692166120404867750458	MARRIOTT NEW ORL CONV NEW ORLEANS LA 621000 ARRIVAL: 04-26-26	1,112.85
05-04	05-02	24692166123408070313514	SOUTHWES 5262156456446 800-435-9792 TX DURAN/MACKENZIE DEPART: 05-19-26 P.O.S.: SALES TAX: $0.00 SLC WN U PHX WN U LGB	332.20
05-19	05-18	24692166138402305127651	SQ *SHAKE SHACK SALT LAKE CIT UT P.O.S.: 000115292151708380816 1 SALES TAX: 0.00	19.44
05-20	05-19	24045476140001800039388	SIRVEZAS AT SKYHARBOR 602-2758226 AZ P.O.S.: 20260520000533 SALES TAX: 1.79	29.90
05-21	05-19	24692166140401114894697	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 206890 ARRIVAL: 05-17-26	514.74
05-29	05-27	24692166148408493859748	IN-N-OUT ORANGE 2 ORANGE CA P.O.S.: 096603 SALES TAX: 0.00	13.41
			Total Travel Activity	$2,142.54

JESSICA CONDON

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$588.79	$0.00	$588.79

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-15	05-13	24692166134408447700317	SOUTHWES 5262159888065 800-435-9792 TX CONDON/JESSICA JEAN DEPART: 08-17-26 P.O.S.: SALES TAX: $0.00 SMF WN P SNA WN P SMF	588.79
			Total Travel Activity	$588.79

AMY PHILLIPS

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$25.00	$0.00	$25.00

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-08	24755426128181282487403	CITY OF MODESTO PARKING D MODESTO CA	1.25
			Total Purchasing Activity	$1.25

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-08	05-06	24692166127401745311118	STARBUCKS STORE 53956 RIPON CA P.O.S.: 6BBEFC20C74A681300 SALES TAX: 0.00	15.45
05-13	05-11	24692166132406492242583	STARBUCKS STORE 66096 MODESTO CA P.O.S.: 2C570CF0C636713171 SALES TAX: 0.00	8.30

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ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Travel Activity	$23.75

LESLIE DOMBEK	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$3,913.36	$0.00	$3,913.36

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-06	05-05	240469161259000010974040	PAY*THE STAND - CATERI 818-7882707 CA P.O.S.: 27271071094 SALES TAX: 12.57	200.25
			Total Purchasing Activity	$200.25

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	246921661204048677504 82	MARRIOTT NEW ORL CONV NEW ORLEANS LA 622500 ARRIVAL: 04-26-26	1,357.27
05-04	05-03	241374661240014526289 59	TST* BOSSCAT IRVINE IRVINE CA P.O.S.: VyteMnmkCTsPcP6ef SALES TAX: 2.49	41.49
05-04	05-02	244310661234242032175 20	ALASKA AIR SEATTLE WA XXXXXXXXXXXXXXXXXXX DEPART: 00-00-00 P.O.S.: SALES TAX: $0.00	45.00
05-06	05-04	246921661254098565847 14	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 654700 ARRIVAL: 05-03-26	292.67
05-08	05-06	246921661274017640105 67	IN-N-OUT SAN JUAN CAPO SAN JUAN CAPI CA P.O.S.: 015639 SALES TAX: 0.00	9.97
05-11	05-08	241374661281003573194 11	TST* SUNDRIED TOMATO AMER SAN JUAN CAPO CA P.O.S.: MuBzLgEnNOcrBmt59 SALES TAX: 15.25	235.85
05-11	05-09	241640761300602165761 98	NATIONAL CAR RENTAL SANTA ANA CA 669596353	467.59
05-11	05-09	244310661304283948680 59	ALASKA AIR SEATTLE WA XXXXXXXXXXXXXXXXXXX DEPART: 00-00-00 P.O.S.: SALES TAX: $0.00	45.00
05-11	05-08	246921661294037127785 09	RESIDENCE INN SAN JUAN SANJUAN CAPIS CA H6 944 ARRIVAL: 05-06-26	592.78
05-20	05-18	247554261391713917423 24	MARRIOTT SALT LAKE DOWNTO SALT LAKE CTY UT P.O.S.: 00003806 SALES TAX: 0.00	19.44
05-21	05-19	246921661404011148947 05	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 206900 ARRIVAL: 05-17-26	553.13
			Total Travel Activity	$3,660.19

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-09	246921661294040472087 90	CHEVRON 0095418 IRVINE CA P.O.S.: V000001000000 SALES TAX: 7.57	52.92

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ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Fleet Activity	$52.92

DANIEL HERTZLER	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$882.36	$0.00	$882.36

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-07	05-04	24231686126740351677916	MAGGIANOS S COAST PLAZA COSTA MESA CA P.O.S.: 0921368009834637 SALES TAX: 0.00	252.23
05-19	05-18	24793386138003974288063	LGB POLLYS/SWEET JILL LONG BEACH CA P.O.S.: 0969-09692-20114-26138287 SALES TAX: 0.00	15.75
05-21	05-20	24055226141758158807170	LAZ PARKING L47179-SKI LONG BEACH CA P.O.S.: 38500015 SALES TAX: 7.98	84.00
05-22	05-20	24692166141402062051677	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 211330 ARRIVAL: 05-18-26	514.74
05-22	05-20	24755426141171417828210	MARRIOTT SALT LAKE DOWNTO SALT LAKE CTY UT P.O.S.: 00004266 SALES TAX: 0.00	15.64
			Total Travel Activity	$882.36

ZANA KIDD	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$543.82	$0.00	$543.82

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-22	05-20	24692166141402062051693	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 211490 ARRIVAL: 05-18-26	543.82
			Total Travel Activity	$543.82

HEATHER TAMAYO	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$10.75	$639.86	$0.00	$629.11

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-19	05-18	24755426139131394556709	COFFEE BEAN AND TEA LEAF SANTA ANA CA	17.38
05-19	05-18	74692166138402390496446	EXPEDIA 73434302159416 EXPEDIA.COM WA P.O.S.: 12SVQ1FHK SALES TAX: 0.00	10.75CR
05-21	05-20	24492166140100068140105	HERTZ CAR RENTAL 180-06544173 UT ch3v1g7f180vwg	276.11
05-21	05-19	24493986140219839012250	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28700830 SALES TAX: 0.00	60.00
05-22	05-19	24692166141402062051776	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 211800 ARRIVAL: 05-18-26	286.37
			Total Travel Activity	$629.11

ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

MICHELE RUSHING	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$67.77	$0.00	$67.77

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-29	05-27	24231686148766418494668	VONS #2090 HUNTINGTON BE CA P.O.S.: 614700085050 SALES TAX: 4.87	67.77
			Total Purchasing Activity	$67.77

TIFFANY CARRASCO	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$546.39	$0.00	$546.39

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-04	05-01	24692166122407108401888	SOUTHWES 5262156017285 800-435-9792 TX CARRASCO/TIFFANY DEPART: 08-17-26 P.O.S.: SALES TAX: $0.00 BOI WN J LAS WN J SNA WN A OAK WN A BOI	505.39
05-04	05-01	24692166122407108401896	SOUTHWES 5262156020792 800-435-9792 TX CARRASCO/TIFFANY DEPART: 08-16-26 P.O.S.: SALES TAX: $0.00 BOI WN E SMF WN E SNA WN A OAK WN A BOI	41.00
			Total Travel Activity	$546.39

RACHEL GRIMES [redacted]	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$567.40	$0.00	$567.40

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-13	05-12	24717056133871332155894	DELTA AIR 0062429434272 800-2211212 CA GRIMES/RACHEL DEPART: 08-18-26 P.O.S.: SALES TAX: $0.00 SAT DL V SLC DL V LGB	229.20
05-14	05-12	24692166133407511478975	SOUTHWES 5262159466348 800-435-9792 TX GRIMES/RACHEL GRAY DEPART: 08-21-26 P.O.S.: SALES TAX: $0.00 LGB WN F LAS WN F SAT	338.20
			Total Travel Activity	$567.40

HUMAN RESOURCES DEPT	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$200.00	$60.00	$0.00	$140.00CR

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-04	05-02	24240526122736255161255	WA SECRETARY OF STATE 360-704-5266 WA P.O.S.: 8167748519 SALES TAX: 0.00	60.00
05-13	05-13	24120486104900015165550	DISPUTE CREDIT CHICAGO IL	200.00CR
			Total Purchasing Activity	$140.00CR

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

BRETT ADAM

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$1,781.64	$0.00	$1,781.64

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	24692166120404867750409	MARRIOTT NEW ORL CONV NEW ORLEANS LA 619800 ARRIVAL: 04-26-26	1,112.85
05-04	05-01	24692166122407108403850	SOUTHWES 5262156119214 800-435-9792 TX ADAM/BRETT DEPART: 08-17-26 P.O.S.: SALES TAX: $0.00 SMF WN P SNA WN P SMF	668.79
			Total Travel Activity	$1,781.64

MATTHEW BROCKWAY

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$426.80	$2,596.36	$0.00	$2,169.56

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	24755426120171207551506	HILTON NEW ORLEANS NEW ORLEANS LA 4661468 ARRIVAL: 04-26-26	689.86
05-18	05-16	24445006137300767350648	FSP*DESERT PALMS HOTEL & ANAHEIM CA 143573 ARRIVAL: 05-15-26	36.27
05-18	05-16	24445006137300767350721	FSP*DESERT PALMS HOTEL & ANAHEIM CA 143571 ARRIVAL: 05-15-26	36.27
05-18	05-16	24692166137401293416564	FAIRFIELD ANAHEIM RST ANAHEIM CA 226360 ARRIVAL: 05-15-26	379.78
05-18	05-16	24692166137401293416572	FAIRFIELD ANAHEIM RST ANAHEIM CA 226360 ARRIVAL: 05-15-26	12.93
05-19	05-17	24013396138003828344198	BURBANK AIRPORT FOOD & BE BURBANK CA	84.06
05-19	05-17	24941686138311605453228	PEDAL HAUS BREWERY PHOENIX AZ P.O.S.: 176471557085311694 SALES TAX: 0.00	53.71
05-21	05-19	24692166140401114894671	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 206650 ARRIVAL: 05-17-26	514.74
05-22	05-20	74692166141402177207359	SOUTHWES 5262151335226 800-435-9792 TX BROCKWAY/MATTHEW DEPART: 05-20-26 P.O.S.: SALES TAX: $0.00 DAL WN Y DAL	426.80CR
05-25	05-22	24692166143404123407250	SOUTHWES 5262162875128 800-435-9792 TX BROCKWAY/MATTHEW DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 SNA WN G OAK WN Z SNA	463.80
05-29	05-28	24137466148100308408954	TST* MEMPHIS RESTAURANT COSTA MESA CA P.O.S.: MIT7fdqQufQeFXysk SALES TAX: 3.26	53.60
05-29	05-27	24692166148408462569534	MARRIOTT COSTA MESA COSTA MESA CA 116840 ARRIVAL: 05-26-26	271.34
			Total Travel Activity	$2,169.56

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

ASHLEY LARSEN

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$286.76	$0.00	$286.76

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-19	05-17	24431066138433004045405	CPK SNA SANTA ANA CA	29.39
05-21	05-19	24692166140401114894804	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 211500 ARRIVAL: 05-18-26	257.37
			Total Travel Activity	$286.76

HUMAN RESOURCES DEPT

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$35.00	$0.00	$35.00

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-27	05-26	24445006146300675381213	VCN*VIRGINIASCC 866-255-1857 VA P.O.S.: 221308 SALES TAX: 0.00	35.00
			Total Purchasing Activity	$35.00

HAZEL ENG

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$326.35	$0.00	$326.35

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-08	24692166129403561704937	TST*SHOOTZ - SJC SAN JUAN CAPI CA P.O.S.: 00190781031838813092aa SALES TAX: 0.00	19.90
05-11	05-08	24692166129403712778632	RESIDENCE INN SAN JUAN SANJUAN CAPIS CA H6 958 ARRIVAL: 05-07-26	283.87
05-29	05-27	24426296148030041027491	DON DON TEI COSTA MESA CA	22.58
			Total Travel Activity	$326.35

LACHELLE CARTER

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$817.00	$0.00	$817.00

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-19	05-19	24036296139716052746291	UBER *TRIP HELP.UBER.COM CA P.O.S.: OFN3OE4Y SALES TAX: 0.00	17.95
05-21	05-21	24036296141744375557258	UBER *TRIP HELP.UBER.COM CA P.O.S.: UPSHBIWC SALES TAX: 0.00	35.97
05-21	05-20	24055226141758166059749	LAZ PARKING L47179-SKI LONG BEACH CA P.O.S.: 31800045 SALES TAX: 7.98	84.00
05-21	05-19	24692166140400919225305	TST*THE IVY SALT LAKE CIT UT P.O.S.: 00014785032070309044aa SALES TAX: 0.00	95.56
05-21	05-18	24793386140002541300092	LGB MARCHE LONG BEACH CA P.O.S.: 0962-09621-10109-26138289 SALES TAX: 0.00	28.53

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-22	05-21	24137466141100322184620	TST* WABA GRILL - WG0185 SIGNAL HILL CA	13.03
05-22	05-20	24692166141402062051636	MARRIOTT DT CITY CREEK SALT LAKE CIT UT 210940 ARRIVAL: 05-18-26	518.74
05-27	05-27	24036296147744441496337	UBER *TRIP HELP.UBER.COM CA P.O.S.: UPSHBIWC SALES TAX: 0.00	3.00
05-27	05-27	24036296147744441627121	UBER *TRIP HELP.UBER.COM CA P.O.S.: OFN3OE4Y SALES TAX: 0.00	2.00
05-28	05-27	24049556147900010100344	ARSENIO'S MEXICAN FOOD COSTA MESA CA	18.22
			Total Travel Activity	$817.00

FINANCE DEPARTMENT	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$1,372.97	$110,115.96	$0.00	$108,742.99

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-30	24000776121100002727391	SP TABLECLOTHSFACTOR TABLECLOTHSFA CA P.O.S.: rfMH7OjjcgrujxZK4DGknYPJA SALES TAX: 3.41	54.35
05-01	04-30	24027626120067236692468	PAYPAL *SC PHOTOBTH 402-935-7733 CA P.O.S.: 23669246 SALES TAX: 57.18	795.00
05-01	05-01	24036296121714798563708	FACEBK *B6LGBLD562 650-543-4800 CA P.O.S.: 26646232231727799 SALES TAX: 0.00	900.00
05-04	05-02	24036296122718103022044	FACEBK *VBWJYKR462 650-543-4800 CA P.O.S.: 26608037628880588 SALES TAX: 0.00	900.00
05-04	05-03	24036296123718322343899	FACEBK *U8WLLLD562 650-543-4800 CA P.O.S.: 26678160818534940 SALES TAX: 0.00	900.00
05-04	05-01	24204296121001687554097	GOOGLE ADS9121351564 650-2530000 CA P.O.S.: A63562941771368911 SALES TAX: 0.00	13,534.40
05-04	05-01	24204296121002163134065	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P42016B3BB SALES TAX: 0.00	467.98
05-04	05-02	24445006122200256018895	4TE*SONITROL OF ORANGE CO 949-297-4357 CA P.O.S.: 3838CE79BF6 SALES TAX: 0.00	252.86
05-04	05-02	24692166122406689386666	TIKTOK ADS *TIKTOK ADS.TIKTOK.CO CA P.O.S.: 00000000000000000 SALES TAX: 0.00	1,186.83
05-06	05-05	24011346126100001114157	SP GRWM TOOLS GRWMTOOL.COM OR P.O.S.: rj6TU4JCxRzppCAkwkMgkE7ci SALES TAX: 0.00	49.90
05-06	05-06	24036296126718710257039	FACEBK *DR7LBLR462 650-543-4800 CA P.O.S.: 26646626798355004 SALES TAX: 0.00	900.00
05-06	05-05	24492166126100003174688	SP THE PENCIL GRIP TPGCREATIONS. CA P.O.S.: ruruSIYvrOellhj5XbNUmqVLy SALES TAX: 0.77	16.73
05-07	05-07	24036296127744919498140	FACEBK *J9ZTFLR462 650-543-4800 CA P.O.S.: 26661459453538405 SALES TAX: 0.00	900.00
05-11	05-08	24204296128001744673099	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P423D76833 SALES TAX: 0.00	502.50

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ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-08	247933861280011259290 66	FACEBK 'WLCG6NZ462 650-5434800 CA P.O.S.: 479338003194766 SALES TAX: 0.00	900.00
05-11	05-09	247933861290008199980 97	FACEBK 'X4TV2N9562 650-5434800 CA P.O.S.: 479338003194766 SALES TAX: 0.00	556.45
05-11	05-10	247933861300009312892 16	FACEBK 'TD3AVLR462 650-5434800 CA P.O.S.: 479338003194766 SALES TAX: 0.00	900.00
05-11	05-08	740834261291000021897 81	SP AMBUTECH WINNIPEG MB	61.85
05-12	05-11	244450061313006810258 84	PY 'INSECT IQ PEST CONTRO 209-583-3288 CA P.O.S.: 270323 SALES TAX: 0.00	94.72
05-12	05-12	247933861310019091850 70	FACEBK 'CZZEJNZ462 650-5434800 CA P.O.S.: 479338003194766 SALES TAX: 0.00	900.00
05-13	05-13	247933861320009564822 23	FACEBK 'WKBB2NM462 650-5434800 CA P.O.S.: 479338003194766 SALES TAX: 0.00	900.00
05-13	05-12	248039461339200082066 84	GOOGLE'ADS9121351564 SUPPORT.GOOGL CA P.O.S.: V8157824554293315 SALES TAX: 0.00	25,000.00
05-14	05-14	240362961347181459607 85	FACEBK 'MADZAMD462 650-543-4800 CA P.O.S.: 26756418494042497 SALES TAX: 0.00	900.00
05-15	05-14	240552361357511443753 18	AVID CENTER 858-380-4800 CA P.O.S.: 98400011 SALES TAX: 0.00	850.00
05-15	05-14	242042961340015167140 65	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P4270A93B6 SALES TAX: 0.00	501.92
05-18	05-15	240362961357164137320 83	FACEBK 'NB5LGMR462 650-543-4800 CA P.O.S.: 26775942868756729 SALES TAX: 0.00	900.00
05-18	05-16	240362961367426417857 18	FACEBK 'Z8TNMMR462 650-543-4800 CA P.O.S.: 26793712396979776 SALES TAX: 0.00	900.00
05-18	05-18	240362961387168598636 39	FACEBK '6KX7KM5562 650-543-4800 CA P.O.S.: 26785098227841196 SALES TAX: 0.00	900.00
05-19	05-18	240276261380672292785 31	PAYPAL 'CALIFORNIAA 402-935-7733 CA P.O.S.: 22927853 SALES TAX: 14.71	204.56
05-20	05-20	240362961407422252099 56	FACEBK '8VSSCP9562 650-543-4800 CA P.O.S.: 26986386961045655 SALES TAX: 0.00	900.00
05-20	05-19	247933861390000109320 83	FACEBK '939ARNH462 650-5434800 CA P.O.S.: 479338003194766 SALES TAX: 0.00	900.00
05-21	05-20	240552261407576705531 23	CORPORATE AWARDS & ENGRA 949-261-7130 CA P.O.S.: 08810005 SALES TAX: 0.00	788.88
05-22	05-21	240362961417164712004 13	FACEBK 'PZGBQND562 650-543-4800 CA P.O.S.: 26914809844870035 SALES TAX: 0.00	900.00
05-25	05-23	240362961437147212701 85	FACEBK '5W7VNNV462 650-543-4800 CA P.O.S.: 26909754318708917 SALES TAX: 0.00	900.00
05-25	05-24	240362961447449407675 53	FACEBK '9JB7ZPZ462 650-543-4800 CA P.O.S.: 27057659597251722 SALES TAX: 0.00	900.00
05-25	05-22	242042961420012674682 18	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P42B411E6A SALES TAX: 0.00	500.10
05-25	05-22	244310661424357385448 05	FEDEX OFFICE 0083 800-463-3339 TX P.O.S.: 14251779474557201 SALES TAX: 15.25	211.99

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ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-25	05-22	246921661424033876496 40	HP *INSTANT INK 855-785-2777 CA P.O.S.: 4121110511150797 SALES TAX: 5.86	61.65
05-26	05-25	240362961457421620719 01	FACEBK *JSLTDN5562 650-543-4800 CA P.O.S.: 26878122578538760 SALES TAX: 0.00	900.00
05-27	05-26	240150761470000017983 02	PAW*ALL STAGE PRO 714-2581048 CA P.O.S.: 130032492623-8368 SALES TAX: 348.56	3,768.26
05-27	05-26	240362961467183419422 45	FACEBK *ELUAMPM462 650-543-4800 CA P.O.S.: 27016102498074096 SALES TAX: 0.00	900.00
05-27	05-26	242042961460024058000 94	GOOGLE ADS9121351564 650-2530000 CA P.O.S.: A03162117363473238 SALES TAX: 0.00	25,000.00
05-28	05-27	240007761481000028834 09	SP SPECIALSUPPLIES SPECIALSUPPLI NY P.O.S.: rmQZpUW7AWabBvCGfJAYKZTVI SALES TAX: 0.00	49.99
05-28	05-27	240150761480000024154 00	INCLUSIVE TLC SPECIAL NEE 704-2433622 NC P.O.S.: 788290315539-8368 SALES TAX: 5.33	79.00
05-28	05-27	240362961477145185684 82	FACEBK *ABK97Q9562 650-543-4800 CA P.O.S.: 27078876131796737 SALES TAX: 0.00	900.00
05-28	05-26	242078561471659007368 52	DINING DELIGHTS LLC 801-4640113 UT P.O.S.: 000000121084123 SALES TAX: 48.50	1,048.54
05-29	05-29	240362961497427441433 64	FACEBK *MPFVWPM462 650-543-4800 CA P.O.S.: 27049591051391907 SALES TAX: 0.00	900.00
05-29	05-28	247554261482714838537 05	PARADISE DRINKING WATERS 999-9999999 CA P.O.S.: CCP26052805490219 SALES TAX: 0.00	92.10
			Total Purchasing Activity	$95,530.56

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-30	246921661204051481128 48	ADT SECURITY*404964992 WWW.ADT.COM FL P.O.S.: 00000000000000000 SALES TAX: 0.00	120.07
			Total Activity	$120.07

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-30	240362961207447006574 97	BKG*HOTEL AT BOOKING.C 147-036-3250 NY P.O.S.: /OC(IIJKJ_LOWMT1470363250 SALES TAX: 0.00	161.33
05-01	05-01	240362961217427733340 92	BKG*HOTEL AT BOOKING.C 147-036-3250 NY P.O.S.: MFLTBPOHO?WDF3I1470363250 SALES TAX: 0.00	197.68
05-01	04-29	246921661204049713440 24	SOUTHWES 5262155434788 800-435-9792 TX SULMAN/SARAH ANNE DEPART: 05-26-26 P.O.S.: SALES TAX: $0.00 PHX WN P SNA WN Z PHX	533.79
05-01	04-29	246921661204049713440 32	SOUTHWES 5262155425026 800-435-9792 TX WORKMAN/SHAINA DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 DEN WN U OAK WN A DEN	595.80
05-04	05-01	240534561214230132384 70	AMERICAN AIR0012339158019 FORT WORTH TX TEUTIMEZ/JOHN DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 TYS AA N DFW AA N SNA AA Q DFW	705.40

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-04	04-30	2469216612140601969705 6	SOUTHWES 5262155595616 800-435-9792 TX NEJAD/SHIDEH DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 SNA WN F OAK WN Z SNA	436.81
05-04	04-30	2469216612140601969706 4	SOUTHWES 5262155599257 800-435-9792 TX COUNTS/RYAN STEVEN DEPART: 05-21-26 P.O.S.: SALES TAX: $0.00 SNA WN P SMF WN P SNA	577.79
05-04	04-30	2469216612140601969707 2	SOUTHWES 5262155585704 800-435-9792 TX VIZZINI/HEATHER DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 SNA WN F OAK WN Z SNA	436.81
05-04	04-30	2469216612140601969708 0	SOUTHWES 5262155588539 800-435-9792 TX DI MAIO/CRYSTAL GWEN DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 PHX WN Z SNA WN Z PHX	486.79
05-04	04-30	2469216612140601969709 8	SOUTHWES 5262155581232 800-435-9792 TX ROMERO/MICHELLE LYNN DEPART: 05-27-26 P.O.S.: SALES TAX: $0.00 BUR WN V OAK WN D BUR	393.80
05-04	05-01	2469216612140611861118 0	HOTELCOM73437399357449 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	209.79
05-04	05-01	2469216612140616252584 9	HOTELCOM73437455610841 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	184.75
05-04	05-02	2469216612240729328672 2	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.00	236.87
05-04	05-02	2490641612225676283345 1	PY *STOR IT CLOVIS 559-32 559-3249675 CA P.O.S.: 69f51eb2a328bd903 SALES TAX: 9.28	116.00
05-07	05-07	2479338612600348738122 7	HOTELCOM73442893903211 SEATTLE WA P.O.S.: HOTELCOM73442893903211 SALES TAX: 0.00	188.82
05-08	05-06	2443106612742657523182 9	ALASKA AIR 0272143995976 SEATTLE WA CARLON/LEAH DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 PDX AS S OAK	319.40
05-08	05-07	2446628612774193045248 6	BREEZE AIRWAO3Q3KV COTTONWOOD HE UT CANNON TARA DEPART: 05-26-26 P.O.S.: SALES TAX: $0.00 PVU MX H SNA MX H PVU	346.00
05-11	05-09	2405345612942744503361 7	AMERICAN AIR0012341276470 FORT WORTH TX TEUTIMEZ/JOHN DEPART: 06-17-26 P.O.S.: SALES TAX: $0.00 TYS AA Q DFW AA Q SNA AA G DFW	790.40
05-11	05-08	2469216612940383463816 9	SOUTHWES 5262158484808 800-435-9792 TX DI MAIO/CRYSTAL GWEN DEPART: 06-16-26 P.O.S.: SALES TAX: $0.00 PHX WN Z OAK WN Z PHX	436.81
05-11	05-08	2469216612940383463817 7	SOUTHWES 5262158484300 800-435-9792 TX WORKMAN/SHAINA DEPART: 06-17-26 P.O.S.: SALES TAX: $0.00 DEN WN Z SNA WN Z DEN	524.81
05-11	05-09	2469216612940401630904 1	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.00	19.53

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ACCT. NUMBER: [redacted] CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-11	05-09	2469216612940401743 1729	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.00	18.52
05-11	05-08	2471705612987129258 8536	DELTA AIR 0062428912939 800-2211212 CA CORDERO/LEIGHAN DEPART: 06-16-26 P.O.S.: SALES TAX: $0.00 SLC DL X SNA DL X SLC	606.81
05-13	05-12	7469216613240682834 5717	HOTELCOM73426861224028 HOTELS.COM WA P.O.S.: XVYNAVJZG SALES TAX: 0.00	314.85CR
05-14	05-13	2469216613340755170 6731	HOTELCOM73448517509885 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	212.12
05-14	05-13	7469216613340751040 8333	HOTELCOM73437399357449 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	209.79CR
05-15	05-14	2469216613440848702 5534	HOTELCOM73449278728486 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	364.18
05-18	05-15	2469216613640053717 7488	RESIDENCE INN MODESTO MODESTO CA Z6 754 ARRIVAL: 05-10-26	1,325.25
05-18	05-16	2469216613640062990 2470	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.00	22.28
05-20	05-18	2471705613987139277 0610	DELTA AIR 0062431663668 800-2211212 CA AYERS/HOLLIE DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 ATL DL Q SFO DL SNA DL L ATL	1,286.80
05-21	05-20	2401507614100000241 9128	RAYMAR CLEANERS-2 SAN CLEMENTE CA P.O.S.: 08FN9V62NQU29MYQ0N7 SALES TAX: 0.00	255.00
05-21	05-19	2469216614040119538 9252	SOUTHWES 5262161717225 800-435-9792 TX SOLOMON/MARISSA ALIC DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 SNA WN G OAK WN Z SNA	293.80
05-21	05-19	2469216614040119538 9260	SOUTHWES 5262161707114 800-435-9792 TX BENUMOF/KIMBERLEY DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 SNA WN G OAK WN Z SNA	293.80
05-21	05-19	2469216614040119538 9278	SOUTHWES 5262161703672 800-435-9792 TX DUGUAY/MEENA DEPART: 06-15-26 P.O.S.: SALES TAX: $0.00 SNA WN G OAK WN Z SNA	293.80
05-22	05-20	7469216614140217720 7300	SOUTHWES 5262155588539 800-435-9792 TX DI MAIO/CRYSTAL GWEN DEPART: 05-20-26 P.O.S.: SALES TAX: $0.00 DAL WN Y DAL	486.79CR
05-25	05-23	2469216614340431575 2281	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.00	53.17
05-27	05-26	7469216614640688614 1044	HOTELCOM73434395230038 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77CR
05-28	05-27	7469216614740777419 3302	HOTELCOM73434403468893 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	180.77CR
05-29	05-28	2469216614840860959 5632	HOTELCOM73459819417257 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	91.02

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ACCT. NUMBER: CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Travel Activity	$11,642.76

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-04	05-01	24692166121406155264489	APPLE.COM/BILL 866-712-7753 CA P.O.S.: MTZ4M798N0a0 SALES TAX: 0.00	13.99
05-07	05-07	24000776127100011268712	X CORP. PAID FEATURES ABOUT.X.COM TX P.O.S.: in1TUFbiCfE6kTeyiRSorfUq3 SALES TAX: 0.00	933.81
05-18	05-15	24000776136100000094565	X CORP. PAID FEATURES ABOUT.X.COM TX P.O.S.: in1TXKZ1CfE6kTeyiROn555kA SALES TAX: 0.00	250.64
05-25	05-23	24000776144100009883182	X CORP. PAID FEATURES ABOUT.X.COM TX P.O.S.: in1TaJtgCfE6kTeyiR2bx53Un SALES TAX: 0.00	251.16
			Total Miscellaneous Activity	$1,449.60

Coversheet

Ratification of Special Education Service Contracts (attached)

Section: V. Consent Items
Item: G. Ratification of Special Education Service Contracts (attached)
Purpose: Vote
Submitted by:
Related Material:
260609 SPED Contracts.pdf
Bromberg 2025-26 In-Person 1-1 ST Ad-hoc Request Form for Interpreting (ID-PS-F 1.0) - SIGNED 2026-05-28_Redacted.pdf
JTC 2025-26 Master Contract CalOPS Addendum - FULLY EXECUTED 2026-05-13.pdf
Spindle 2025-26 Service Agreement CalOPS - FULLY EXECUTED 2026-05-27.pdf
TheraStaffers 2025-26 Master Contract CalOPS - FULLY EXECUTED 2026-05-11.pdf

California Online Public Schools

SPED Contracts

June CalOPS Board Meeting

NEW CONTRACTS	
2025-26 SERVICE PROVIDERS/CONTRACTS	**Contract Status**
TheraStaffers	FULLY EXECUTED 5/11/2026
Spindle (Non-NPA)	FULLY EXECUTED 5/27/2026
Bromberg & Associates (Non-NPA) Interpreting Services	SIGNED 5/28/2026

NEW ADDENDA		
2025-26 SERVICE PROVIDERS/CONTRACTS	**Addendum Notes**	**Addendum Status**
John Tracy Center	Educational Audiological Evaluation and IEP Meeting Rate Increase	FULLY EXECUTED 5/13/2026

BROMBERG & ASSOCIATES
A LANGUAGE AND TECHNOLOGY SOLUTIONS COMPANY

Cultural Awareness Programs • Interpreting and Translation • Video Remote Interpreting
Compliance Consulting • Website Localization • Language Training • Relocation Services

REQUEST FORM – CONTRACT for INTERPRETING SERVICES

Language	*Mode of interpretation (please circle one)*	*Date of interpretation and time*	*Complete location address or log in information*	*Case # or File #or Consumer's name*	*Description of the assignment, Charges*
ASL	Simultaneous X Consecutive	Wednesday, June 17th, 2026 11:30 am - 3:30 pm	UCI Bren Events Center - 100 Mesa Rd., Irvine, CA 92697	Student District ID: [redacted]	Arrive at 11:30 am to meet staff member who will introduce interpreter to student. Student expected to arrive at 12:00 pm. Graduation ceremony starts at 1:00 pm and typically lasts about 2 hours.

I agree to the rate of $ 180 per hour with a minimum of 2 hours and travel time compensation of $ 90 or as per travel time reimbursement clause OR
I agree to the rate of $ _____ per minute with a minimum of _____ minutes. The payment shall be issued to

Bromberg and Associates [X] **Billing information is as follows:**

1. Requestor: First and Last Name Mackenzie Duran
2. Company name California Online Public Schools Dept. name Student Services
3. Complete billing address 33272 Valle Road, San Juan Capistrano, CA 92675
4. Phone Number (949) 873-4312 5. Email mduran@californiaops.org

CLAUSES

This Request Form is a fully binding legal contract between Bromberg & Associates and CalOPS. We look forward to providing your requested services for you and your prompt payment pursuant to the payment terms below.

Cancellation of project: In consideration of the efforts made by Bromberg & Associates and all affiliated personnel pertaining to selecting, scheduling and confirming interpreters, please note our cancellation policy, which is as follows:

- **less than 96 business hours** (holidays and weekends shall be discounted) prior to scheduled time – 50% of total cost based on the project minimum will be charged.
- **less than 48 business hours** (holidays and weekends shall be discounted) prior to scheduled time – 100% of total cost based on the project minimum will be charged
- in regards to conference and any out of state interpreters cancellation terms may be extended and any travel related expenses incurred must be paid fully
- If any of the terms and conditions of the initial request are modified within the cancellation time frame (location address, start or end time, requirements for an interpreter, and so on) Bromberg reserves the right to treat the rescheduled request as a new job and bill separately with the original request being considered a cancellation as per terms above.

Non-Competition/Non-Circumvention: The Client agrees not to approach directly nor accept solicitations via personal business cards, telephone, mail, fa x, etc. from any person affiliated with Bromberg and to whom the Client was introduced through Bromberg. In the event that the Client intends to hire Bromberg's contractor directly for any position or project, the Client shall pay Bromberg a direct hire fee as set per Agency fee schedule at any time within two years after the date of the Client's most recent Request made to the Bromberg.

Minimum Charges: Standard assignments (under 2 hours) - 2 hours and travel time; extended assignments – half a day or day rate and travel fee.

Overtime Charges: Overtime charges will be billed time and a half for every half hour increment beyond the time that is stated in the contract. Interpreter's availability to stay overtime is subject to their schedule and not guaranteed.

Recording of meeting/webinar: Client may elect to record any virtual sessions, meetings, and/or other events for which the Company provides interpretation services for the Client. "Virtual" shall include any all sessions, meetings, and/or events that are conducted or held virtually through any virtual meeting technology platform broadcast and transmitted via computer through a WiFi, Broadband, or other Internet connection, including but not limited to such technology platforms as Zoom, Microsoft Teams, or any other similar technology platform available now or in the future. If the Client elects to record such virtual sessions, meetings, and/or events, the Company shall charge client an appropriate, agreed upon fee for service. Client shall own in perpetuity all intellectual property rights, including but not limited to all copyrights, to said recordings upon full payment of the agreed upon fee for service to the Company.

Travel time reimbursement: Travel distances of up to 20 miles are subject to a ½ hour increment of the hourly Bromberg's interpreter and/or technician rate. Any required travel beyond 20 miles from the point of origin will be subject to actual travel time charges and reimbursement at the current IRS mileage rate.

Additional Expenses: Additional expenses, such as parking fees, toll, etc., shall be included in the invoice and reimbursed accordingly. In cases when the interpreter is required to travel and/or to stay overnight the client is responsible for transportation, lodging, and per diem according to federal approved standards.

Surcharges: All assignments requested to be scheduled within 48 hours are considered as rush and are subject to a rush surcharge of $10 per hour. There is a $10 p/hour surcharge for an assignment where a certified interpreter is required. There is a $10 p/hour surcharge for any assignment of more complex/technical nature.

Technical Support (Onsite and Remote Simultaneous and Consecutive Interpreting): Technical support services (consulting on selecting an optimal remote solution, tech check before the event, tech support during the event) are highly recommended, though they optional. If a client declines Bromberg technical support services, the client will be responsible for any and all technical issues that may arise during the event.

Facilitation: The Client agrees to furnish Bromberg & Associates and all affiliated personnel with all information available and necessary for successful completion of the project, including but not limited to preferential spelling, agenda, glossaries, web sites, etc. Failure to do so may lead to additional charges as per actual services clause.

Disclaimer of liability: Bromberg & Associates shall not be liable for any direct, indirect, incidental, special, exemplary, or consequential damages (including without limitation lost profits), however caused and on any theory of liability, whether in contract, strict liability, or tort (including negligence or otherwise) arising in any way out of the use of the services, or the exercise of any right granted under this Agreement, even if advised of the possibility of such damages.

Actual Services: The price is based on currently available information. If the services actually provided differ from the services requested and quoted, the client will be notified to receive approval and such changes will be reflected in Bromberg & Associates' invoice. If such changes are not de sired, the client shall prevent before they are provided. The client has the right to challenge, in writing, the services provided by Bromberg and Associates within 4 busine ss days upon receipt of services. Otherwise, service is considered accepted by the Client and payment is expected according to this agreement.

Payment: The Client agrees to furnish the payment in full to Bromberg & Associates within net 30 days from the day of submission of the invoice to the Client. Notwithstanding the ability of the Client to collect for any services, under this Agreement the Client shall issue the payment for all services rendered. **Payments not received by Bromberg & Associates within net 30 days will be deemed late and shall be subject to a 1.5% per month late fee. Client shall bear all costs, expenses, late fees and reasonable attorney's fees in any action brought to recover payment under this request.**

Rush requests: Any rush requests are subject to a rush daily rate and reimbursement of any rush shipping and handling expenses.

Scheduling changes: Should there be any scheduling changes after the commencement of the project, the fee quoted in this agreement may increase in accordance with the actual days/hours worked and expenses incurred.

By our signatures below, we agree that we have full authority to bind our respective organizations to the terms and conditions contained in the Contract.

ACCEPTANCE

I have read and understand the above stated and Bromberg & Associates policy pertaining to interpreting services.

Mackenzie Duran	California Online Public Schools (CalOPS)
Printed Name	Company
05/28/2026	Signed by: Mackenzie Duran 5CF708074805400...
Date	Signature

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 **John Tracy Center-Los Angeles.**

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 **May 8, 2026**.

John Tracy Center will conduct an educational audiological evaluation and bill a flat rate of $533.96. IEP meeting attendance will be billed at $237.32 per hour with a 1 Hour Minimum.

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: Cecilia Vanin 82A5753436FE4B5...
Printed Name: Cecilia Vanin
Title: COO
NPA/S: John Tracy Center
Dated: 05/13/2026

Signature: Signed by: Mackenzie Duran 5CF7080748C8400...
Printed Name: Mackenzie Duran
Title: Director of Student Services
LEA: California Online Public Schools
Dated: 05/08/2026

California Online Public Schools

Independent Contractor Agreement/Service Agreement

This Agreement ("Agreement") is entered into as of the 18th of May, 2026 by and **Spindle**, hereinafter referred to as "the VENDOR" and **California Online Public Schools** hereinafter referred to as "the BOARD".

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

The Vendor and the Board Agree:

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

2. Term and Termination:
   a. The term of this Agreement shall commence on **5/18/26**, unless terminated earlier in accordance with the terms and conditions set-forth.
   b. Termination without Cause: Either party has the right to terminate the Agreement without cause by giving 30 days written notice.
   c. Termination with Cause: Either party reserves the right to terminate this Agreement immediately if the other party fails to comply with any terms or conditions of this Agreement and such failure continues for 15 days following receipt of written notice.

3. Compensation:
   a. To provide **SAI** services to Board until 16th day of June, 2026 excluding those days as determined by the district as holidays or closings.
   b. The rate established by mutual agreement, shall be per fully qualified, and Certified **Education Specialist** at a rate of *$405.00 per hour for direct services and at $106 per hour for IEP Meeting attendance.*
   c. The Board will provide payment to the Vendor within 30 business days of receipt of a submitted invoice. The invoice will contain description, location, time and date of services.
   d. The 30-to-45-day period refers to business days, not calendar days. Please account for all holidays and breaks during fall, winter, spring, and summer, as these may extend the review time for invoices scheduled within the 30-to-45-day window. Any invoices submitted after work hours or during holidays and breaks will be considered received on the next business day.

f. To avoid delays, invoices should be submitted within 30 days following the end of the previous attendance month. If there are any errors, the review process will be paused until a corrected invoice is received, and processing will be based on the date of the revised submission. Late submissions or invoice errors will result in a longer payment timeline.

g. If students in the Vendor's caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. The Board will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by the Board's Director of Student Services.

h. VENDOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. Progress Reports are to be completed in special education data system twice annually near the end of each semester by the due dates determined and communicated by LEA. It is understood that planning and preparation for an IEP meeting is not considered a billable, "Progress Report". Preparation for an IEP meeting is part of VENDOR's professional responsibility and is not a billable service under this agreement. Planning and preparation for IEP meetings should be done upon request and/or pursuant to LEA policy and procedures. Preparation for IEP meetings should, at a minimum, include updating IEP goals and students' present levels of performance, and reviewing current services to ensure appropriateness.

i. VENDOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that the The LEA or SELPA may provide training for any VENDOR to ensure access to the approved system. The VENDOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system.

j. Education Specialist hourly rates are proposed and approved on an individual basis. The rate listed in this Master Contract is the hourly rate for an approved candidate. In the event an Education Specialist assignment changes, an addendum may be required to revise the applicable hourly rate. In such cases, the VENDOR shall provide the LEA with the proposed replacement candidate's hourly rate, and the parties may execute a mutually agreed-upon addendum reflecting the updated rates.

Additional Terms

- No Show Policy: No Show/ Late Cancellation of less than 24 hours' will be billable at the providers hourly rate.

California Online Public Schools

4. Independent Contractor:
   a. Both parties agree that the terms of the Agreement do not constitute a formation of a partnership, joint venue, employer-employee, or other relationship and no form of agency exists between the parties.
   b. Board agrees to submit W-9 form with Vendor submitting a completed W-9 form and Request for Taxpayer Identification Number and Certification with social security number/ federal identification number.
   c. The Vendor shall provide California Online Public Schools with a copy of the provider's license/credential, as applicable, along with the verified dates of California DOJ and FBI background checks, fingerprint clearance, and Tuberculosis Test clearance for all employees, approved subcontractors, and/or volunteers prior to such individuals starting to work with any student.
   d. The Vendor is responsible for monitoring and ensuring the continued validity of all submitted documents. Renewed or updated documentation should be submitted promptly, either before or at the time of expiration.

Initial Initial

Initial Initial

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

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

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

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

By: California Online Public Schools
Name: Mackenzie Duran
Title: Director of Student Services
Date: 05/26/2026

Signature Signed by: Mackenzie Duran 5CF7080748C6400...

VENDOR
By: Spindle
Name: Will Redding
Title: Vice President
Date: 05/27/2026

Signature Signed by: William Redding 164ED931DEC243C...

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2025-2026

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

CALIFORNIA ONLINE PUBLIC SCHOOLS:
California Online Public Schools Central Coast,
California Online Public Schools Central Valley,
California Online Public Schools Monterey Bay,
California Online Public Schools North Bay,
California Online Public Schools Northern California,
LEA California Online Public Schools Southern California

Contract Year **2025-2026**

_____ Nonpublic School

X Nonpublic Agency

Type of Contract:

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2025-2026 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY: California Online Public Schools

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
TheraStaffers

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on **May 8, 2026** , between **California Online Public Schools which includes California Online Public Schools Central Coast, California Online Public Schools Central Valley, California Online Public Schools Monterey Bay, California Online Public Schools North Bay, California Online Public Schools Northern California, and California Online Public Schools Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and

TheraStaffers

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq

and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2025 to June 30, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2025 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed

Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the master contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal, the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting.

To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for

sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or

omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports,

and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq...

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional

progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, et seq., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and it's implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies require a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;

restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities,
5. Prone restraint;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the individual's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back
6. Use prone containment.
7. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915.CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1*

300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least two (2) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days

prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC

section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision- making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR

shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of

Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation.
(F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections

45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or

CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the

LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the

Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business

days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

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

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior

intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or

subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on **May 8, 2026** and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided herein.

CONTRACTOR

Thera-Staffers
Nonpublic School/Agency

Signed by:
By: Michelle Miller 05/11/2026
7A3F0BD97F33443...
Signature **Date**

Michelle Miller CEO
Name and Title of Authorized Representative

LEA

California Online Public Schools
LEA Name

Signed by:
By: Mackenzie Duran 05/11/2026
5CF7080748C6400...
Signature **Date**

Mackenzie Duran, Director of Student Services
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Michelle Miller CEO **Name and Title**	Mackenzie Duran, Director of Student Services **Name and Title**
Thera-Staffers **Nonpublic School/Agency/Related Service Provider**	California Online Public Schools **LEA**
30 E. Altarinda Dr. **Address**	33272 Valle Road **Address**
Orinda CA 94563 **City** **State** **Zip**	San Juan Capistrano CA 92675 **City** **State** **Zip**
5169961543 n/a **Phone** **Fax**	(949) 873-4312 (949) 240-7895 **Phone** **Fax**
therastaffers@gmail.com **Email**	mduran@californiaops.org **Email**

Additional LEA Notification (Required if completed)

Name and Title

Address

City **State** **Zip**

Phone **Fax**

Email

EXHIBIT A: 2025-2026 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: **TheraStaffers**
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount:

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

1) Daily Basic Education Rate:

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)	114.00 (Virtual) / 130.00 (In-person) - SLP 85.00 (Virtual) / SLPA)	HOUR
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)	114.00 (Virtual) / 130.00 (In-person) - OT 85.00 (Virtual) / COTA)	HOUR
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

Interpreter Services (715)			
Audiological Services (720)			
Specialized Vision Services (725)			
Orientation and Mobility (730)			
Specialized Orthopedic Services (740)			
Reader Services (745)			
Transcription Services (755)			
Recreation Services, Including Therapeutic (760)			
College Awareness (820)			
Work Experience Education (850)			
Job Coaching (855)			
Mentoring (860)			
Travel Training (870)			
Other Transition Services (890)			
Other (900)	Speech and OT Evals (Virtual) Speech and OT Evals (In-person)	460.00 600.00	Flat Rate
Other (900)	IEP Meeting Attendance	114.00	HOUR

No Show/Late Cancellation Policy: Cancellations with less than 24 hours' notice will be billed at the providers hourly rate.

Additional Terms

Additional Terms Regarding Extended School Year (ESY)

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Initial MM

Initial _____

Additional Terms Regarding Invoices and Payment

The 30-to-45-day period refers to business days, not calendar days. Please account for all holidays and breaks during fall, winter, spring, and summer, as these may extend the review time for invoices scheduled within the 30-to-45-day window. Any invoices submitted after work hours or during holidays and breaks will be considered received on the next business day.

Initial MM

Initial _____

To avoid delays, invoices should be submitted within 30 days following the end of the previous attendance month. If there are any errors, the review process will be paused until a corrected invoice is received, and processing will be based on the date of the revised submission. Late submissions or invoice errors will result in a longer payment timeline.

Initial MM

Initial _____

Thera-Staffers Rate Sheet

Direct Services (per student) SLP/OT	$114	Per Hour
Direct Services (per student) SLPA/COTA	$85	Per Hour
Evaluation (SLP/OT)	$460	Flat Rate
In-Person Services (SLP/OT)	$130	Per Hour
In Person Evaluation (SLP/OT)	$600	Flat Rate
IEP Attendance	$114	Per Hour

Hourly rate paid for direct services and for no-shows/student cancellations within 24 hours

$25 per student paid 2x per year for completed progress reports

EXHIBIT B: 2025-2026 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on September 2, 2025 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

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

Address _____ City _____ State/Zip _____

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

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

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

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year _____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year _____ during the extended school year

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

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

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

   B. RELATED SERVICES:

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

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $_____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements: ___ Quarterly _ Monthly _ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

_____
(Name of Nonpublic School/Agency)

_____
(Signature) (Date)

_____
(Name and Title)

-LEA/SELPA-

_____
(Name of LEA/SELPA)

_____
(Signature) (Date)

_____
(Name of Superintendent or Authorized Designee)

Coversheet

Approval of Expenditures over $20k (attached)

Section:	V. Consent Items
Item:	H. Approval of Expenditures over $20k (attached)
Purpose:	Vote
Submitted by:	
Related Material:	25-26 CalOPS Over 20K (POs & Invoices) - June Board Meeting.pdf Invoices Over 20k 25-26 SY June 2026 Board Meeting.pdf Purchase Orders Over 20k June 2026 Board Meeting.pdf

CalOPS PURCHASE ORDERS Over 20k

Number	Date	Requestor	Vendor	Purpose	Amount
2025-26-98	5/13/2026	Sheryl/Britnie	Zoom Communications, Inc	Zoom annual renewal	$150,418.60
2025-26-99	5/20/2026	Leslie/Britnie	AspirEDU, Inc.	Grade Guardian	$64,569.50

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
	05/07/2026	05/05/2026	SoCal	Community Therapy Services	CTS_SOUTHERN__MAR_2026	04/22/2026	$24,921.00	SPED Services	SoCal
	05/07/2026	05/05/2026	SoCal	Oxford Consulting Services Inc	171554	03/31/2026	$175,101.50	SPED Services	All Schools
	05/07/2026	05/05/2026	SoCal	Oxford Consulting Services Inc	171563	03/31/2026	$27,627.81	SPED Services	SoCal
	05/07/2026	05/05/2026	SoCal	TTC4SUCCESS	357	04/15/2026	$300,424.05	SPED Services	School Allocation on Invoice
	05/07/2026	05/05/2026	SoCal	El Paseo Children's Center Inc.	3897	02/28/2026	$216,879.08	SPED Services	SoCal
	05/07/2026	05/05/2026	SoCal	El Paseo Children's Center Inc.	3897-1	02/28/2026	$24,721.00	SPED Services	SoCal
	05/07/2026	05/05/2026	Central Coast	El Paseo Children's Center Inc.	3900	02/28/2026	$26,033.13	SPED Services	Central Coast
	05/07/2026	05/05/2026	Central Valley	El Paseo Children's Center Inc.	3899	02/28/2026	$82,825.77	SPED Services	Central Valley
	05/07/2026	05/05/2026	Monterey Bay	El Paseo Children's Center Inc.	3902	02/28/2026	$25,102.34	SPED Services	Monterey Bay
	05/07/2026	05/05/2026	NorCal	El Paseo Children's Center Inc.	3898	02/28/2026	$86,693.69	SPED Services	NorCal
	05/07/2026	05/07/2026	SoCal	Brandastic, Inc.	1353	05/01/2026	$21,000.00	Marketing	All Schools
	05/07/2026	05/07/2026	SoCal	GHA	3100187	04/28/2026	$99,495.47	Facilities: Equipment/Supplies	All Schools
	05/07/2026	05/07/2026	SoCal	SoftMSP, LLC	1091	05/03/2026	$229,686.00	Professional Services: Other School Contracted Services	All Schools
5/11/2026			ACH	HSA	-	-	$22,648.43	Benefits	All Schools
5/13/2026			ACH	Pacific Hotel Management Inc-Hyatt Regency	34918719	2/23/2026	$80,500.00	BTS 26-27 SY 3rd deposit due 05.13.2026	All Schools
5/12/2026			ACH	Empower	-	-	$207,458.95	Benefits	All Schools
	05/14/2026	05/13/2026	Monterey Bay	El Paseo Children's Center Inc.	3924	03/31/2026	$24,071.78	SPED Services	Monterey Bay
	05/14/2026	05/13/2026	Cantral Valley	El Paseo Children's Center Inc.	3921	03/31/2026	$83,937.86	SPED Services	Cantral Valley
	05/14/2026	05/13/2026	NorCal	El Paseo Children's Center Inc.	3920	03/31/2026	$119,402.92	SPED Services	NorCal
	05/14/2026	05/13/2026	SoCal	El Paseo Children's Center Inc.	3919	03/31/2026	$229,889.26	SPED Services	SoCal
	05/15/2026	05/13/2026	SoCal	El Paseo Children's Center Inc.	3919-1	03/31/2026	$31,570.50	SPED Services	SoCal
5/18/2026			ACH	University of California Berkeley	Agreement #25.26-CalOPS High School Commencement	4/20/2026	$29,752.05	NorCal Graduation -25/26 SY	All Schools
5/18/2026			ACH	CFOMW Tax LLC	3458	4/14/2026	$527,094.77	CFOMW Tax payment	All Schools
05/20/2026			ACH	Cigna Health	-	-	$485,409.00	Staff Medical Benefits	All Schools
	05/21/2026	05/20/2026	SoCal	Effectual Educational Consulting Services	13794	3/31/2026	$33,503.36	SPED Services	SoCal
	05/21/2026	05/20/2026	SoCal	Amergis Healthcare Staffing, Inc.	E19465890679	05/02/2026	$22,039.50	SPED Services	All Schools
	05/21/2026	05/20/2026	SoCal	Cornerstone Educational Solutions	INV-2147	05/01/2026	$35,833.28	SPED Services	SoCal
	05/21/2026	05/20/2026	SoCal	Capistrano Unified School District	68WI1587	05/20/2026	$82,374.00	District Oversight Fees	SoCal
05/26/2026			ACH	MetLife	May 2026	5/19/2026	$88,097.29	Benefits	All Schools
05/26/2026			ACH	InterPres Corporation	-	-	$32,152.92	SoCal Office Rent	All Schools
05/26/2026			ACH	JP Morgan Chase Bank	-	-	$120,250.21	District Corporate Card Purchases - AutoPay	All Schools
5/26/2026			ACH	HSA	-	-	$22,338.85	Benefits	All Schools
5/26/2026			ACH	Empower	-	-	$197,892.86	Benefits	All Schools
	5/29/2026	5/28/2026	SoCal	T-Mobile	971471262	05/21/2026	$69,676.27	Facilities: High-Speed Internet	All Schools
5/29/2026			ACH	University of California-Irvine	Agreement No. 4697	4/1/2026	$40,929.00	SoCal Graduation 25/26 SY-Expense Deposit	All Schools
			PENDING	Accelerate Education	-	-	$86,509.80	Overage charges from additional enrollments in Accelerate courses	All Schools
			PENDING	Florida Virtual School	-	-	$95,832.95	Flexpoint overage due to increased enrollment in the 25/26 school year	All Schools
			PENDING	Ad Mechanics	-		$24,277.93	Marketing	All Schools

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__MAR_2026

DATE

04-22-2026

THERAPY SERVICES

Occupational therapy services provided in the virtual setting.

DATE OF SERVICE

March 1-31, 2026

COMPANY NAME:

Community Therapy Services

School Serviced	Month	Total Due
Southern	March 2026	$24,921.00

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!

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 #
3/31/2026	171554

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

Serviced	Qty	Description	Rate	Amount
	3,573.5	March 2026 Paraprofessional Services Grade Band Para Support CalOPS Grade Band Para Support Verification forms attached	49.00	175,101.50
			Total	$175,101.50

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www.oxfordconsulting.com

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

Date	Invoice #
3/31/2026	171563

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

Serviced	Qty	Description	Rate	Amount
		Services provided in March 2026		
	24.17	450 OT services provided by Alexis Wilson	110.50	2,670.79
	2	450 OT evals provided by Alexis Wilson for [redacted]	610.00	1,220.00
	12.58	450 OT services provided by Adriana Davis	110.50	1,390.09
	3	450 OT services provided by Kristen Allen	110.50	331.50
	3	450 OT services provided by Jocelyn Del Rosario	110.50	331.50
	9.17	450 OT services provided by Eunice Pioche	110.50	1,013.29
	56.67	450 OT services provided by Samantha Wagensommer	110.50	6,262.04
	4	450 OT services provided by Sun E Choi	110.50	442.00
	1.5	450 OT services provided by Amada M Klinger	110.50	165.75
	3.5	450 OT services provided by Kelly Rodas	110.50	386.75
			Total	

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3/31/2026	171563

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	460 PT eval provided by Michelle Perry for [redacted]	610.00	610.00
	14.5	460 PT services provided by Michelle Perry	112.50	1,631.25
	1.67	460 PT services provided by Kira Carr	112.50	187.88
	4	415 Speech services provided by La Jannelle Smith	110.50	442.00
	50.79	415 Speech services provided by Nichole Dziama	110.50	5,612.30
	6.5	415 Speech services provided by Catherine Walker	110.50	718.25
	0.5	415 Speech services provided by Maranda Diamond	110.50	55.25
	3.5	415 Speech services providded by Maria B Jones	110.50	386.75
	1.5	415 Speech eval provided by Nohemi Moffatt	110.50	165.75
	1	415 Speech eval provided bhy Nohemi Moffat for [redacted]	610.00	610.00
	1.25	415 Speech services provided by Kelly Brown	110.50	138.13
			Total	

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Date	Invoice #
3/31/2026	171563

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
	0.25	445 AT services provided by Alyssa Jenkins	122.00	30.50
	6.67	APE services provided by Gizi Malagon	102.00	680.34
	9.91	APE services provided by Michael Saunders	102.00	1,010.82
	3	IEP attendance provided by Eddie Arellano	112.50	337.50
	1	IEP attendance provided by Amanda Duhon (Nurse)	92.00	92.00
	1.17	IEP attendance provided by Alyssa Loomer	112.50	131.63
	4.5	BCBA IEP attendance provided by Sheri Kennedy	127.50	573.75
			Total	$27,627.81

INVOICE

TTC4SUCCESS Accounting Office
3615 Waterside Way
Louisville, TN 37777

tasha@ttc4success.com
+1 (951) 775-4292



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

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

Invoice details
Invoice no.: 357
Terms: Net 30
Invoice date: 04/15/2026
Due date: 05/15/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**ERMHS**	March 2026 Central Coast	1	$5,206.95	$5,206.95
2.		**ERMHS**	March 2026 Central Valley	1	$20,488.50	$20,488.50
3.		**ERMHS**	March 2026 M. Bay	1	$12,371.40	$12,371.40
4.		**ERMHS**	March 2026 N. Bay	1	$8,626.05	$8,626.05
5.		**ERMHS**	March 2026 NorCA	1	$42,282.00	$42,282.00
6.		**ERMHS**	March 2026 SoCal	1	$93,137.85	$93,137.85
7.		**Other Services**	March 2026 Central Coast	1	$78.30	$78.30
8.		**Other Services**	March 2026 Central Valley	1	$5,011.20	$5,011.20
9.		**Other Services**	March 2026 M. Bay	1	$25,056.00	$25,056.00
10.		**Other Services**	March 2026 N. Bay	1	$3,445.20	$3,445.20
11.		**Other Services**	March 2026 NorCA	1	$22,759.20	$22,759.20
12.		**Other Services**	March 2026 SoCal	1	$61,961.40	$61,961.40

Total **$300,424.05**

BILLING INVOICE

Invoice Date:	2/28/2026	Bill To:	California Online Public Schools
Name:	El Paseo Children's Center Inc		Attn: LaChelle Carter
Mailing Address	74075 El Paseo Drive, Suite A2B		SPED-Finance@californiaops.org
	Palm Desert, CA 92260		
Telephone	760-342-4900		

		Invoice #
Socal	$216,879.08	3897
Socal MH	$24,721.00	3897-1
Socal Total	**$241,600.08**	
Nor Cal	$86,693.69	3898
Nor Cal MH	$8,207.50	3898-1
Nor Cal Total	**$94,901.19**	
Central Valley	$82,825.77	3899
Central Valley MH	$4,380.50	3899-1
Central Valley Total	**$87,206.27**	
Central Coast	$26,033.13	3900
Central Coast MH	$408.00	3900-1
Central Coast Total	**$26,441.13**	
North Bay	$3,613.27	3901
North Bay MH	$459.00	3901-1
North Bay Total	**$4,072.27**	
Monterey Bay	$25,102.34	3902
Monterey Bay MH	$3,546.50	3902-1
Monterey Bay Total	**$28,648.84**	
Grand Total	**$482,869.77**	

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
1353	05/01/2026	$21,000.00	05/31/2026	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

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 28, 2026 08:52 AM CDT

Modified Date
Apr 28, 2026 08:53 AM CDT

Invoice #
3100187

Description
Laptops

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 - 87	Purchase Order (Due on receipt)	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**

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.

-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

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.: 1091
Terms: Net 30
Invoice date: 05/03/2026
Due date: 06/02/2026

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

I have added $21780 to the invoice for SPED devices. This amount is part of the contract.

Note to customer

I have added $21780 to the invoice for SPED devices. This amount is part of the contract.

View and pay

California Online Public Schools

Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

1 message

Tracy Le <tle@californiaops.org> Mon, May 11, 2026 at 8:00 AM
To: Finance CalOPS <finance@californiaops.org>
Cc: CalOPS Human Resources - Payroll <payroll@californiaops.org>

See below for HSA contribution for the 5/8 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, May 11, 2026 at 4:35 AM
Subject: HSA Funding Activity Initiated
To: <tle@californiaops.org>



HSA Payroll Funding Details of California Online Public Schools	
Account Name:	California Online Public Schools HSA Funding
Activity amount:	$22,648.43
Activity date:	05/08/2026

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

2025-2026 PAYMENT REQUEST

Payment Request Number: 2025- 26 - 162

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/07/2026

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-3rd deposits due: May 13th, 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 05/07/2026
Requestor (Signature) *Date*

DocuSigned by: Richie Romero 05/08/2026
Administrator (Signature or Email Approval) *Date*

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!			

docusign

Certificate Of Completion

Envelope Id: 86BEF458-BEE7-81B1-8194-98515AF17CB3
Status: Completed
Subject: Complete with Docusign: Payment Request 2025-26-161 Hyatt.pdf
Source Envelope:
Document Pages: 2
Signatures: 3
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Britnie Anderson
33272 Valle Rd.
San Juan Capistrano, CA 92675
banderson@californiaops.org
IP Address: 161.38.42.190

Record Tracking

Status: Original
5/7/2026 2:40:24 PM
Holder: Britnie Anderson
banderson@californiaops.org
Location: DocuSign

Signer Events	Signature	Timestamp
Britnie Anderson banderson@californiaops.org Business Services Administrative Assistant California Connections Academy Security Level: Email, Account Authentication (None)	DocuSigned by: Britnie Anderson 94917B46142147D... Signature Adoption: Pre-selected Style Using IP Address: 161.38.42.190	Sent: 5/7/2026 2:44:38 PM Viewed: 5/7/2026 2:44:57 PM Signed: 5/7/2026 2:45:07 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
Richie Romero rromero@californiaops.org Deputy Superintendent California Online Public Schools Security Level: Email, Account Authentication (None)	Signed by: Richie Romero FE9DD366CFFD491... Signature Adoption: Pre-selected Style Using IP Address: 47.154.73.166	Sent: 5/7/2026 2:45:08 PM Viewed: 5/8/2026 1:02:50 PM Signed: 5/8/2026 1:02:56 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
Lachelle Carter lcarter@californiaops.org Director of Finance Ritu Bathwal Security Level: Email, Account Authentication (None)	DocuSigned by: 53EF3C0EE6DA47E... Signature Adoption: Drawn on Device Using IP Address: 47.147.78.65	Sent: 5/8/2026 1:02:57 PM Viewed: 5/8/2026 1:16:33 PM Signed: 5/8/2026 1:16:46 PM
Electronic Record and Signature Disclosure: Accepted: 12/13/2023 12:22:23 PM ID: a529d16b-ad11-4eea-83cd-80794de1d006		

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

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/7/2026 2:44:38 PM
Certified Delivered	Security Checked	5/8/2026 1:16:33 PM
Signing Complete	Security Checked	5/8/2026 1:16:46 PM
Completed	Security Checked	5/8/2026 1:16:46 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Electronic Record and Signature Disclosure created on: 7/29/2023 3:24:39 PM
Parties agreed to: Lachelle Carter

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, California Online Public Schools (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 California Online Public Schools:

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 contact us by email send messages to: tle@calca.connectionsacademy.org

To advise California Online Public Schools 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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools 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 California Online Public Schools during the course of your relationship with California Online Public Schools.

California Online Public Schools 401(k) - 522213-01

Reference Number	Payroll Date	Expected Total [1]	Cash Effective Date [2]
2815442083	05/08/2026	$207,458.95	05/11/2026

[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	✓	$98,236.36
LON 1	LOAN REPAYMENT	✓	$3,968.57
RTH 1	ROTH CONTRIBUTION	✓	$30,486.39
SHM 1	SAFE HARBOR MATCH	✓	$74,767.63

Expected Total:	$207,458.95
Actual Total:	$207,458.95

Total Amount to be Remitted by Employer: $207,458.95

Account nickname	Bank	Bank account number	Amount
Payroll	JPMORGAN CHASE BANK, NA	XXXXX7900	$207,458.95

Total:	$207,458.95
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:

125,123,78,96,92,-63,-48,11,-95,125,88,-26,-123,-32,-8,-103,-115,-44,-99,-79,-10,106,76,-56,-112,-49,47,13,-99,-97,31,-30,-120,73,-113,32,-7,-69,8,-35,112,-16,-1,87,64,-95,7,66,5,-42,39,-106,-30,102,-107,-73,98,-62,116,-28,4,-122,-22,0

El Paseo Mar 2026 INV 3919-3924 March 2026 CALOPS (1) - VERIFIED.xlsx Summary Sheet

BILLING INVOICE

Invoice Date:	3/31/2026	Bill To:	California Online Public Schools
Name:	El Paseo Children's Center Inc		Attn: LaChelle Carter
Mailing Address	74075 El Paseo Drive, Suite A2B		SPED-Finance@californiaops.org
	Palm Desert, CA 92260		
Telephone	760-342-4900		

		Invoice #
Socal	$229,889.26	3919
Socal MH	$31,570.50	3919-1
Socal Total	**$261,459.76**	
Nor Cal	$119,402.92	3920
Nor Cal MH	$8,785.00	3920-1
Nor Cal Total	**$128,187.92**	
Central Valley	$83,937.86	3921
Central Valley MH	$4,938.00	3921-1
Central Valley Total	**$88,875.86**	
Central Coast	$15,157.40	3922
Central Coast MH	$413.00	3922-1
Central Coast Total	**$15,570.40**	
North Bay	$13,310.13	3923
North Bay MH	$612.00	3923-1
North Bay Total	**$13,922.13**	
Monterey Bay	$24,071.78	3924
Monterey Bay MH	$4,932.50	3924-1
Monterey Bay Total	**$29,004.28**	
Grand Total	**$537,020.33**	

2025-2026 PAYMENT REQUEST

Payment Request Number: **2025- 26 - 166**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/14/2026

Date Needed (Optional): _____

Invoice Number: Agreement #25.26 - CalOPS HS Commencement

Vendor/Payable To: University of California Berkeley

Address: Attn: Ginarose Perino

101 Zellerbach Hall #4800

City: Berkeley

State: CA

Zip: 94720-4800

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)
NorCal Graduation Venue Invoice 25/26 SY		$ 29,752.05	1	$ 29,752.05
Please see attached for breakdown				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 29,752.05

Approvals

DocuSigned by: Britnie Anderson — 05/14/2026
Requestor (Signature) *Date*

DocuSigned by: Richie Romero — 05/15/2026
Administrator (Signature or Email Approval) *Date*

DocuSigned by: — 05/14/2026
Audited By (Signature) *Date*

UNIVERSITY OF CALIFORNIA

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 3E5D9E2CDCCC49C...	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**

UC Berkeley Wire Instructions

Bank Name

Bank of America, NA

Bank Account Number

01753-80001

Name on Bank Account

University of California Berkeley, A Regents of the University of California Affiliate

Routing / Transit (ABA) Number

- 0260-0959-3 (for wire transfers only)
- 121000358 (for ACH only)

CHIPS

0959

SWIFT

BOFAUS3N

Physical Address for Routing

150 N College Street, NC1-028-17-06, Charlotte, NC 28255

Bank Address

555 Capitol Mall, STE 765, Sacramento, CA 95814-4502

Organization

Sender's Name

Reference

Important: Please include "Cal Performances" for reference on the wire.

docusign

Certificate Of Completion

Envelope Id: F33CC58A-A974-8E4B-8239-77458E273D62
Status: Completed
Subject: Complete with Docusign: Payment Request 2025-26-166.pdf
Source Envelope:
Document Pages: 10
Signatures: 3
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Britnie Anderson
33272 Valle Rd.
San Juan Capistrano, CA 92675
banderson@californiaops.org
IP Address: 161.38.42.190

Record Tracking

Status: Original
5/14/2026 12:55:14 PM
Holder: Britnie Anderson
banderson@californiaops.org
Location: DocuSign

Signer Events	Signature	Timestamp
Britnie Anderson banderson@californiaops.org Business Services Administrative Assistant California Connections Academy Security Level: Email, Account Authentication (None)	DocuSigned by: Britnie Anderson 94917B46142147D... Signature Adoption: Pre-selected Style Using IP Address: 161.38.42.190	Sent: 5/14/2026 12:56:23 PM Viewed: 5/14/2026 12:56:47 PM Signed: 5/14/2026 12:57:15 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
Lachelle Carter lcarter@californiaops.org Director of Finance Ritu Bathwal Security Level: Email, Account Authentication (None)	DocuSigned by: 53EF3C0EE6DA47E... Signature Adoption: Drawn on Device Using IP Address: 47.147.78.65	Sent: 5/14/2026 12:56:24 PM Viewed: 5/14/2026 3:29:53 PM Signed: 5/14/2026 3:30:00 PM
Electronic Record and Signature Disclosure: Accepted: 12/13/2023 12:22:23 PM ID: a529d16b-ad11-4eea-83cd-80794de1d006		
Richie Romero rromero@californiaops.org Deputy Superintendent California Online Public Schools Security Level: Email, Account Authentication (None)	Signed by: Richie Romero FE9DD366CFFD491... Signature Adoption: Pre-selected Style Using IP Address: 47.154.73.166	Sent: 5/14/2026 12:56:24 PM Resent: 5/15/2026 10:56:05 AM Viewed: 5/15/2026 11:30:04 AM Signed: 5/15/2026 11:30:11 AM
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

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/14/2026 12:56:24 PM
Certified Delivered	Security Checked	5/15/2026 11:30:04 AM
Signing Complete	Security Checked	5/15/2026 11:30:11 AM
Completed	Security Checked	5/15/2026 11:30:11 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Created: 7/20/2023 3:24:39 PM
Parties agreed to: Lachelle Carter

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, California Online Public Schools (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 California Online Public Schools:

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 contact us by email send messages to: tle@calca.connectionsacademy.org

To advise California Online Public Schools 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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools 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 California Online Public Schools during the course of your relationship with California Online Public Schools.

2025-2026 PAYMENT REQUEST

Payment Request Number: **2025- 26 - 167**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/14/2026

Date Needed (Optional): _____

Invoice Number: 3458

Vendor/Payable To: CFOMW Tax LLC

Address: 333 Washington Blvd #607

City: Venice

State: CA

Zip: 90292

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)
CFOMW Tax payment-Board Approved 05.2026	-	$527,094.77	1	$ 527,094.77
*** See attached Invoice***				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 527,094.77

Approvals

DocuSigned by: Britnie Anderson — *Requestor (Signature)* — *Date* 05/14/2026

Signed by: Richie Romero — *Administrator (Signature or Email Approval)* — *Date* 05/15/2026

DocuSigned by: — *Audited By (Signature)* — *Date* 05/18/2026

INVOICE

CFOMW Tax LLC
333 Washington Blvd #607
Venice, CA 90292

michael@cfomw.com

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

Ship to
California Online Public Schools
California 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

docusign

Certificate Of Completion

Envelope Id: C93299D2-1020-8CF3-8011-6ECD36C3C582
Status: Completed
Subject: Complete with Docusign: Payment Request 2025-26-167-CFOMW Tax LLC.pdf
Source Envelope:
Document Pages: 2
Signatures: 3
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Britnie Anderson
33272 Valle Rd.
San Juan Capistrano, CA 92675
banderson@californiaops.org
IP Address: 161.38.42.190

Record Tracking

Status: Original
5/14/2026 1:29:51 PM
Holder: Britnie Anderson
banderson@californiaops.org
Location: DocuSign

Signer Events	Signature	Timestamp
Britnie Anderson banderson@californiaops.org Business Services Administrative Assistant California Connections Academy Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	DocuSigned by: Britnie Anderson 94917B46142147D... Signature Adoption: Pre-selected Style Using IP Address: 161.38.42.190	Sent: 5/14/2026 1:30:58 PM Viewed: 5/14/2026 1:31:12 PM Signed: 5/14/2026 1:31:33 PM
Richie Romero rromero@californiaops.org Deputy Superintendent California Online Public Schools Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	Signed by: Richie Romero FE9DD366CFFD491... Signature Adoption: Pre-selected Style Using IP Address: 47.154.73.166	Sent: 5/14/2026 1:31:34 PM Viewed: 5/15/2026 11:29:51 AM Signed: 5/15/2026 11:29:56 AM
Lachelle Carter lcarter@californiaops.org Director of Finance Ritu Bathwal Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 12/13/2023 12:22:23 PM ID: a529d16b-ad11-4eea-83cd-80794de1d006	DocuSigned by: 53EF3C0EE6DA47E... Signature Adoption: Drawn on Device Using IP Address: 174.233.89.139 Signed using mobile	Sent: 5/15/2026 11:29:57 AM Viewed: 5/18/2026 8:47:18 AM Signed: 5/18/2026 8:47:27 AM

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

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/14/2026 1:30:59 PM
Certified Delivered	Security Checked	5/18/2026 8:47:18 AM
Signing Complete	Security Checked	5/18/2026 8:47:27 AM
Completed	Security Checked	5/18/2026 8:47:27 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Electronic Record and Signature Disclosure created on: 7/29/2023 3:24:39 PM
Parties agreed to: Lachelle Carter

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, California Online Public Schools (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 California Online Public Schools:

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 contact us by email send messages to: tle@calca.connectionsacademy.org

To advise California Online Public Schools 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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools 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 California Online Public Schools during the course of your relationship with California Online Public Schools.

TRANSFER SUMMARY

Premium and Claims Funding for the Month of May 2026

Report Run Date: 05/12/2026

Group: **00653639 CALIFORNIA ONLINE PUBLIC SCHOOLS**

Claims Funding and Adjustments(1)

Claims Funding	
Current Month Claims Funding	$334,559.49
Retroactive Adjustment Claims Funding	$0.00
Total Claims Funding Amount Due	$334,559.49
Adjustments to Transfer Account	
Total Adjustments to Transfer Amount Due	$0.00
Total Claims Funding and Adjustments	**$334,559.49**

Scheduled Transfer

Total Premium Transfer Scheduled(2)	$150,849.51
Total Claims Funding and Adjustments Transfer Scheduled	$334,559.49
Total Transfer(3)	**$485,409.00**

(1) Amounts shown are based on transfers made to group level bank account.
(2) The transfer amount is based upon the Total Amount Due for each subgroup as credit balances on one subgroup are not used to offset premium due on another subgroup.
(3) Cigna will initiate a transfer from your account on May 20, 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.

EECS Mar 2026 Effectual Educational Consulting Services_CalOPS Monthly Summary (7) (1).xlsx

CalOPS Monthly Summary

Effectual Educational Consulting Services

March 2026

	Date	Transaction type	Num		Amount
California Online Public Schools					
Central Coast					
	03/31/2026	Invoice	13852		112.00
	03/31/2026	Invoice	13785	ERHMS	560.00
Total for Central Coast					**$672.00**
Central Valley					
	03/31/2026	Invoice	13786		7,590.88
	03/31/2026	Invoice	13787	ERHMS	672.00
Total for Central Valley					**$8,262.88**
Monterey Bay					
	03/31/2026	Invoice	13788		3,075.90
	03/31/2026	Invoice	13789	ERHMS	2,464.00
Total for Monterey Bay					**$5,539.90**
NorCal					
	03/31/2026	Invoice	13790		10,433.44
	03/31/2026	Invoice	13791	ERHMS	1,680.00
Total for NorCal					**$12,113.44**
North Bay					
	03/31/2026	Invoice	13792		692.00
	03/31/2026	Invoice	13793	ERHMS	1,008.00
Total for North Bay					**$1,700.00**
SoCal					
	03/31/2026	Invoice	13794		33,503.36
	03/31/2026	Invoice	13795	ERHMS	8,176.00
Total for SoCal					**$41,679.36**
Total for California Online Public Schools with sub-customers					**$69,967.58**
	TOTAL				**$69,967.58**

Wednesday, April 22, 2026 04:52 PM GMTZ

INVOICE



REMIT PAYMENT TO:
Amergis Healthcare Staffing, Inc.
12558 Collections Center Drive
Chicago, IL 60693

Payment Due Upon Receipt

Date Invoiced:
05/07/2026

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	05/02/2026	E19465890679

Date	Shift Worked	Temp	Cert	Desc	Rate	Quantity	Total
McFarline, Matthew							
04-01-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
04-02-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-03-26 Fri	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-13-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-14-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-15-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
04-16-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-17-26 Fri	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-20-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-21-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-22-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
04-23-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-24-26 Fri	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-27-26 Mon	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-28-26 Tue	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
04-29-26 Wed	08:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	7.00	$ 294.00
04-30-26 Thu	09:00 A-03:30 P	McFarline, Matthew	School Aide	Regular	42.00	6.00	$ 252.00
				Subtotal for McFarline, Matthew:		**106.00**	**$4,452.00**
Mitchell, Samantha							
04-01-26 Wed	08:00 A-02:30 P	Mitchell, Samantha	School Aide	Regular	42.00	6.00	$ 252.00

04-02-26 Thu	09:00 A-02:30 P	Mitchell, Samantha	School Aide	Regular	42.00	5.50	$ 231.00
04-13-26 Mon	09:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.50	$ 231.00
04-14-26 Tue	09:00 A-01:00 P	Mitchell, Samantha	School Aide	Regular	42.00	4.00	$ 168.00
04-15-26 Wed	08:00 A-03:30 P	Mitchell, Samantha	School Aide	Regular	42.00	7.00	$ 294.00
04-16-26 Thu	09:00 A-01:00 P	Mitchell, Samantha	School Aide	Regular	42.00	4.00	$ 168.00
04-17-26 Fri	09:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.50	$ 231.00
04-20-26 Mon	09:00 A-02:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.00	$ 210.00
04-21-26 Tue	09:00 A-02:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.00	$ 210.00
04-22-26 Wed	08:00 A-03:30 P	Mitchell, Samantha	School Aide	Regular	42.00	7.00	$ 294.00
04-23-26 Thu	09:00 A-02:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.00	$ 210.00
04-27-26 Mon	09:00 A-12:00 P	Mitchell, Samantha	School Aide	Regular	42.00	3.00	$ 126.00
04-29-26 Wed	08:00 A-03:00 P	Mitchell, Samantha	School Aide	Regular	42.00	6.50	$ 273.00
04-30-26 Thu	09:00 A-02:00 P	Mitchell, Samantha	School Aide	Regular	42.00	5.00	$ 210.00
				Subtotal for Mitchell, Samantha:		**74.00**	**$3,108.00**

Osorio, Jonathan

04-03-26 Fri	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-13-26 Mon	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-14-26 Tue	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-15-26 Wed	08:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	7.00	$ 294.00
04-16-26 Thu	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-17-26 Fri	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-20-26 Mon	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-21-26 Tue	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-22-26 Wed	08:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	7.00	$ 294.00
04-23-26 Thu	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-24-26 Fri	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-27-26 Mon	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-28-26 Tue	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
04-29-26 Wed	08:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	7.00	$ 294.00
04-30-26 Thu	09:00 A-03:30 P	Osorio, Jonathan	School Aide	Regular	42.00	6.00	$ 252.00
				Subtotal for Osorio, Jonathan:		**93.00**	**$3,906.00**

Raymond, Lyndsay

04-27-26 Mon	09:00 A-03:30 P	Raymond, Lyndsay	School Aide	Regular	42.00	6.00	$ 252.00
04-28-26 Tue	09:00 A-03:30 P	Raymond, Lyndsay	School Aide	Regular	42.00	6.00	$ 252.00
04-29-26 Wed	08:00 A-03:30 P	Raymond, Lyndsay	School Aide	Regular	42.00	7.00	$ 294.00
04-30-26 Thu	09:00 A-03:30 P	Raymond, Lyndsay	School Aide	Regular	42.00	6.00	$ 252.00
				Subtotal for Raymond, Lyndsay:		**25.00**	**$1,050.00**

Rivera Beltran , Amy

04-01-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
04-02-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00

04-03-26 Fri	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-13-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-14-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-15-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
04-16-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-17-26 Fri	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-20-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-21-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-22-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
04-23-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-24-26 Fri	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-27-26 Mon	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-28-26 Tue	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
04-29-26 Wed	08:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	7.00	$ 294.00
04-30-26 Thu	09:00 A-03:30 P	Rivera Beltran , Amy	School Aide	Regular	42.00	6.00	$ 252.00
			Subtotal for Rivera Beltran , Amy:			**106.00**	**$4,452.00**

Rodriguez, Christian

04-27-26 Mon	09:00 A-03:30 P	Rodriguez, Christian	School Aide	Regular	42.00	6.00	$ 252.00
04-28-26 Tue	09:00 A-03:30 P	Rodriguez, Christian	School Aide	Regular	42.00	6.00	$ 252.00
04-29-26 Wed	08:00 A-03:30 P	Rodriguez, Christian	School Aide	Regular	42.00	7.00	$ 294.00
04-30-26 Thu	09:00 A-03:30 P	Rodriguez, Christian	School Aide	Regular	42.00	6.00	$ 252.00
			Subtotal for Rodriguez, Christian:			**25.00**	**$1,050.00**

Thimes, Olivia

04-01-26 Wed	08:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.50	$ 273.00
04-02-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
04-03-26 Fri	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
04-14-26 Tue	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
04-15-26 Wed	08:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.50	$ 273.00
04-16-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.50	$ 231.00
04-17-26 Fri	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	5.75	$ 241.50
04-20-26 Mon	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
04-21-26 Tue	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
04-22-26 Wed	08:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	7.00	$ 294.00
04-23-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
04-24-26 Fri	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
04-27-26 Mon	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
04-28-26 Tue	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
04-29-26 Wed	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
04-30-26 Thu	09:00 A-03:30 P	Thimes, Olivia	School Aide	Regular	42.00	6.00	$ 252.00
			Subtotal for Thimes, Olivia:			**95.75**	**$4,021.50**

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):** **$22,039.50** **Sales Tax:** **$ 0.00** **Total Due:** **$22,039.50**

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	05/02/2026	E19465890679	$22,039.50

Invoice # E19465890679 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	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	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	4011105	Worksite	California Online Public Schools
Week Ending	04/25/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/27/2026

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 - 04/20	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Tuesday - 04/21	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/22	8:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	7.00	
Thursday - 04/23	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Friday - 04/24	9:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	6.00	

Amergis Healthcare Service, Inc

Employee	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	4039020	Worksite	California Online Public Schools
Week Ending	05/02/2026	Approved By	Chanel Harris
Status	Approved	Approved On	05/04/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	7.00	6.00	0.00	0.00

Total Hours: 25.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 04/27	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Tuesday - 04/28	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/29	8:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	7.00	
Thursday - 04/30	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	

Amergis Healthcare Service, Inc

Employee	McFarline, Matthew	Company	California Online Public Schools
Timecard ID	3985738	Worksite	California Online Public Schools
Week Ending	04/18/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/20/2026

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 - 04/13	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Tuesday - 04/14	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/15	8:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	7.00	
Thursday - 04/16	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Friday - 04/17	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	

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	4033791	Worksite	California Online Public Schools
Week Ending	05/02/2026	Approved By	Chanel Harris
Status	Approved	Approved On	05/04/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	3.00	0.00	6.50	5.00	2.00	0.00

Total Hours: 16.50
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 04/27	9:00 AM - 12:00 PM	0	3.00	
Wednesday - 04/29	8:00 AM - 3:00 PM	Break In: 1:00 PM / Break Out: 1:30 PM	6.50	
Thursday - 04/30	9:00 AM - 2:00 PM	0	5.00	
Friday - 05/01	9:00 AM - 11:00 AM	0	2.00	

Amergis Healthcare Service, Inc

Employee	Mitchell, Samantha	Company	California Online Public Schools
Timecard ID	4023499	Worksite	California Online Public Schools
Week Ending	04/25/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/27/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.00	5.00	7.00	5.00	0.00	0.00

Total Hours: 22.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 04/20	9:00 AM - 2:00 PM	0	5.00	
Tuesday - 04/21	9:00 AM - 2:00 PM	0	5.00	
Wednesday - 04/22	8:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	7.00	
Thursday - 04/23	9:00 AM - 2:00 PM	0	5.00	

Amergis Healthcare Service, Inc

Employee	Mitchell, Samantha	Company	California Online Public Schools
Timecard ID	3988684	Worksite	California Online Public Schools
Week Ending	04/18/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/20/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	5.50	4.00	7.00	4.00	5.50	0.00

Total Hours: 26.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 04/13	9:00 AM - 3:00 PM	Break In: 1:00 PM / Break Out: 1:30 PM	5.50	
Tuesday - 04/14	9:00 AM - 1:00 PM	0	4.00	
Wednesday - 04/15	8:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	7.00	
Thursday - 04/16	9:00 AM - 1:00 PM	0	4.00	
Friday - 04/17	9:00 AM - 3:00 PM	Break In: 1:00 PM / Break Out: 1:30 PM	5.50	

Amergis Healthcare Service, Inc

Employee	Osorio, Jonathan	Company	California Online Public Schools
Timecard ID	3950426	Worksite	California Online Public Schools
Week Ending	04/04/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/13/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	0.00	0.00	0.00	0.00	6.00	0.00

Total Hours: 6.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Friday - 04/03	9:00 AM - 3:30 PM	30	6.00	Online shadowing starting training

Amergis Healthcare Service, Inc

Employee	Osorio, Jonathan	Company	California Online Public Schools
Timecard ID	3979039	Worksite	California Online Public Schools
Week Ending	04/18/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/20/2026

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 - 04/13	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Tuesday - 04/14	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/15	8:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	7.00	
Thursday - 04/16	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Friday - 04/17	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Osorio, Jonathan	Company	California Online Public Schools
Timecard ID	4031836	Worksite	California Online Public Schools
Week Ending	05/02/2026	Approved By	Chanel Harris
Status	Approved	Approved On	05/04/2026

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 - 04/27	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Tuesday - 04/28	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Wednesday - 04/29	8:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	7.00	
Thursday - 04/30	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Friday - 05/01	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Osorio, Jonathan	Company	California Online Public Schools
Timecard ID	4008652	Worksite	California Online Public Schools
Week Ending	04/25/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/27/2026

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 - 04/20	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Tuesday - 04/21	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/22	8:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	7.00	
Thursday - 04/23	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Friday - 04/24	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Raymond, Lyndsay	Company	California Online Public Schools
Timecard ID	4029002	Worksite	California Online Public Schools
Week Ending	05/02/2026	Approved By	Chanel Harris
Status	Approved	Approved On	05/04/2026

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 - 04/27	9:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	6.00	
Tuesday - 04/28	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Wednesday - 04/29	8:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	7.00	
Thursday - 04/30	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Friday - 05/01	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	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	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	3998650	Worksite	California Online Public Schools
Week Ending	04/25/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/27/2026

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 - 04/20	9:00 AM - 3:30 PM	Break In: 11:00 AM / Break Out: 11:30 AM	6.00	
Tuesday - 04/21	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/22	8:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	7.00	
Thursday - 04/23	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Friday - 04/24	9:00 AM - 3:30 PM	Break In: 11:30 AM / Break Out: 12:00 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	3976639	Worksite	California Online Public Schools
Week Ending	04/18/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/20/2026

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 - 04/13	9:00 AM - 3:30 PM	Break In: 11:00 AM / Break Out: 11:30 AM	6.00	
Tuesday - 04/14	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Wednesday - 04/15	8:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	7.00	
Thursday - 04/16	9:00 AM - 3:30 PM	Break In: 11:30 AM / Break Out: 12:00 PM	6.00	
Friday - 04/17	9:00 AM - 3:30 PM	Break In: 11:30 AM / Break Out: 12:00 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Rivera Beltran, Amy	Company	California Online Public Schools
Timecard ID	4022124	Worksite	California Online Public Schools
Week Ending	05/02/2026	Approved By	Chanel Harris
Status	Approved	Approved On	05/04/2026

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 - 04/27	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Tuesday - 04/28	9:00 AM - 3:30 PM	Break In: 11:30 AM / Break Out: 12:00 PM	6.00	
Wednesday - 04/29	8:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	7.00	
Thursday - 04/30	9:00 AM - 3:30 PM	Break In: 11:00 AM / Break Out: 11:30 AM	6.00	
Friday - 05/01	9:00 AM - 3:30 PM	Break In: 11:30 AM / Break Out: 12:00 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Rodriguez, Christian	Company	California Online Public Schools
Timecard ID	4034100	Worksite	California Online Public Schools
Week Ending	05/02/2026	Approved By	Chanel Harris
Status	Approved	Approved On	05/04/2026

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 - 04/27	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Tuesday - 04/28	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/29	8:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	7.00	
Thursday - 04/30	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Friday - 05/01	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Thimes, Olivia	Company	California Online Public Schools
Timecard ID	3998685	Worksite	California Online Public Schools
Week Ending	04/25/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/28/2026

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 - 04/20	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Tuesday - 04/21	9:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	6.00	
Wednesday - 04/22	8:00 AM - 3:30 PM	Break In: 2:00 PM / Break Out: 2:30 PM	7.00	
Thursday - 04/23	9:00 AM - 3:30 PM	Break In: 2:00 PM / Break Out: 2:30 PM	6.00	
Friday - 04/24	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	

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	4022321	Worksite	California Online Public Schools
Week Ending	05/02/2026	Approved By	Chanel Harris
Status	Approved	Approved On	05/04/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	6.00	6.00	6.00	6.00	6.00	0.00

Total Hours: 30.00
Comments:

Shift Date	Shift Time	Break	Total	Comments
Monday - 04/27	9:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	6.00	
Tuesday - 04/28	9:00 AM - 3:30 PM	Break In: 12:30 PM / Break Out: 1:00 PM	6.00	
Wednesday - 04/29	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Thursday - 04/30	9:00 AM - 3:30 PM	Break In: 12:00 PM / Break Out: 12:30 PM	6.00	
Friday - 05/01	9:00 AM - 3:30 PM	Break In: 1:00 PM / Break Out: 1:30 PM	6.00	

Amergis Healthcare Service, Inc

Employee	Thimes, Olivia	Company	California Online Public Schools
Timecard ID	3982085	Worksite	California Online Public Schools
Week Ending	04/18/2026	Approved By	Chanel Harris
Status	Approved	Approved On	04/20/2026

SUN	MON	TUE	WED	THU	FRI	SAT
0.00	0.00	5.50	6.50	5.50	5.75	0.00

Total Hours: 23.25
Comments:

Shift Date	Shift Time	Break	Total	Comments
Tuesday - 04/14	9:00 AM - 3:30 PM	Break In: 11:30 AM / Break Out: 11:45 AM Break In: 12:30 PM / Break Out: 1:00 PM Break In: 2:45 PM / Break Out: 3:00 PM	5.50	
Wednesday - 04/15	8:00 AM - 3:30 PM	Break In: 9:45 AM / Break Out: 10:00 AM Break In: 11:30 AM / Break Out: 11:45 AM Break In: 2:00 PM / Break Out: 2:30 PM	6.50	
Thursday - 04/16	9:00 AM - 3:30 PM	Break In: 9:45 AM / Break Out: 10:00 AM Break In: 11:30 AM / Break Out: 11:45 AM Break In: 1:00 PM / Break Out: 1:30 PM	5.50	
Friday - 04/17	9:00 AM - 3:30 PM	Break In: 11:30 AM / Break Out: 11:45 AM Break In: 12:15 PM / Break Out: 12:30 PM Break In: 2:15 PM / Break Out: 2:30 PM	5.75	

CES
CORNERSTONE
EDUCATIONAL SOLUTIONS
unlocking student success

INVOICE

So Cal - CalOPS

sped-finance@californiaops.org

Invoice Date
01 May 2026

Account Number

Invoice Number
INV-2147

Reference
CES 05/26 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 04-25-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 04-25-26: [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] mileage: 85.7, round trip: 171.4	171.40	0.725	124.27
So Cal - CalOPS Evaluation 04-30-26: [redacted] - OT Evaluation (In-Person) CES Provider Guerrero, Alyssa	1.00	1,800.00	1,800.00
So Cal - CalOPS: Mileage Only for Eval [redacted] round trip 60	60.00	0.725	43.50
So Cal - CalOPS Evaluation 04-21-26: [redacted] - OT Evaluation (Virtual only) CES Provider Banner, Krystal	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 05-15-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Lem, Joslyn	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 04-02-26: [redacted] - OT Evaluation (Virtual only) CES Provider Cobb, Artesja	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 04-24-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 05-04-26: [redacted] - Initial Speech Evaluation	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
(Virtual only) CES Provider Lem, Joslyn			
So Cal - CalOPS Evaluation 04-27-26: [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] Mileage: 113, Round Trip: 226	226.00	0.725	163.85
So Cal - CalOPS Evaluation 04-29-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 04-29-26: [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] Mileage: 20.8. Round Trip: 41.6	41.60	0.725	30.16
So Cal - CalOPS Evaluation 04-13-26: [redacted] - OT Evaluation (Virtual only) CES Provider Cobb, Artesja	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 04-30-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 04-30-26: [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] mileage: 93.5, Round Trip: 187	187.00	0.725	135.58
So Cal - CalOPS Evaluation 04-21-26: [redacted] - OT Evaluation (Virtual only) CES Provider Banner, Krystal	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 05-05-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Lem, Joslyn	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 04-20-26: [redacted] - Initial + Academics (In-Person) CES Provider Bailey, Anna	1.00	1,900.00	1,900.00
So Cal - CalOPS Evaluation 04-17-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 04-21-26: [redacted] - Initial Speech Evaluation (Virtual only) CES Provider Perez, Margot	1.00	1,700.00	1,700.00
So Cal - CalOPS Evaluation 04-17-26: [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] Mileage: 87.2, Round Trip: 174.4	174.40	0.725	126.44

Description	Quantity	Unit Price	Amount USD
So Cal - CalOPS Evaluation 04-26-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 04-26-26: [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] Mileage: 219, Round Trip: 438	438.00	0.725	317.55
So Cal - CalOPS Evaluation 04-22-26: [redacted] - Combo- H & D + H & V CES Provider Bailey, Anna	1.00	600.00	600.00
So Cal - CalOPS Evaluation 04-22-26: [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] - Initial + Academics (In-Person)' CES Provider: Bailey, Anna. 04/02/2026: Nurse and Psych evals. Mileage: 63.4, Round Trip: 126.8	126.80	0.725	91.93

Subtotal	35,833.28
Invoice Total USD	35,833.28
Total Net Payments USD	0.00
Amount Due USD	**35,833.28**

Due Date: 31 May 2026

View and pay online now

PAYMENT ADVICE

Customer	So Cal - CalOPS
Invoice Number	INV-2147
Amount Due	35,833.28

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

Due Date	31 May 2026
Amount Enclosed	

Enter the amount you are paying above

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:	**68WI1587**
DIVISION:	68CH
TERM:	2526
INVOICE DATE:	05/20/26
DUE DATE:	05/31/26
AMOUNT DUE	**$82,374.00**

Item	Account	Description	Amount
1	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT-MAY '26	41,187.00
2	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT-JUN '26	41,187.00
		INVOICE TOTAL	**$82,374.00**

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	68WI1587
DIV:	68CH
TERM:	2526
Due Date	05/31/26
Amount Due	$82,374.00
Amount Paid	$_____

2025-2026 PAYMENT REQUEST

Payment Request Number: 2025- 26 - 168

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/19/2026

Date Needed (Optional): _____

Invoice Number: May-2026

Vendor/Payable To: Metlife

Address: Dept LA 21296

City: Pasadena

State: CA

Zip: 91185-1296

California Online Public Schools

California Online Public Schools

dba California Connections Academy Southern California

33272 Valle Road, San Juan Capistrano, CA 92675

(949) 467-1667 Phone (949) 240-7895 Fax

Date Delivered or Mailed:

Method of Payment (circle one):

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

Description	Item Number (when applicable)	Cost (1)	Qty (2)	Total Cost (1) x (2)
Benefits-MetLife 05-2026	-	88,097.29	1	$ 88,097.29
**See Invoice /Billing Summary*				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 88,097.29

Approvals

DocuSigned by: Britnie Anderson — 05/19/2026
Requestor (Signature) *Date*

DocuSigned by: Richie Romero — 05/20/2026
Administrator (Signature or Email Approval) *Date*

Audited By (Signature) *Date*

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	$4,117.30
SSAP	0260660	000001	METLIFE LEGAL PLANS	$5,050.19
SSAP	5388834	000001	CORE	$67,317.64
IFP	0320613	000001	IFP	$4,626.50
			Grand Total:	**$88,097.29**

docusign

Certificate Of Completion

Envelope Id: D8423002-F8DF-8648-80D2-B83D983FCEAD
Status: Completed
Subject: Complete with Docusign: Payment Request 2025-26-168 MetLife.pdf
Source Envelope:
Document Pages: 2
Signatures: 3
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Britnie Anderson
33272 Valle Rd.
San Juan Capistrano, CA 92675
banderson@californiaops.org
IP Address: 161.38.42.190

Record Tracking

Status: Original
5/19/2026 1:05:51 PM
Holder: Britnie Anderson
banderson@californiaops.org
Location: DocuSign

Signer Events	Signature	Timestamp
Britnie Anderson banderson@californiaops.org Business Services Administrative Assistant California Connections Academy Security Level: Email, Account Authentication (None)	DocuSigned by: Britnie Anderson 94917B46142147D... Signature Adoption: Pre-selected Style Using IP Address: 161.38.42.190	Sent: 5/19/2026 1:06:55 PM Viewed: 5/19/2026 1:07:05 PM Signed: 5/19/2026 1:07:17 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
Richie Romero rromero@californiaops.org Co-Superintendent California Online Public Schools Security Level: Email, Account Authentication (None)	Signed by: Richie Romero FE9DD366CFFD491... Signature Adoption: Pre-selected Style Using IP Address: 47.154.73.166	Sent: 5/19/2026 1:07:19 PM Viewed: 5/20/2026 10:13:50 AM Signed: 5/20/2026 10:13:57 AM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
Lachelle Carter lcarter@californiaops.org Director of Finance Ritu Bathwal Security Level: Email, Account Authentication (None)	DocuSigned by: 53EF3C0EE6DA47E... Signature Adoption: Drawn on Device Using IP Address: 47.147.78.65	Sent: 5/20/2026 10:13:58 AM Viewed: 5/20/2026 1:38:18 PM Signed: 5/20/2026 1:38:32 PM
Electronic Record and Signature Disclosure: Accepted: 12/13/2023 12:22:23 PM ID: a529d16b-ad11-4eea-83cd-80794de1d006		

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

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/19/2026 1:06:55 PM
Certified Delivered	Security Checked	5/20/2026 1:38:18 PM
Signing Complete	Security Checked	5/20/2026 1:38:32 PM
Completed	Security Checked	5/20/2026 1:38:32 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Created: 7/20/2023 3:24:39 PM
Parties agreed to: Lachelle Carter

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, California Online Public Schools (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 California Online Public Schools:

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 contact us by email send messages to: tle@calca.connectionsacademy.org

To advise California Online Public Schools 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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools 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 California Online Public Schools during the course of your relationship with California Online Public Schools.

California Online Public Schools

Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

1 message

Tracy Le <tle@californiaops.org> Tue, May 26, 2026 at 9:50 AM
To: Finance CalOPS <finance@californiaops.org>, CalOPS Human Resources - Payroll <payroll@californiaops.org>

See below for HSA contribution for the 5/22 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: Tue, May 26, 2026 at 4:20 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:	$22,338.85
Activity date:	05/22/2026

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

California Online Public Schools 401(k) - 522213-01

Reference Number	Payroll Date	Expected Total [1]	Cash Effective Date [2]
2825973962	05/22/2026	$197,892.86	05/22/2026

[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	✓	$92,778.70
LON 1	LOAN REPAYMENT	✓	$3,968.57
RTH 1	ROTH CONTRIBUTION	✓	$29,326.37
SHM 1	SAFE HARBOR MATCH	✓	$71,819.22

Expected Total: $197,892.86
Actual Total: $197,892.86

Total Amount to be Remitted by Employer: $197,892.86

Account nickname	Bank	Bank account number	Amount
Payroll	JPMORGAN CHASE BANK, NA	XXXXX7900	$197,892.86

Total: $197,892.86
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:

-126,-11,58,-94,-120,-39,114,-68,-26,-101,73,81,-73,64,123,-103,-32,43,75,-50,88,-79,-37,38,2,-18,43,112,-84,-101,-84,107,-59,44,-36,-113,-70,-58,-59,33,-13,91,-120,-46,-3,-28,-32,38,-17,-44,80,119,27,-51,40,-43,-61,-59,65,95,-35,-113,37,-67

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	$	69,676.27
Pmt Rec'd - Thank You	$	(69,676.27)
Total Past Due ***(Due Immediately)***	$	-
Monthly Recurring Chgs	$	61,733.41
Other Charges	$	7,847.70
Taxes & Surcharges	$	95.16
Total Current Charges	**$**	**69,676.27**
Current Charges Due By		***6/19/26***
Grand Total	**$**	***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 6/19/26	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.

040971471262061926006967627892675 4842

Statement For: **California Online Public Schools**
Account Number: **971471262**
Corporate ID : **STATE OF CALIFORNIA - NASPO MA176**

Customer Service Number 1-800-937-8997

May 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
|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|
|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|
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#( )_____

2025-2026 PAYMENT REQUEST

Payment Request Number: **2025- 26 - 170**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/26/2026

Date Needed (Optional): _____

Invoice Number: Agreement No. 4697

Vendor/Payable To: BREN EVENTS CENTER-University of California, Irvine

Address: 100 Bren Events Center

City: Irvine

State: CA

Zip: 92697-1500

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)
SoCal Graduation 25/26 -Expense Deposit Due 06/01/2026		$ 40,929.00	1	$ 40,929.00
Please see attached Contract				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 40,929.00

Approvals

DocuSigned by: Britnie Anderson — 05/26/2026
Signed by: 9491 7B46142147D...
Requestor (Signature) *Date*

Richie Romero — 05/27/2026
DocuSigned by: FE9DB866CFED491...
Administrator (Signature or Email Approval) *Date*

53EF3C0EE6DA47E... — 05/28/2026
Audited By (Signature) *Date*

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



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

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.

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Certificate Of Completion

Envelope Id: 55CAFA99-C210-88BC-834A-52FA5F43E77D
Status: Completed
Subject: Complete with Docusign: Payment Request 2025-26-170.pdf
Source Envelope:
Document Pages: 16
Signatures: 3
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Britnie Anderson
33272 Valle Rd.
San Juan Capistrano, CA 92675
banderson@californiaops.org
IP Address: 161.38.42.190

Record Tracking

Status: Original
5/26/2026 11:21:23 AM
Holder: Britnie Anderson
banderson@californiaops.org
Location: DocuSign

Signer Events	Signature	Timestamp
Britnie Anderson banderson@californiaops.org Business Services Administrative Assistant California Connections Academy Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	DocuSigned by: Britnie Anderson 94917B46142147D... Signature Adoption: Pre-selected Style Using IP Address: 161.38.42.190	Sent: 5/26/2026 11:22:24 AM Viewed: 5/26/2026 11:22:36 AM Signed: 5/26/2026 11:23:11 AM
Richie Romero rromero@californiaops.org Co-Superintendent California Online Public Schools Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	Signed by: Richie Romero FE9DD366CFFD491... Signature Adoption: Pre-selected Style Using IP Address: 209.215.141.210	Sent: 5/26/2026 11:23:13 AM Resent: 5/27/2026 6:48:16 AM Viewed: 5/27/2026 2:51:14 PM Signed: 5/27/2026 2:51:23 PM
Lachelle Carter lcarter@californiaops.org Director of Finance Ritu Bathwal Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 12/13/2023 12:22:23 PM ID: a529d16b-ad11-4eea-83cd-80794de1d006	DocuSigned by: 53EF3C0EE6DA47E... Signature Adoption: Drawn on Device Using IP Address: 174.221.172.3 Signed using mobile	Sent: 5/27/2026 2:51:24 PM Resent: 5/28/2026 8:11:38 AM Viewed: 5/28/2026 2:45:02 PM Signed: 5/28/2026 2:45:20 PM

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

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/26/2026 11:22:24 AM
Certified Delivered	Security Checked	5/28/2026 2:45:02 PM
Signing Complete	Security Checked	5/28/2026 2:45:20 PM
Completed	Security Checked	5/28/2026 2:45:20 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Electronic Record and Signature Disclosure created on: 7/29/2023 3:24:39 PM
Parties agreed to: Lachelle Carter

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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

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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 California Online Public Schools:

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 contact us by email send messages to: tle@calca.connectionsacademy.org

To advise California Online Public Schools 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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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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 tle@calca.connectionsacademy.org 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..

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- 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 California Online Public Schools 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 California Online Public Schools during the course of your relationship with California Online Public Schools.

INVOICE

Accelerate Education Incorporated
3655 W Anthem Way; Suite A109237
Anthem, AZ 85086

bobs@accelerate.education
+1 (866) 705-5575
www.Accelerate.Education

Bill to
Richie Romero
California Online Public Schools
33272 Valle Rd
San Juan Capistrano, CA 92675

Invoice details
Invoice no.: 9246
Terms: Net 30
Invoice date: 06/01/2026
Due date: 07/01/2026

Sales Rep: PG

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**Grade 6-12 Per Semester Content**	Canvas Grade 6-12 Per Enrollments overage from 8/1/25-5/31/26	3697	$23.40	$86,509.80

Total **$86,509.80**

Note to customer

5/27/26 Self-Report:
Counted 31,165 6-12 per enrollments from 8/1/25-5/31/26 less the 27,468 pre-purchased 6-12 per enrollments equals an overage of 3,697

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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: 06/01/2026
Expiration Date: 07/01/2026
Quote Number: Q-05227

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	393	$172.95	$67,969.35	7/1/25 - 3/31/26
Client Hosted Per Enrollment License	328	$84.95	$27,863.60	7/1/25 - 3/31/26

Grand Total	$95,832.95

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.

FlexPoint®

FlexPoint® is a registered trademark of Florida Virtual School.

QUOTE

This is not an invoice

Payment/Pricing Information

Pricing is exclusive of any applicable sales, use or other similar taxes or duties.

Please make Purchase Order out to Florida Virtual School and send to 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.

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QUOTE

This is not an invoice

Length of Term:

- Licensed Product(s) are an annual renewable license. Customer will have access to utilize the licensed courseware for 12 months from the date access is granted.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

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 - 98

Date: 5/13/2026

Vendor Contact Name: Customer Service

Vendor Phone Number:

Vendor Fax Number:

Email P.O. to vendor? [x] Yes [ ] No

Vendor Email: purchase-orders@zoom.us

Vendor: Zoom Communications, Inc

Address: 55 Almaden Blvd, 6th Floor

City: SAn Jose

State CA

Zip 95113

Requester:

Department:

Approved In Procurify/Board Approved

Intent/Purpose:

Signature: _____ **Date:** _____

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Zoom Workplace Enterprise Plus Annual	Q3921721	-	$ 127.00	592	$ 75,184.00
Zoom Contact Center Annual Prepay Monthly Usage	Q3921721	-	$ 1,200.00	1	$ 1,200.00
Zoom Contact Center Monthly Usage - overage fee	Q3921721	-	$ 1,000.00	0	$ -
Zoom Contact Center Essentials Annual	Q3921721	-	$ 524.40	29	$ 15,207.60
Concurrent Meeting Plus Annual	Q3921721	-	$ 336.00	1	$ 336.00
Zoom Phone US/Canada Phone Numbers Annual	Q3921721	-	$ 18.00	16	$ 288.00
Zoom US/Canada Toll-Free Phone Number Annual	Q3921721	-	$ 48.00	1	$ 48.00
Zoom US/Canada Virtual Service Phone Number Monthly	Q3921721	-	$ 5.00	3	$ 15.00
Zoom Phone Monthly Usage - overage fee	Q3921721	-	$ 1,000.00	0	$ -
Zoom Phone Pay As You Go	Q3921721	-	$ -	1	$ -
Zoom Phone US/Canada Unlimited Calling Named User Annual Z1 ENT/ENT+	Q3921721	-	$ 45.00	592	$ 26,640.00
Zoom Virtual Agent Annual - Tier 1(upto 5000 Monthly Engagements) (5,000)	Q3921721	-	$ 31,500.00	1	$ 31,500.00
Zoom Virtual Agent Monthly Usage - overage fee	Q3921721	-	$ 1,000.00	0	$ -
First Payment: USD 150,418.60 Monthly Recurring Payment: USD 15.00 (Starting from the Sec	-	-	$ -	0	$ -
				Order Total	$150,418.60

DocuSigned by:
Sign 05/14/2026

DocuSigned by:
Purc Signed by: 05/14/2026

Adm Bernie Jamero Date 05/14/2026
6E5D3AFA47A644A...

Finance Date

[ ] via email approval (see attached)

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

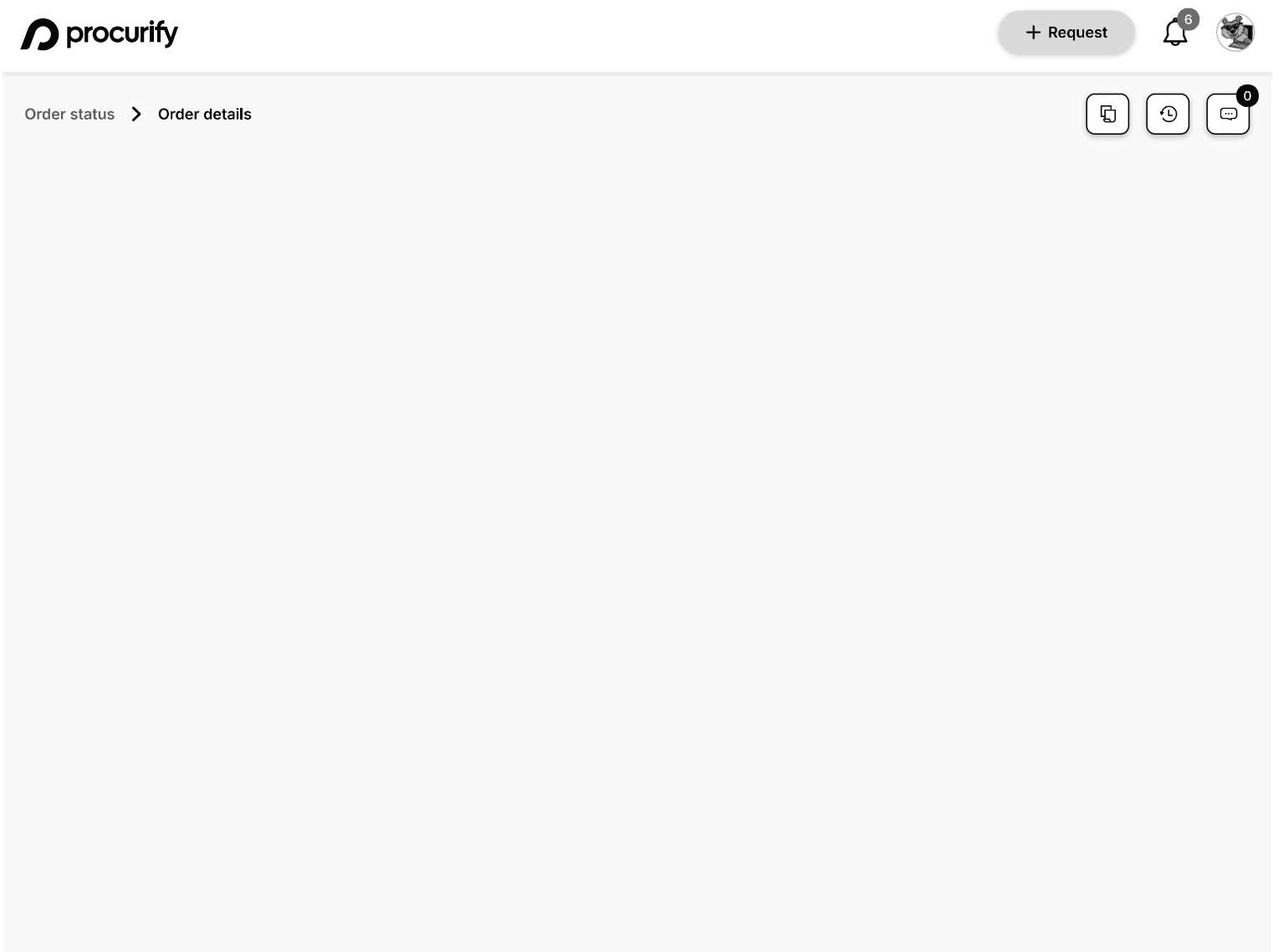
Accepted and agreed as of the date specified below by the authorized representative of Customer

Signature:	Signed by: Richie Romero FE9DD366CFFD491...
Print Name:	Richie Romero
Date:	05/14/2026
Zoom Service Effective Date: 7/1/2026	
PO # (If Applicable):	2025-26-98

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.


procurify
+ Request
6
Order status
Order details
0

Order #475 Approved

Details Status Audit log

Audit log

APPROVED

Order #475 was approved.

Finance AP | May 08, 2026 6:38 AM

APPROVED

Order #475 was approved.

LaChelle Carter | May 07, 2026 2:54 PM

EDITED

Item #475-9 - Zoom Virtual Agent Annual - Ti8er 1(upto 5000 Monthly Engagements)

LaChelle Carter | May 07, 2026 2:53 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #475-9 - Zoom Virtual Agent Annual - Ti8er 1(upto 5000 Monthly Engagements)

LaChelle Carter | May 07, 2026 2:53 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1200--ADA Split

EDITED

Item #475-9 - Zoom Virtual Agent Annual - Ti8er 1(upto 5000 Monthly Engagements)

LaChelle Carter | May 07, 2026 2:53 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #475-9 - Zoom Virtual Agent Annual - Ti8er 1(upto 5000 Monthly Engagements)

LaChelle Carter | May 07, 2026 2:53 PM

Resource code * select unknown, for finance only *

UNKNOWN → 0000--Unrestricted

EDITED

Item #475-8 - Zoom Phone US/Canada Unlimited Calling Named User Annual Z1 ENT/ENT+

LaChelle Carter | May 07, 2026 2:53 PM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #475-8 - Zoom Phone US/Canada Unlimited Calling Named User Annual Z1 ENT/ENT+

LaChelle Carter | May 07, 2026 2:53 PM

Goal code * select unknown, for finance only*

UNKNOWN → 1200--ADA Split

EDITED

Item #475-8 - Zoom Phone US/Canada Unlimited Calling Named User Annual Z1 ENT/ENT+

LaChelle Carter | May 07, 2026 2:53 PM

Lcap code * select unknown, for finance only*

UNKNOWN → 0000--Unrestricted

EDITED

Item #475-8 - Zoom Phone US/Canada Unlimited Calling Named User Annual Z1 ENT/ENT+

LaChelle Carter | May 07, 2026 2:53 PM

Resource code * select unknown, for finance only *

UNKNOWN → 0000--Unrestricted

Results Per Page: 10

Page 1 of 5

docusign

Certificate Of Completion

Envelope Id: 00711B56-7260-836B-83F9-1475F0DBA549
Status: Completed
Subject: Complete with Docusign: Purchase Order 2025-26-98 Zoom.pdf
Source Envelope:
Document Pages: 25
Signatures: 4
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Britnie Anderson
33272 Valle Rd.
San Juan Capistrano, CA 92675
banderson@californiaops.org
IP Address: 161.38.42.190

Record Tracking

Status: Original
5/13/2026 10:54:46 AM
Holder: Britnie Anderson
banderson@californiaops.org
Location: DocuSign

Signer Events	Signature	Timestamp
Richie Romero rromero@californiaops.org Deputy Superintendent California Online Public Schools Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	Signed by: Richie Romero FE9DD366CFFD491... Signature Adoption: Pre-selected Style Using IP Address: 207.212.33.22 Signed using mobile	Sent: 5/13/2026 11:12:47 AM Viewed: 5/14/2026 7:34:10 AM Signed: 5/14/2026 7:35:22 AM
Britnie Anderson banderson@californiaops.org Business Services Administrative Assistant California Connections Academy Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	DocuSigned by: Britnie Anderson 94917B46142147D... Signature Adoption: Pre-selected Style Using IP Address: 161.38.42.190	Sent: 5/14/2026 7:35:25 AM Viewed: 5/14/2026 8:05:24 AM Signed: 5/14/2026 8:06:02 AM
Lachelle Carter lcarter@californiaops.org Director of Finance Ritu Bathwal Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 12/13/2023 12:22:23 PM ID: a529d16b-ad11-4eea-83cd-80794de1d006	DocuSigned by: 53EF3C0EE6DA47E... Signature Adoption: Drawn on Device Using IP Address: 47.147.78.65	Sent: 5/14/2026 8:06:04 AM Resent: 5/14/2026 1:38:03 PM Viewed: 5/14/2026 3:21:21 PM Signed: 5/14/2026 3:21:40 PM
Bernie Jamero bjamero@californiaops.org Assistant Director of Finance California Online Public Schools Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 8/10/2023 1:03:53 PM ID: 262f9e55-3d91-4497-a00d-507971569a0f	Signed by: Bernie Jamero 6E5D3AFA47A644A... Signature Adoption: Pre-selected Style Using IP Address: 75.128.27.226	Sent: 5/14/2026 3:21:43 PM Viewed: 5/14/2026 3:23:11 PM Signed: 5/14/2026 3:23:22 PM

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

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/13/2026 11:12:48 AM
Certified Delivered	Security Checked	5/14/2026 3:23:11 PM
Signing Complete	Security Checked	5/14/2026 3:23:22 PM
Completed	Security Checked	5/14/2026 3:23:22 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Electronic Record and Signature Disclosure created on: 7/20/2023 3:24:39 PM
Parties agreed to: Lachelle Carter, Bernie Jamero

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, California Online Public Schools (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.

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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 California Online Public Schools:

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 contact us by email send messages to: tle@calca.connectionsacademy.org

To advise California Online Public Schools 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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools 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 California Online Public Schools during the course of your relationship with California Online Public 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 - 99**		
Date:	5/20/2026	**Vendor:**	AspirEDU, Inc.
Vendor Contact Name:	Customer Service	**Address:**	PO Box 1615
Vendor Phone Number:	(813) 310-4392		
Vendor Fax Number:		**City:**	Anna Maria
Email P.O. to vendor?	[X] Yes [ ] No	**State**	FL
Vendor Email:	accountsreceivable@aspiredu.com	**Zip**	34216-1615

Requester:

Department:

Board approved/Procurify approved- Payment 07/01/2026

Intent/Purpose:

Signature: _____ **Date:** _____

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Grade Guardian - Subscription Annual Subscription Fee	-	-	$ 3.75	9703	$ 36,386.25
Progress Reports Annual Subscription Fee	-	-	$ 1,500.00	1	$ 1,500.00
Instructor Insight - Subscription	-	-	$ 0.60	36386.25	$ 21,831.75
Canvas API Fee	-	-	$ 0.50	9703	$ 4,851.50
Subscription period: 6/17/2026-6/16/2027					$ -
					$ -
					$ -
					$ -
				Order Total	$64,569.50

DocuSigned by:
Signatu
05/20/2026

DocuSigned by:
Purchas
Signed by:
05/20/2026

[ ] via email approval (see attached)

Bernie Jamero
Admini
05/20/2026

6E5D3AFA47A644A...
Finance Approval (required)
Date

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

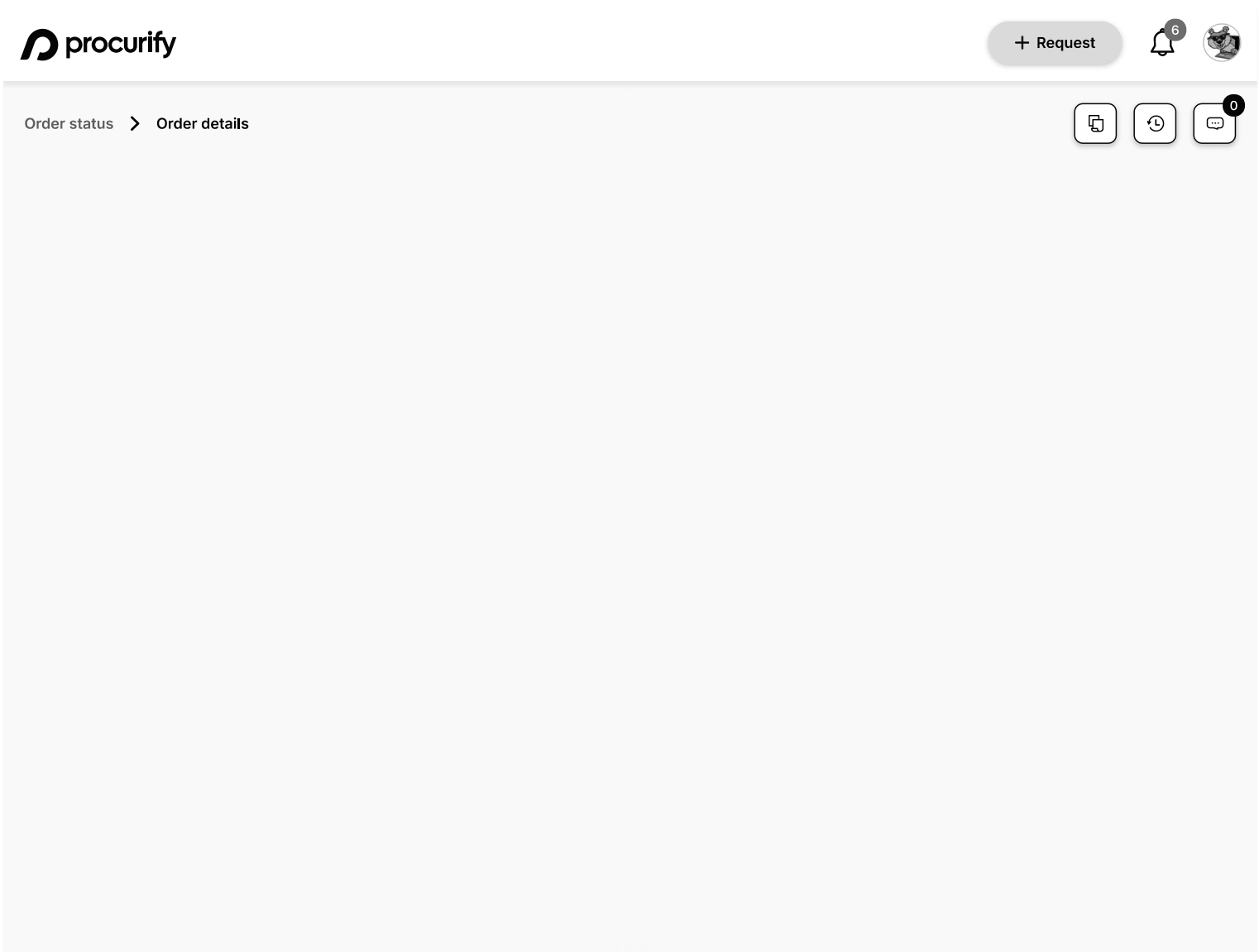
ACH and checks accepted. We do not accept credit cards. Thank you!

Note to customer

ACH - GTE Financial (checking)
Routing # 263182794
Account # 472307274

View and pay

Docusign Envelope ID: 359FD6EB-1EB9-8F8C-8348-FC89CA99B04A



Docusign Envelope ID: 359FD6EB-1EB9-8F8C-8348-FC89CA99B04A

Docusign Envelope ID: 359FD6EB-1EB9-8F8C-8348-FC89CA99B04A

Order #498 Approved

Details Status Audit log

Audit log

APPROVED

Order #498 was approved.

Finance AP | May 18, 2026 9:02 AM

APPROVED

Order #498 was approved.

LaChelle Carter | May 18, 2026 8:43 AM

EDITED

Item #498-4 - Canvas API Fee: Canvas API Fee

LaChelle Carter | May 18, 2026 8:43 AM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #498-4 - Canvas API Fee: Canvas API Fee

LaChelle Carter | May 18, 2026 8:43 AM

Goal code * select unknown, for finance only*

UNKNOWN → 1200--ADA Split

EDITED

Item #498-4 - Canvas API Fee: Canvas API Fee

LaChelle Carter | May 18, 2026 8:43 AM

Lcap code * select unknown, for finance only*

Docusign Envelope ID: 359FD6EB-1EB9-8F8C-8348-FC89CA99B04A

UNKNOWN → 1200--LCAP

EDITED

Item #498-4 - Canvas API Fee: Canvas API Fee

LaChelle Carter | May 18, 2026 8:43 AM

Resource code * select unknown, for finance only *

UNKNOWN → 0000--Unrestricted

EDITED

Item #498-3 - Instructor Insight - Subscription: Annual Subscription Fee (60% of Dropout Detective Subscription Fee)

LaChelle Carter | May 18, 2026 8:42 AM

Function code * select unknown, for finance only*

UNKNOWN → 1000--Instruction

EDITED

Item #498-3 - Instructor Insight - Subscription: Annual Subscription Fee (60% of Dropout Detective Subscription Fee)

LaChelle Carter | May 18, 2026 8:42 AM

Goal code * select unknown, for finance only*

UNKNOWN → 1200--ADA Split

EDITED

Item #498-3 - Instructor Insight - Subscription: Annual Subscription Fee (60% of Dropout Detective Subscription Fee)

LaChelle Carter | May 18, 2026 8:42 AM

Lcap code * select unknown, for finance only*

UNKNOWN → 1200--LCAP

EDITED

Item #498-3 - Instructor Insight - Subscription: Annual Subscription Fee (60% of Dropout Detective Subscription Fee)

LaChelle Carter | May 18, 2026 8:42 AM

Resource code * select unknown, for finance only *

Docusign Envelope ID: 359FD6EB-1EB9-8F8C-8348-FC89CA99B04A

UNKNOWN → 0000--Unrestricted

Results Per Page: 10

Page 1 of 2

docusign

Certificate Of Completion

Envelope Id: 359FD6EB-1EB9-8F8C-8348-FC89CA99B04A
Status: Completed
Subject: Complete with Docusign: PO 2025-26-99 AspireEDU 64,569.50.pdf
Source Envelope:
Document Pages: 7
Signatures: 3
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Britnie Anderson
33272 Valle Rd.
San Juan Capistrano, CA 92675
banderson@californiaops.org
IP Address: 161.38.42.190

Record Tracking

Status: Original
5/20/2026 11:23:34 AM
Holder: Britnie Anderson
banderson@californiaops.org
Location: DocuSign

Signer Events	Signature	Timestamp
Britnie Anderson banderson@californiaops.org Business Services Administrative Assistant California Connections Academy Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	DocuSigned by: Britnie Anderson 94917B46142147D... Signature Adoption: Pre-selected Style Using IP Address: 161.38.42.190	Sent: 5/20/2026 11:24:49 AM Viewed: 5/20/2026 11:29:18 AM Signed: 5/20/2026 11:33:34 AM
Lachelle Carter lcarter@californiaops.org Director of Finance Ritu Bathwal Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 12/13/2023 12:22:23 PM ID: a529d16b-ad11-4eea-83cd-80794de1d006	DocuSigned by: 53EF3C0EE6DA47E... Signature Adoption: Drawn on Device Using IP Address: 47.147.78.65	Sent: 5/20/2026 11:33:35 AM Viewed: 5/20/2026 1:29:48 PM Signed: 5/20/2026 1:30:10 PM
Bernie Jamero bjamero@californiaops.org Assistant Director of Finance California Online Public Schools Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 8/10/2023 1:03:53 PM ID: 262f9e55-3d91-4497-a00d-507971569a0f	Signed by: Bernie Jamero 6E5D3AFA47A644A... Signature Adoption: Pre-selected Style Using IP Address: 24.7.144.134 Signed using mobile	Sent: 5/20/2026 1:30:12 PM Viewed: 5/20/2026 1:30:35 PM Signed: 5/20/2026 1:30:43 PM

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

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/20/2026 11:24:49 AM
Certified Delivered	Security Checked	5/20/2026 1:30:35 PM
Signing Complete	Security Checked	5/20/2026 1:30:43 PM
Completed	Security Checked	5/20/2026 1:30:43 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Created: 7/20/2023 3:24:39 PM
Parties agreed to: Lachelle Carter, Bernie Jamero

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, California Online Public Schools (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 California Online Public Schools:

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 contact us by email send messages to: tle@calca.connectionsacademy.org

To advise California Online Public Schools 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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools

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 tle@calca.connectionsacademy.org 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 California Online Public Schools 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 California Online Public Schools during the course of your relationship with California Online Public Schools.

Ad Mechanics

Ad Mechanics, LLC
678-521-8435
5002 Muir Way
Lithia, FL 33547

Prepared For
Julie Colombero
California Online Public Schools
33272 Valle Rd
San Juan Capistrano, CA 92675

Estimate Date
06/03/2026

Estimate Number
0000262

Description	Rate	Qty	Line Total
PRODUCT 2026 Tshirts - California Quantity – 3,212 3 Locations - Back/Front/Sleeve Port & Company Core Cotton Tee - White Front – Left Chest Small (Dark Orange, Royal Blue, Navy Blue - California Colors) Back – Large Graphic (Yellow, Dark Orange, Light Blue, Royal Blue, Navy Blue - California Colors) Sleeve – Right (Dark Orange, Shade of Orange, Navy Blue, Shade of Navy)	$22,384.18	1	$22,384.18
SHIPPING Estimate - order split and shipped to 3 locations Southern California Att: Ally Ireland California Online Public Schools 33272 Valle Road San Juan Capistrano, CA 92675 (909) 451-9734 Gina Serpa 2751 W Fir Ave Fresno CA 93711 Northern California California Online Public Schools Att: Susan Bunnell 580 N Wilma Avenue Suite G	$1,893.75	1	$1,893.75

Ripon, CA 95366
(209) 202-3437

Subtotal	24,277.93
Tax	0.00
Estimate Total (USD)	$24,277.93

Coversheet

Approval of 2026-27 CalOPS Board Meeting Schedule (attached)

Section: V. Consent Items
Item: I. Approval of 2026-27 CalOPS Board Meeting Schedule (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS 26-27 Meeting Schedule for Review (3).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	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, September 8, 2026	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, October 13, 2026	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, November 10, 2026	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, December 8, 2026	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, January 19, 2027	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, February 9, 2027	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, March 9, 2027	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, April 13, 2027	5 pm - 7 pm	At School Locations and via Teleconference
Tuesday, May 11, 2027	5 pm - 7 pm	At School Locations and via Teleconference
Annual Meeting Tuesday, June 8, 2027	5 pm - 7 pm	At School Locations and via Teleconference

[1] Subject to all federal and state mandates regarding public health and safety

Coversheet

Approval of the 2026-27 Master Agreement (attached)

Section:	V. Consent Items
Item:	J. Approval of the 2026-27 Master Agreement (attached)
Purpose:	Vote
Submitted by:	
Related Material:	2026-2027 Master Agreement_For Board Approval.pdf

California Online Public Schools

lc_id
Master Agreement for Independent Study

Student: student_name
Student Number: st_number
Address: street1
Location: citystatezip
1st Phone Number: homephone
DOB: 06/02/2026
Program Placement: tr_gradtypes_id

Contract Term: contractterm
Beginning Date: 06/02/2026
End Date: 06/02/2026
Year: schoolyear
2nd Phone Number: cellphone
Grade Level:
School for Classroom Option: altschool

I. Educational Objectives:
The major educational objectives are to:

1. Enable the student to keep current with his/her/their grade-specific studies.
2. Enable the student to successfully complete his/her/their assignments and meet assignment-specific objectives outlined in the School's curriculum, Master Agreement, the Learning Management System (LMS), and through the School's personalized learning process.

The student's work will be evaluated regularly by his/her/their teacher using the methods specified in this Master Agreement, and in the LMS. All parties agree to report to the teacher regularly, in accordance with the manner, frequency, time, date, method, and place specified below. On reaching the objectives stated in this Master Agreement, the student in grades TK–8 will be credited with having completed his/her/their assigned grade level. For a high school student in grades 9–12 who obtains the objectives of the Master Agreement, course credits will be earned in accordance with the student's course of study, for each course which is successfully completed. If a student is not making adequate progress towards these objectives, it may be determined that the student is not making satisfactory educational progress and an evaluation as to whether independent study is in the student's best interest may result as described below.

The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is substantially equivalent to in-person instruction. For high school students, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

II. Student and Teacher Communication:

1. Manner, Method, and Place of Communication: Student and Teacher communication will primarily happen telephonically via phone, text, email, LiveClass via ZOOM or other video communication technology. On occasion students and teachers may communicate in person at scheduled in person classes, socialization events or field trips.
2. Frequency: Students are required to meet with their teacher of record "synchronously" via group or one-on-one live two-way telephonic communication or in person instruction at least once every two weeks. This frequency may increase if the teacher of record deems it necessary in order for the student to meet required academic achievement goals as defined below.
3. Time & Date: Students are to meet with teachers during the normal school hours of 7am – 4pm Pacific Time and on any school day as defined by the Board Approved Student Academic Calendar

III. Regular Reports and Assignment Submissions:
In order for direct contacts to be considered substantial and substantive, each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/caregivers (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) will occur in person, by phone, or via LiveClass real-time instructional sessions, at a mutually agreed upon time and date. Meetings are documented in the Student Information System Log Entries. In addition, the School will report on and communicate at least quarterly with parents/caregivers regarding student academic progress through providing a progress report. Parents/caregivers have access to the student grade book in the Student Information System at all times while the student is enrolled. To communicate academic progress, teachers and other school staff members may refer to this information during the regular contacts.

Student daily engagement, one component of attendance, is calculated by a number of metrics which includes but is not limited to: work completed in assigned curriculum, synchronous communication with CalOPS staff member(s), and/or offline work logged in the Student Information System by student and/or Parent/Caregiver. The student and Parent/Caregiver agree to complete attendance generating tasks on all school days. The student and Parent/Caregiver agree to submit student original work samples to the School by the stated school deadlines, typically once per month at a minimum. Work should be submitted through the Learning Management System, via an online “drop box” or via email submission. On occasion, and with approval of the course teacher, work may be submitted via U.S. Mail, in person or via fax. Parents/caregivers will ensure their student participates in all assessments as required by the School program. Each student is required to take at least one (1) in person proctored academic test each year. Fulfillment of this requirement will be determined by school Administration and is a condition of enrollment in the program. The grade levels that will be administered in-person proctored tests will be determined annually at the discretion of the Administration.

IV. Methods of Evaluation:
Student evaluation will incorporate a variety of methods that may include but are not limited to: review of assignments by teachers and the learning Coach, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original student work samples by the stated school deadlines is required to participate in the program.**

V. Methods of Study:
Student evaluation will incorporate a variety of methods that may include, but are not limited to: assignments, discussions and/or quizzes within the LMS, review of assignments by teachers and the Parent/Caregiver, observation, teacher-made evaluations, online assessments, proctored exams, any other mailed or electronic work to be graded, and written and oral tests and quizzes. **Submission of original student work samples by the stated school deadlines is required to participate in the program.**

VI. Resources:
California Online Public Schools will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. These resources include but are not limited to: a credentialed teacher, Technical Support, Student Support Services, core curriculum, resources in the Learning Management System, lesson manuals, supplementary course material, and special education resources. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Additionally, California Online Public Schools will ensure students have access to the connectivity and devices adequate to participate in independent study and complete assigned work (e.g., computer, internet access, etc.) By signing below, the student's parent/caregiver is confirming the student: (1) has access to devices and connectivity to allow the student to adequately participate in independent study and complete assigned work; or (2) will contact the student’s supervising teacher if student needs help accessing such connectivity and devices.

Additional Supports for Special Populations: California Online Public Schools will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student’s individualized education program (“IEP”) or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, a customized learning plan and/or curriculum, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and various online intervention supports or programs. Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment.

Statement of the Measures of Academic Achievement to be Earned by the Pupil Upon Completion
Students will meet California State Standards in all courses. All students, grades K-12, take internal benchmark assessments at three times throughout the School year, which measure both proficiency and individualized growth. Students, grades 9-12, shall obtain academic credits towards Charter School graduation requirements as follows:

Credits Needed by End of Year for Adequate Progress Toward Graduation by Grade Level
Grade Level 9 = 50 Credits
Grade Level 10 = 100 Credits
Grade Level 11 = 160 Credits
Grade Level 12 = 220 Credits

VII. Conditions of Independent Study:

- Independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code Sections 48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. Students who choose independent study have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.
- For Grades TK-12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work ("Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code § 51747(a).)

  Because the School is a virtual school using the independent study model, it is crucial that teachers know that a student is completing adequate work under their Master Agreement to make satisfactory educational progress. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the independent study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program. Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747(b)) for the School's program:

  - Substantial and substantive direct contact between the student and teacher (as defined in the Master Agreement within Section III. Regular Reports and Assignment Submissions), OR:
  - Active Participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
  - Submission of the required original student work samples to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a "missed assignment" (per Education Code § 51747(b)) for the Independent Study Program:

- Failure to conduct a direct contact (as defined in the Master Agreement) between the student and teacher (the supervisory teacher and/or other assigned teachers)
- Completion of less than 70% of the assigned work within a 4 week learning period
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the School

Per Education Code § 51747(b), the Board has determined that the following number of missed assignments, as defined above, will trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program:

- Missing two (2) consecutive contact appointments between the student and teacher
- Completion of less than 70% of the assigned work within a 4 week learning period; or
- Failure to submit the required and assigned work samples, assessments for one (1) school month (learning period)

Satisfactory Educational Progress: In addition, a determination that a student has failed to make satisfactory progress will also trigger an evaluation of whether it is in the best interest of the student to remain in the Independent Study Program. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level (or, for high school students, to earn sufficient credits towards graduation) at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). State law dictates certain indicators that are used to determine satisfactory educational progress. Therefore, satisfactory educational progress shall be based on all of the following indicators, as applicable:

- The student's achievement and engagement in the Independent Study Program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
- The completion of assignments, assessments, or other indicators that show the student is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined

by the supervising teacher. (Education Code § 51747(b)(2).)

Tiered Reengagement: For all pupils who (1) are in violation of their Master Agreement, or (2) do not generate attendance for more than ten percent (10%) of the required school days in a given attendance month (as defined in the attendance calendar), or (3) do not participate in the School's offerings of synchronous instruction for more than fifty percent (50%) of the scheduled times in a school month, as applicable by grade span, the School shall have procedures, including the following reengagement strategies:

- Verifying pupil's current contact information.
- Notifying parents or guardians of lack of participation within one school day of the documentation of a non attendance day or lack of participation.
- A plan for outreach from the School to determine pupil needs, including a connection with health and social services, as necessary.
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's Master Agreement, reconsider the Independent Study Program's impact on the pupil's achievement and well-being, consistent with the School's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work (four (4) school weeks), satisfactory educational progress (see above), and the number of missed assignments (see above) allowed before an evaluation of whether the student should be allowed to continue in independent study.
- Implement any programs of the School intended to address chronic absenteeism, as applicable. (Education Code § 51747(d).)

- Parents/caregiver of all high school students under the age of 18 and adult students have reviewed, understand, and agree to the course of study and possible course credits found in the Student & Family Policy Catalog and which is incorporated by reference in and considered part of this Master Agreement.
- Parents/caregivers will ensure that their student participates in any testing required by the School, as well as any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:
  - State standardized testing for all students in grades 3-8 and 10 and/or 11.
  - Physical Fitness testing for all students in grades 5, 7, and 9.
  - English language testing (the ELPAC) for students identified as English Learners in any grade, or initially for students whose primary language at home is not English.
  - Any other state testing as required by the State of California.
- Pupil-Parent-Educator Conference: Before signing this Master Agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.
- Parents/caregivers have read, understand, and agree to be bound by all the rules and other provisions set out in the Parent/Caregiver Acknowledgement and the Student & Family Policy Catalog in order to be enrolled in this independent study school. Any breach may result in a review of this Master Agreement and the student's placement in this independent study school. The signature, including a digital signature, of the parent/caregiver grants permission for the specified student to participate in independent study as outlined in this Master Agreement.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

Schedule	**Category**	**Course Value**	
Class Title	Category Title	Class Credits Credit Type	
Curriculum Title		Course Value	Attributes

Agreement to Terms

We have read, understand, and agree to all the Conditions of Independent Study detailed above and to the terms set forth in this Master Agreement, and we acknowledge that any violation may result in removal of the student from the School.

Student: student_name

Definition of Terms:

Student**:** Student enrolled in courses at California Online Public Schools

Parent/Guardian/Caregiver: Adult responsible for the pupil's educational record

Supervising Teacher: Certificated employee who has been designated as having responsibility for the general supervision of independent study

Other: Certificated employee designated as having responsibility for the special education programming of the student,as applicable

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

_____ _____

Student Signature Date

_____ _____

Parent/Guardian/Caregiver Signature Date

_____ _____

Supervising Teacher Signature Date

_____ _____

Other Signature Date

Coversheet

Approval of 2026-27 Uniform Complaint Procedures (UCP) and Annual Notification (attached)

Section: V. Consent Items
Item: K. Approval of 2026-27 Uniform Complaint Procedures (UCP) and Annual Notification (attached)
Purpose: Vote
Submitted by:
Related Material:
26-27 CalOPS Uniform Complaint Procedures (4888-6817-1149.v1) - Approved 250610.pdf
26-27 CalOPS UCP Annual Notice.docx.pdf

California Online Public Schools

Uniform Complaint Procedures

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Adopted by CalOPS Board of Directors November 19, 2013
Revised and Approved by CalOPS Board of Directors August 23, 2016
Revised and Approved by CalOPS Board of Directors August 22, 2017
Revised and Approved by CalOPS Board of Directors August 28, 2018
Revised and Approved by CalOPS Board of Directors August 25, 2020
Revised and Approved by CalOPS Board of Directors August 24, 2021
Revised and Approved by CalOPS Board of Directors August 23, 2022
Revised and Approved by CalOPS Board of Directors October 3, 2023
Revised and Approved by CalOPS Board of Directors December 5, 2023
Revised and Approved by CalOPS Board of Directors June 4, 2024
Revised and Approved by CalOPS Board of Directors November 12, 2024
Approved by CalOPS Board of Directors June 10, 2025

The California Online Public Schools ("CalOPS") Board of Directors has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the board strongly encourages the early resolution of complaints by direct communication between the family and the school leadership whenever possible. (Information about the schools' communication protocols are found in the Student and Family Policy Catalog). If you have a concern, you can always talk to a staff member or school leadership. This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints (listed below). All other concerns will follow the protocols provided in the Student and Family Policy Catalog.

The board prohibits any form of retaliation against any person for making a complaint. Additionally, participation in the complaint process shall not in any way affect the status, grades or work assignments of any student. In investigating complaints, the school will protect the confidentiality of the parties involved to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law. Finally, the schools will investigate all complaints in a timely manner.

Complaints related to the issues described below should be filed using the Uniform Complaint Policy and Procedure:

1. Any complaints alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying in the schools' programs and/or activities based on:
    a. actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, citizenship, nationality, ethnic group identification, genetic information, age, religion, marital or parental status,

mental or

physical disability, medical condition, sex or sexual orientation, gender, gender identity, or gender expression.

b. the perception of one or more of such characteristics; or

c. association with a person or group with one or more of these actual or perceived characteristics.

d. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs that are subject to the UCP: (* *Denotes UCP programs and activities that are currently implemented by CalOPS*)

- Accommodations for Pregnant and Parenting Students*
- Career Technical and Technical Education and Training Programs*
- Consolidated Categorical Aid Programs*
- Course Periods without Educational Content
- Educational and Graduation Requirements for Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a school district, Migratory Children, Children of Military Families*, and Pupils Participating in a Newcomer Program
- Every Student Succeeds Act*
- Physical Education Instructional Minutes
- Reasonable Accommodations to a Lactating Student*
- School Plans for Student Achievement
- Schoolsite Councils
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying

signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

d. If the school finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, the school shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the school to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the school and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the school adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

CalOPS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. CalOPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CalOPS will attempt to do so as appropriate. CalOPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. CalOPS shall ensure that complainants are protected from retaliation.

Compliance Officer(s)

Complaints must be in writing and should be directed to CalOPS designated "Compliance Officer(s)", listed below:

Dr. Richard Savage Co-Superintendent
c/o California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, CA 92675
(800) 905-5166

The Compliance Officer or designee will receive and investigate complaints and ensure CalOPS compliance with laws applicable to the complaint(s). The Compliance Officer(s) or designee designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate. The compliance officer may also have access to legal counsel as determined appropriate by the Superintendent or designee.

If the complaint alleges wrongdoing by the Compliance Officer, the Compliance Officer will immediately notify the Board President to appoint a substitute Compliance Officer to investigate the complaint. The person filing the

complaint may, alternatively, submit their complaint directly to the President of the Board of Directors.

Notifications

The Compliance Officer or designee shall make available copies of this Policy free of charge. The Compliance Officer or designee will provide annual written notification of the schools' Uniform Complaint Procedures to students, employees, parents/guardians, any applicable advisory committees, appropriate private school officials or representatives, and other interested parties by posting information regarding allegations about discrimination, harassment, intimidation, or bullying on CalOPS' public website.
The annual notice shall be in English. When necessary, under Education Code Section 48985, if 15% (fifteen percent) or more of the students enrolled at the school speak a single primary language other than English, this policy and the notice will be translated into that language and provided to the parent/guardian of any such students in their primary language or mode of communication of the recipient of the notice.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that CalOPS are operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that CalOPS are operating pursuant to Title 22 licensing requirements.
3. A statement that CalOPS are primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that the compliance officer shall be knowledgeable about the laws and programs that they are assigned to investigate.
7. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
8. A statement that the complainant has a right to appeal CalOPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of CalOPS' Decision, except if CalOPS has used its UCP to address a complaint that is not subject to the UCP requirements.
9. A statement that a complainant who appeals CalOPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
10. A statement that if CalOPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, CalOPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
11. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
12. A statement that copies of CalOPS' UCP shall be available free of charge.

Procedures

All complaints alleging that CalOPS has violated federal or state laws or regulations enumerated as within the scope of this Policy will be investigated and resolved according to the procedures below.

The Compliance Officer or designee will maintain a record of each complaint and subsequent related actions, including all information required for compliance for at least three (3) calendar years.

All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Uniform Complaint Procedures

1. Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying may be filed by a person who alleges that the individual has personally suffered unlawful discrimination, harassment, intimidation or bullying/cyberbullying; or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying/cyberbullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying/cyberbullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying. Upon written request by the complainant, the Superintendent or designee may choose to extend the filing period for up to ninety (90) calendar days following the expiration of the six-month time period. Such request for extension shall set forth the reasons for the extension. Such extension by the Superintendent or designee shall be made in writing. The Superintendent shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the CalOPS Board of Directors approved the LCAP or the annual update was adopted by CalOPS.

The complaint will be presented to the Compliance Officer, who will maintain a log of complaints received, and who will provide each complaint with a code number and date stamp.

A pupil fees complaint may be filed with the principal of a school or the CalOPS Superintendent or his or her designee.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CalOPS staff shall assist the complainant in the filing of the complaint.

2. Step 2: Mediation

Within three (3) business days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agree to mediation, the Compliance Officer will

make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying/cyberbullying, the Compliance Officer will ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer will proceed with the investigation of the complaint.

The use of mediation shall not extend CalOPS' timelines for investigating and resolving the complaint, unless the complainant agrees in writing to such an extension of time.

3. Step 3: Investigation of Complaint

Within fourteen (14) days of receiving the complaint, the Compliance Officer will provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also will collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the schools' investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engaging in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegation. Note, however, that complaints permissibly made anonymously will be investigated by the schools to the extent possible without participation by the complainant.

In accordance with law, CalOPS will provide the investigator with access to records and other information related to the allegation in the complaint and will not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

4. Step 4: Final Written Decision

CalOPS shall issue an investigation report (the "Decision") based on the evidence. The schools' decision will be in writing and sent to the complainant within sixty (60) calendar days of receipt of a complaint unless the timeframe is extended with the written
agreement of the complainant. CalOPS' decision will be written in English and in the primary language of the complainant whenever required by law.

The Decision will include:

1. The findings of fact based on the evidence gathered;
2. The conclusion providing a clear determination for each allegation as to whether CalOPS are in compliance with the relevant law;
3. Corrective actions, if CalOPS finds merit in the complaint and any are warranted or required by law;
4. Notice of the complainant's right to appeal CalOPS' decision within thirty (30) calendar days to the California Department of Education (CDE), except when CalOPS has used its UCP to address complaints that are not subject to the UCP requirements; and
5. Procedures to be followed for initiating such an appeal.

If the investigation of a complaint results in discipline to a student or an employee, the Decision shall simply state that effective action was taken and the employee was informed of CalOPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Pertaining to complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians.

For all other complaints within the scope of the Uniform Complaint Procedures, the remedy shall go to the affected pupil.

With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with CalOPS and a copy of the Decision.

When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. CalOPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, CalOPS' Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in CalOPS' Decision are not supported by substantial evidence.
4. The legal conclusion in CalOPS' Decision is inconsistent with the law.
5. In a case in which CalOPS' Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Compliance Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint;
2. A copy of the Decision;
3. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
4. A report of any action taken to resolve the complaint;
5. A copy of CalOPS' complaint procedures; and
6. Other relevant information requested by CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to CalOPS for resolution as a new complaint. If the CDE notifies CalOPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, CalOPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings

of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by CalOPS when one of the conditions listed in 5 CCR 4650 exists, including but not limited to cases in which through no fault of the complainant, CalOPS have not taken action within sixty (60) calendar days of the date the complaint was filed with the CalOPS.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by CalOPS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

5. Civil Law Remedies

A complainant may pursue available civil law remedies outside CalOPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying/cyberbullying based on state law, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the school has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

4888-6817-1149, v. 1

California Online Public Schools

Uniform Complaint Procedures (UCP) Annual Notice 2026-27

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Approved by CalOPS Board of Directors June 10, 2025

California Online Public Schools annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils
    - Career Technical and Technical Education and Career Technical and Technical Training Programs
    - Consolidated Categorical Aid Programs
    - Course Periods without Educational Content
    - Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
    - Every Student Succeeds Act

- Local Control and Accountability Plans (LCAP)
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- School Plans for Student Achievement
- Schoolsite Councils
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
    - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
    - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
    - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

    Complaints of noncompliance with laws relating to pupil fees may be filed with the Superintendent or the Compliance Officer identified below.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

    Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

    Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

    Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Richard Savage, Superintendent
c/o California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, CA 92675
(800) 906-5166

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the office.

Coversheet

Approval of Education for Homeless Children and Youth Policy (attached)

Section: V. Consent Items
Item: L. Approval of Education for Homeless Children and Youth Policy (attached)
Purpose: Vote
Submitted by:
Related Material:
Education for Homeless Children and Youth Policy (4894-2974-2289.v1) Approved 241112.pdf

California Online Public Schools

Education for Homeless Children and Youth Policy

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Adopted by CalOPS Board of Directors on April 28, 2020
Amended and Approved by CalOPS Board of Directors on August 24, 2021
Revised and Approved by CalOPS Board of Directors on May 24, 2022
Approved by CalOPS Board of Directors September 10, 2024
Updated and Approved by CalOPS Board of Directors November 12, 2024

The California Online Public Schools ("Charter School" or "CalOPS") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by CalOPS Liaison.

Charter School Liaison

The Superintendent designates the following staff person as CalOPS Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Shannon Doss, School Social Worker
c/o California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
sdoss@californiaops.org
(909) 347-0058

CalOPS Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
5. Enrollment/admissions disputes are mediated in accordance with law, the School's charter, and Board policy.
6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
7. The School personnel providing services receive professional development and other support.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: **https://www.cde.ca.gov/sp/hs/**

Enrollment

CalOPS will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Charter School shall immediately admit/enroll the student for which CalOPS is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the

child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in CalOPS, if the youth would otherwise be eligible to attend and subject to CalOPS's capacity and pursuant to the procedures stated in CalOPS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Superintendent or designee shall refer the parent/guardian to CalOPS Liaison. CalOPS Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If CalOPS operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian[1] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by CalOPS on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in CalOPS charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to CalOPS Liaison. CalOPS Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

The School shall administer a housing questionnaire for purposes of identifying homeless children and youth. The School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. The

[1] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at The School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at The School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. The School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[2] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

[2] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

High School Graduation Requirements

Homeless students who transfer to the School any time after the completion of their second year of high school shall be exempt from any of the School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the School, the School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The School shall not require any student who would otherwise be entitled to remain in attendance at the School to accept the exemption from the School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the School's additional graduation requirements will continue to apply while the student is enrolled in the School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the School's additional graduation requirements.

If a student who is exempted from the School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the School, the School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the School determines the student is reasonably able to complete the School's graduation requirements by the end of the student's fifth year of high school, the School shall do the following:

1. Consult with the student of the student's option to remain at the School for a fifth year to complete the School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the School for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:

    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**

    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work

The School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the School shall not require the student to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If CalOPS does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the student's situation, but Charter School does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

CalOPS shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by CalOPS.

Professional Development

All administrators, teachers and employees of Charter School, including CalOPS Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. CalOPS Liaison will verify that CalOPS is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

CalOPS Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

1. Charter School's homeless education program policies; and
2. Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

CalOPS Liaison shall inform such employees of the availability of training and the services CalOPS Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

Notice

For any homeless student who seeks enrollment at CalOPS, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at CalOPS.

Annual Policy Review

CalOPS shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at CalOPS. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Charter School's review of its homeless education program policies shall use resources

developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of CalOPS Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists CalOPS Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through CalOPS's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

4864-9270-3494, v. 1

Coversheet

Approval of Graduation Policy (attached)

Section: V. Consent Items
Item: M. Approval of Graduation Policy (attached)
Purpose: Vote
Submitted by:
Related Material:
CalOPS Graduation Policy (4864-4517-5741.v1) Approved 240910.docx (1).pdf

California Online Public Schools

Graduation Policy

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:

California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Effective for 2024-25 School Year
Approved by CalOPS Board of Directors September 10, 2024

This Graduation Policy was reviewed and approved by the California Online Public School ("Charter School" or CalOPS) Board of Directors as follows:

Course Requirements

Charter School students are expected to meet the requirements set forth in the Charter. The current Charter requires a minimum of 220 credits as follows:

California Online Public Schools Graduation Requirements	**University of California** Requirements for Freshman Admissions	**Cal State University** Requirements for Freshman Admissions
Language Arts – 40 credits	**Language Arts –** 4 years	**Language Arts –** 4 years
Mathematics – 20 credits • Algebra I (or higher) • Other Mathematics *Other Math must be higher than Algebra I *Courses taken in Middle school do not count towards this requirement	**Mathematics –** 3 years • Algebra I (or higher) • Geometry (required) • Precalculus or Statistics *4 years recommended	**Mathematics –** 3 years • Algebra I (or higher) • Geometry (required) • Algebra II • Precalculus or Statistics *4 years recommended
Science – 30 credits • Biological Science • Physical Science • Other Science	**Science –** 2 years • Biology • Chemistry or Physics *3 years recommended	**Science –** 2 years • Biological Science • Physical Science *3 years recommended
Social Studies - 30 credits • World History • U.S. History • American Government (5 credits)	**Social Studies** - 2 years • World History • U.S. History • Can take U.S. History (.5 year) and American	**Social Studies** - 2 years • U.S. History • **OR** U.S. History (.5 year) and Civics or American Government (.5 year) **AND**

California Online Public Schools Graduation Requirements	**University of California** Requirements for Freshman Admissions	**Cal State University** Requirements for Freshman Admissions
• Economics (5 credits)	Government (.5 year) **OR** Economics (.5 year)	• Social Science (1 year)
Physical Education - 20 credits		
Foreign Language, Art, OR Career and Technical Education (CTE) - 10 credits	**Foreign Language** - 2 years Must be same language *3 years recommended	**Foreign Language** - 2 years Must be same language *3 years recommended
	Visual and Performing Art - 1 year	**Visual and Performing Art** - 1 year
Additional Electives - 70 credits	**Additional Electives** - 1 year *Additional year chosen from UC A-G list	**Additional Electives** - 1 year *Additional year chosen from UC A-G list
Total Credits: 220	**150 of the 220 credits required for high school graduation must consist of the requirements listed above**	**150 of the 220 credits required for highschool graduation must consist of the requirements listed above**

**10 credits = 1 year*
Click **HERE for CSU-UC Comparison of Minimum Freshman Admissions Requirement Chart.*

The Charter School's course requirements align with the A-G requirements that set forth the minimum standards for admission to California State University and University of California Colleges. Because the prescribed course of study may not accommodate the needs of some students, the Charter School will provide alternative means for the completion of prescribed courses as needed in accordance with State and Federal law and this Policy.

To determine whether students transferring into the Charter School have met course requirements, the Charter School's Superintendent will establish procedures to evaluate the comparability of course and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned. The Charter School shall accept for credit full or partial coursework satisfactorily completed by students while attending a public district or charter school, juvenile court school, or nonpublic nonsectarian school or agency.

Reduced Requirements for Foster and Highly Mobile Students

CalOPS recognizes that certain students are at risk of not completing high school due to interruptions in education and high mobility. The Charter School shall provide eligible highly mobile youth with the option to complete reduced course requirements to earn a high school diploma.

Highly mobile youth includes a student in foster care, a student who is a homeless child or youth, a former juvenile court school student, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program.

A highly mobile youth who transfers into the Charter School any time after the youth completed their second year of high school or is participating in a newcomer program, and is unable to complete the Charter School's

course requirements as defined above by the end of the Student's fourth year of high school will have the option to be exempted from all requirements that exceed California's minimum high school graduation requirements.

If a student is found eligible for an exemption to the Charter School's graduation requirements, the Charter School will notify the student and the student's parent/guardian/educational rights holder ("ERH") if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

An identified youth and/or their ERH have the ultimate right to decide if the youth will pursue a high school diploma pursuant to the California minimum requirements or continue for a fifth year of high school to complete the Charter School's course requirements. The Charter School will not require a student to graduate before the completion of their fourth year.

For additional information regarding graduation requirements for highly mobile youth, the Charter School's complete policy Education of Foster and Mobile Youth Policy is available upon request at the main office.

Differential Graduation and Competency for Students with Disabilities

The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education ("FAPE") and that modifications to the Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program ("IEP") team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and districtwide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co curricular activities.

Exemption for Students with Disabilities

Notwithstanding any other law, the Charter School shall exempt an individual with exceptional needs who entered ninth grade in the 2022-23 school year and later, from all coursework and other requirements adopted by the governing board or governing body of the local educational agency ***that are additional to*** the statewide graduation requirements, if the student's IEP provides for the following per Education Code 51225.31(a) and (b).

1. The student is required to take the alternate assessment aligned to alternate achievement standards in grade 11, as described in subdivision (k) of Section 60640.
2. The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.

In order to be eligible for an alternative diploma, a student *must* have a significant cognitive disability and be on track to complete California's minimum coursework requirements for graduation.

A student who meets the above criteria shall be awarded a diploma of graduation from high school that conforms with minimal state graduation requirements pursuant to Education Code Section 51225.3 (CA State Minimum Requirements Diploma). The award of a CA State Minimum Requirements Diploma does not change the Charter School's obligation to provide a free appropriate public education ("FAPE") or otherwise constitute a change in placement.

Before a student with exceptional needs begins grade 10, the student's IEP team shall determine and notify the parent or guardian of the student of whether the student may be eligible to graduate with the CA State Minimum Requirements Diploma per Education Code 51225.31(c).

Any student who meets the criteria as stated above for a CA State Minimum Requirements Diploma shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education per Education Code 51225.31(d).

Certificate of Completion

The Charter School Superintendent or designee shall award a certificate of completion instead of a high school diploma, if a student with exceptional needs has minimally met one (1) of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Governing Board which has jurisdiction over the student as identified in the IEP.
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.

The Superintendent or designee shall ensure a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any Charter School activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Superintendent or designee shall ensure that the student will continue to have access to special education related supports and services until the student meets the Charter School's criteria to receive a high school diploma or until age 22.

Whether a student receives a certificate of completion or a diploma is confidential. The Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

California High School Proficiency Exam

The California Proficiency Program ("CPP") has replaced the California High School Proficiency Exam (CHSPE) established by California Education Code Section 48412. The CPP utilizes the State Board of Education approved GED® or HiSET® subtests for language arts and mathematics to measure proficiency.

Students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. (Note: paper-pencil tests are only available at testing centers). The CPP tests are offered in English and Spanish.

The CPP allows students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school. If a student is planning to continue their studies in a college or university, they should contact the admissions office of the institution they plan to attend so that the student may understand that institution's admission requirements including whether or not the Certificate of Proficiency will be sufficient for admission.

People who are sixteen years of age or older; or who have completed one year of enrollment in grade ten; or who will have completed one year of enrollment in grade ten at the end of the semester during which the exam is

administered may take the test. There is no upper age limit to take the test, please find all eligibility requirements HERE. In addition to regular examinations, the examinations may also be conducted for all eligible persons at least once during each summer recess and may be conducted at any other time that the California Department of Education ("CDE") deems necessary to accommodate eligible persons whose religious convictions or physical handicaps prevent their attending one of the regular examinations. There is a fee to take the test, though the fee will be waived for homeless and foster youth who submit required paperwork, and for examinees who have not attained 25 years of age as of the date of the scheduled examination

Charter School will distribute an announcement to each student in grades eleven and twelve explaining the CPP. This announcement will be distributed in time sufficient to enable interested students to meet all examination registration requirements for the fall test of that year.

Honorary Diploma

The Charter School may confer an honorary high school diploma upon a student who is terminally ill. The honorary high school diploma will be clearly distinguishable from the regular diploma of graduation awarded by the Charter School.

Retroactive Diploma

Per AB1350/EC 51430(a)(4), the Charter School may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:

1. The student was in their senior year of high school during the 2019–20 school year;
2. in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and
3. unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

Withholding a Diploma

In accordance with Education Code section 48904, if the student willfully cut, defaced, or otherwise injured the school property or willfully not returned upon demand of an employee any property loaned to the student and after affording the student their due process rights, a student's diploma may be withheld until such time as the student or the student's parent/guardian has paid for the damages. The Charter School shall notify the parent/guardian/ERH of the student in writing of the pupil's alleged misconduct before withholding the student's diploma. If the student or the student's parent/guardian are unable to pay for the damages or return the property, the Charter School shall provide a program of voluntary work for the student in lieu of the payment of monetary damages.

Early Graduation and Graduation Date

At the close of the second (2nd) semester, the grade level Administrator, Counselor, and/or other staff will review each senior's records to ensure that these students have completed all graduation requirements. The High School Principal or designee will then initiate the "withdrawal for graduation" process in the Education Management System for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the High School Principal. The High School Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the High School Principal grants approval for early graduation, they will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalOPS School and will not have access to the Education Management System.

The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements. Students who complete their graduation requirements during the summer may be given a graduation date of the last day of the previous school year but will usually have a graduation date based on the date they complete all summer coursework. Students enrolled in credit recovery courses who are making up credits towards the graduation requirements (see section on Project Success below) may be eligible to have a mid-semester graduation date if they complete all the required credits and are approved by their counselor for a mid-semester graduation.

Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the Superintendent (or designee) upon recommendation by the High School Principal or Director of Counseling Services.

Enrollment Following Completion of Graduation Requirements

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered ninth (9^{th}) grade less than four school years earlier (in other words if the student did not start high school more than four (4) years prior to the expected completion date at the end of that school year). Students who have taken longer than four (4) years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the CalOPS graduation requirements.

Unofficial transcripts will be available to students via the Education Management System *as long as the student is enrolled in a CalOPS School*, and official transcripts will be available at any time by request through the School's contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in all graduation activities offered by their CalOPS School but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalOPS uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School's website. Please contact the school counselor or the school records department with any questions regarding transcript requests. Questions about transcripts can also be directed by email to **transcripts@californiaops.org**.

Graduation Ceremony

The Charter School's graduation ceremony and related activities (e.g. grad night) are extracurricular educational activities, such that participation in these activities is not an absolute right.

To participate in the graduation ceremony, students must demonstrate one of the following:

1. Completion of the minimum 220 credits as described above.
2. Eligibility for a Certificate of Completion, consistent with this Policy.

The Superintendent or designee will determine a student's ability to participate in graduation ceremonies and/or activities. Prior to denial of the privilege(s), the student, and where practicable their parent or guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond to the proposed denial. If privilege(s) are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby the individual may appeal this decision. If a student has an IEP plan or 504 plan, any

decisions regarding that student's participation in graduation ceremony/activities will be made by the IEP/504 team and will include the parent/guardian.

Any student participating in a graduation ceremony or activity shall comply with Charter School policies pertaining to student conduct.

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. Any required attire will be provided to students free of charge for use during the ceremony. A student and/or parent/guardian will have the option of purchasing a cap and gown as a keepsake. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment at the graduation ceremony, in addition to but not instead of the required cap and gown. Any accessory, object or adornment that is likely to cause a substantial disruption of, or interference with, the graduation ceremony will not be permitted. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony.

Coversheet

Approval of Education for Foster and Mobile Youth Policy (attached)

Section: V. Consent Items
Item: N. Approval of Education for Foster and Mobile Youth Policy (attached)
Purpose: Vote
Submitted by:
Related Material:
Education of Foster and Mobile Youth Policy (4858-3948-3601.v1) Approved 241112.pdf

California Online Public Schools

Education for Foster and Mobile Youth Policy

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Adopted by CalOPS Board of Directors October 3, 2023
Revised July 25, 2024
Approved by CalOPS Board of Directors September 10, 2024
Updated and Approved by CalOPS Board of Directors November 12, 2024

Introduction

The Governing Board of California Online Public Schools ("Charter School" or "CalOPS") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, CalOPS shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in CalOPS's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means any of the following:
    1. A child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code.
    2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    5. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        a. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.

b. The nonminor is participating in a transitional independent living case plan.

c. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.

6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to CalOPS from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.
- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the CalOPS liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this

Policy, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to CalOPS, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as CalOPS's liaison for Foster and Mobile Youth:

Shannon Doss, Social Worker
c/o California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
(800) 906-5166
sdoss@californiaops.org

The Foster and Mobile Youth Liaison or designee shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in CalOPS, and checkout from CalOPS of foster youth.
2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from CalOPS.
3. When a foster youth is enrolling in CalOPS, the Foster and Mobile Youth Liaison or designee shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to CalOPS.
4. When required by law, notify the foster youth's ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and, at least ten (10) calendar days preceding the date of the following:
    a. An expulsion hearing for a discretionary act under CalOPS's charter.
    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under CalOPS's charter. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to teachers, directors and administrators, of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for CalOPS's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in CalOPS's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the School as the student's school of origin (subject to the School's capacity and pursuant to the procedures stated in the School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the School as the school of origin, the foster youth has the right to remain in the School pending the resolution of the dispute. The School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the School (subject to the School's capacity and pursuant to the procedures stated in the School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in CalOPS consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in CalOPS as the foster youth's school of origin, the foster youth has the right to remain in CalOPS pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

If CalOPS operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

CalOPS shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that CalOPS assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. CalOPS is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, CalOPS shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from CalOPS that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

CalOPS shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[1], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational

[1] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

1. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
2. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
3. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless CalOPS,, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall CalOPS prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

Foster and Mobile Youth who transfer to the School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption. In the case of a newcomer pupil, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the School, the School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The School shall notify and consult with students who are exempted from the School's additional graduation

requirements and the student's parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The School shall not require any student who would otherwise be entitled to remain in attendance at the School to accept the exemption from the School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the student has terminated.

An eligible student's exemption from the School's additional graduation requirements will continue to apply while the student is enrolled in the School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a Foster and Mobile Youth.

The School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the School's additional graduation requirements.

If a student who is exempted from the School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the School, the School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the School determines the student is reasonably able to complete the School's additional graduation requirements by the end of the student's fifth year of high school, the School shall do the following:

1. Consult with the student of the student's option to remain at the School for a fifth year to complete the School's graduation requirements.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the School for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the student from The School's graduation requirements and provide student the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. The School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The student's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the student transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because The School makes a finding that the student is reasonably able to complete The School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, then The School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, The School shall reevaluate eligibility;
2. Provide written notice to the student, the educational rights holder, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption, based on the course completion status of the student at the time of reevaluation, to determine if the student continues to be reasonably able to complete The School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the student is not reasonably able to complete The School additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School shall:
    i. provide the student with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of The School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. ito stay in school for a fifth year to complete the School's additional graduation requirements.

The School shall provide notification of the availability of these options. The student (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the student's best educational interests.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

CalOPS shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by CalOPS.

Student Records

When the School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the School shall provide these student records within two (2) business days. The School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the School.

In accordance with the School's Educational Records and Student Information Policy, under limited circumstances, the School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by CalOPS's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Reporting Requirements

The School shall report to the California Department of Education ("CDE") annually on the number of students who, for the prior school year, graduated with an exemption from the School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for students graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, student category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "student category" means the categories of students identified in the "Definitions" section of this Policy, above.

4858-2353-4087, v. 7

Coversheet

Approval of Conflict of Interest Code (attached)

Section: V. Consent Items
Item: O. Approval of Conflict of Interest Code (attached)
Purpose: Vote
Submitted by:
Related Material: 241210 APPROVED CalOPS Conflict of Interest Code.pdf

California Online Public Schools

Conflict of Interest Code

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Amendment Approved by CalOPS Board of Directors December 5, 2019
Amendment Approved by CalOPS Board of Directors September 27, 2022
Reviewed June 2024
Approved by CalOPS Board of Directors December 10, 2024

The Political Reform Act (Government Code § 81000 *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for the **California Online Public Schools ("CalOPS")**.

Individuals holding designated positions shall file their statements of economic interests with CalOPS which will make the statements available for public inspection and reproduction. (Gov. Code § 81008.) Upon receipt of the statements for the members of the Board of Directors and the Superintendent, CalOPS shall make and retain copies and forward the originals to the Fair Political Practices Commission or shall cause these statements to be submitted directly through the electronic filing system of the Fair Political Practices Commission . Statements for all other designated employees shall be retained by CalOPS .

Appendix to Conflict of Interest Code

Designated Employees

Designated Employees	Assigned Disclosure Categories
Members of the Board of Directors	1, 2, 5
Principals	1, 3
Superintendent and Deputy Superintendent	1, 2, 5
Directors	1, 2, 5
Legal Counsel (Includes outside consultants)	1, 2, 5
Consultants/New Positions	*

*Consultants and new positions, other than the Legal Counsel, shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:`

The President may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements described in this section. Such determination shall include a description of the consultant's or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President’s determination is a public record and shall be retained for public inspection by CalOPS in the same manner and location as this conflict-of-interest code. Nothing herein excuses any such consultant from any other provision of this conflict-of- interest code.

Note: The position of Legal Counsel is filled by outside consultants but who act in a staff capacity.

Appendix to Conflict of Interest Code

Category 1.

Designated positions assigned to this category must report:

a. Interests in real property within the jurisdiction of the charter school(s) that are used by the charter school(s) or are of the type that could be leased or acquired by the charter school(s) as well as real property within two miles of the property used or the potential site.
b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the lease, acquisition or disposal of real property or are engaged in building construction or design for school districts or charter schools.

Category 2.

Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the charter schools(s) or associated corporation.

Category 3.

Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a principal's department is his or her entire school and/or grade span.

Category 4.

Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from a business entity or nonprofit organization, if the source is of the type to receive grants or other funds from or through the charter school(s) or corporation.

Category 5.

Designated positions assigned to this category must report:

Investments and business positions in business entities, and income (including receipt of gifts, loans, and travel payments) from sources that during the reporting period filed a claim or have a claim pending before the charter school(s) or corporation.

Coversheet

Approval of Independent Study Policy (attached)

Section: V. Consent Items
Item: P. Approval of Independent Study Policy (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Independent Study Policy - Updated 260609.pdf

California Online Public Schools

Independent Study Policy

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Effective as of the start of the 2024-25 School Year
Approved by CalOPS Board of Directors June 04, 2024
Approved by CalOPS Board of Directors June 10, 2025
Updated June 09, 2026

The Independent Study Program

The Board of Directors ("Board") of California Online Public Schools has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Board oversees the educational program for California Online Public Schools, made up of multiple charter schools using a similar educational program (hereinafter, "School"). The School's "Independent Study Program" is an optional alternative instructional strategy by which students in grades TK- 12 may reach curriculum objectives and fulfill promotion requirements.

Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence. For students who make a request to the School (including through a parent/guardian/caregiver request) to return to in-person instruction, the School will provide information which will assist the students to enroll in the in-person program offered by their district of residence and will allow the student to withdraw expeditiously within five (5) schooldays. (Education Code § 51747(f).)

Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent study is a continuously voluntary, educational alternative in which no student may be required to participate. (Education Code § 51747(g)(8).)

The School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. This will enable students enrolled in independent study to complete their School's adopted course of study within the customary time frame.

The School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high school students, this shall include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code § 51747(c).)

The School Administration shall ensure that a written Independent Study Master Agreement ("Master Agreement'), as prescribed by law, exists for each participating student. This agreement cannot be valid for longer than one (1) school year. (Education Code § 51747(g)(5).)

The Independent Study Program entails a commitment by the parent/guardian/caregiver, and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved. The "Parent/Guardian/Caregiver Acknowledgement," provided as part of the enrollment process, further lays out the School's expectations for parents/guardians/caregivers and students.

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code § 51747.5(a).)

The School shall not provide independent study students and parents/guardians/caregivers with funds or items of value that a school district could not legally provide to a similarly situated student of the district or to his/her/their parent/guardian/caregiver. (Education Code § 51747.3(a).)

The Superintendent or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law. (Education Code § 51744 et seq.; 5 C.C.R. § 11700 et seq.)

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows:

- For pupils in grades TK-3, the School shall plan to provide opportunities for daily synchronous instruction.
- For pupils in grades 4-8, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction.
- For pupils in grades 9-12, the School shall plan to provide opportunities for at least weekly synchronous instruction. (Education Code § 51747(e).)

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication, such as a virtual meeting room or live group chat.

For the purposes of this policy, "synchronous instruction" means designated group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher or teachers of record pursuant to Education Code § 51747.5 and the pupil, such as a virtual meeting room or live chat.

The School will document each pupil's participation in live interaction and synchronous instruction, pursuant to Section 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction on a school day shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement pursuant to EC § 51747. (Education Code § 51747.5(c).) For purposes of this policy, "non-participatory" solely refers to whether a student attended live interaction and synchronous instruction offerings. A student who is non-participatory on a school day can still generate attendance on that school day for purposes of apportionment.

Evaluation of Effectiveness of Independent Study for Students

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

To foster each student's success in independent study, the Board establishes the following parameters and the maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work. These shall be as follows:

> **For Grades TK-12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work ("Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code § 51747(a).)**

Because the School is a virtual school using the independent study model, it is crucial that teachers know that a student is completing adequate work under their Master Agreement to make satisfactory educational progress. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the independent study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747(b)) for the School's program:

- Substantial and substantive direct contact between the student and teacher (as defined in the Master Agreement), OR:
- Active participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
- Submission of the required original student work samples to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a "missed assignment" (per Education Code § 51747(b)) for the Independent Study Program:

- Failure to conduct a direct contact (as defined in the Master Agreement) between the student and teacher (the supervisory teacher and/or other assigned teachers)
- Completion of less than 70% of the assigned work within a 4 week learning period
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the school

Per Education Code § 51747(b), the Board has determined that the following number of missed assignments, as defined above, will trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program:

- Missing two (2) consecutive contact appointments between the student and teacher
- Completion of less than 70% of the assigned work within a 4 week learning period; or

- Failure to submit the required and assigned work samples, assessments for one (1) school month (learning period)

Satisfactory Educational Progress: In addition, a determination that a student has failed to make satisfactory progress will also trigger an evaluation of whether it is in the best interest of the student to remain in the Independent Study Program. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level (or, for high school students, to earn sufficient credits towards graduation) at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). State law dictates certain indicators that are used to determine satisfactory educational progress. Therefore, satisfactory educational progress shall be based on all of the following indicators, as applicable:

- The student's achievement and engagement in the Independent Study Program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
- The completion of assignments, assessments, or other indicators that show the student is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code § 51747(b)(2).)

Tiered Reengagement: For all pupils who (1) are in violation of their Master Agreement, or (2) do not generate attendance for more than ten percent (10%) of the required school days in a given attendance month (as defined in the attendance calendar), or (3) do not participate in the school's offerings of synchronous instruction for more than fifty percent (50%) of the scheduled times in a school month, as applicable by grade span, the School shall have procedures, including the following reengagement strategies:

- Verifying pupil's current contact information.
- Notifying parents or guardians of lack of participation within one school day of the documentation of a non attendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary.
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's Master Agreement, reconsider the Independent Study Program's impact on the pupil's achievement and well-being, consistent with the School's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work (four (4) school weeks), satisfactory educational progress (see above), and the number of missed assignments (see above) allowed before an evaluation of whether the student should be allowed to continue in independent study.
- Implement any programs of the School intended to address chronic absenteeism, as applicable. (Education Code § 51747(d).)

In addition to the tiered engagement strategies described above, the School Administration may provide one of the following supports to students who are not meeting Master Agreement requirements or otherwise may need engagement support:

1. A letter to the student and/or parent/guardian/caregiver, as appropriate.

2. A special meeting between the student, parent/guardian/caregiver and the teacher or designated Administrator.
3. A meeting between the student and the grade level Administrator, including the parent/guardian/caregiver if appropriate.
4. An increase in the amount of time the student works under direct supervision.
5. Placing the student on academic probation.

"Pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written Master Agreement pursuant to Education Code § 51747(g).

The evaluation triggered by the missed assignments or failure to make satisfactory educational progress as described above will be delivered to the parent/guardian/caregivers, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school upon written request. (Education Code § 51747(b).)

If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student's parent/guardian/caregiver in accordance with the law, the School may withdraw the student as a result of the Student's noncompliance with the Master Agreement.

Eligibility

An individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study if their IEP specifically provides for such participation. (Education Code § 51745(c).) Whether independent study is an appropriate placement to provide a Free and Appropriate Education (FAPE) for a student with an IEP is an individualized determination made by the IEP team. (Education Code § 51745(c).)

No student shall be required to participate in independent study. (Education Code § 51747(g)(8).)

No temporarily disabled student may receive individual instruction pursuant to Education Code § 48206.3 by means of independent study. (Education Code § 51745(d).)

No student that is expelled by their previous school pursuant to Education Code § 48915 or a suspended expulsion student pursuant to Education Code § 48917, may be provided with instruction through independent study unless they are offered the alternative of classroom instruction and they choose independent study. (Education Code § 51747(g)(8).)

Students enrolling in the School must be residents of an eligible county (the county where a School is authorized and their geographically contiguous counties). Enrollment eligibility shall not be based on the address of parent/guardian/caregiver employment. The School will not claim apportionment funding for any student who lives outside of an eligible county unless otherwise permitted by law. (Education Code § 51747.3(c).)

Exceptions for Pupils Under Professional Care: Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction

provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

Written Agreements and Assignments

A written Master Agreement shall be executed for each participating student. The curriculum and methods of study specified in the Master Agreement shall be consistent with the Board's policies and procedures for curriculum and instruction. (5 C.C.R. § 11702.)

The Master Agreement shall include, but not be limited to, all of the following:

1. The manner, frequency, time and place for submitting the student's assignments and for reporting the student's academic progress, and for communicating with the student's parent/guardian/caregiver regarding academic progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
4. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
5. The duration of the Master Agreement, including the beginning and ending dates for the student's participation in independent study under the Master Agreement. No Master Agreement shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
8. The inclusion of a statement in each Master Agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Sections 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code § 51747(g).)

School will comply with the signature requirements for independent study written agreements set forth in Education Code § 51747(g)(9), including:

- Each Master Agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

The Master Agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and his/her/their supervising teacher.

The Master Agreement shall state that the parent/guardian/caregiver's signature confers his/her/their permission for the student's independent study as specified in the agreement.

The Master Agreement may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records, work samples and attendance records. Master Agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a Master Agreement pursuant to this policy, a parent/guardian/caregiver may request that the School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent/guardian/caregiver, and, if requested by the pupil or parent/guardian/caregiver, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment. (Education Code § 51747(h)(2).)

Supervising Teachers

The Superintendent or designee(s) shall oversee the teachers who directly supervise the independent study on a regular basis and ensure that the supervising teachers:

1. Complete designated portions of the Master Agreement and add additional information to the agreement when appropriate.
2. Supervise and approve coursework.
3. Ensure that any required opportunities for synchronous instruction, based on the student's grade level, are provided and documented.
4. Design/identify curriculum objectives.
5. Initiate and complete the independent study contacts as specified in the Master Agreement for students.
6. Assess all work that students are required to submit to a teacher.
7. Personally judge the time value of assigned work or work products completed and submitted by the student, or personally review the determination of time value made by another certificated teacher.
8. Select and save with each Master Agreement representative samples of the student's completed and evaluated assignments.
9. Maintain any required records and files on a current basis.
10. When appropriate, determine and assign grades or other approved measures of achievement.

Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (5 CCR § 11703.)

School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (Education Code § 51747.5(d).)

Records shall be maintained for audit purposes and shall include the following (5 C.C.R. § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to independent study.
2. A separate listing of the students, by grade level, program and school who have participated in independent study identifying units of the curriculum undertaken (also known as the "course of study") and units of the curriculum completed by students in grades TK-8, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.
3. A record of all Master Agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.

Parent's Right to Appeal

Parents/guardians/caregivers may appeal decisions in accordance with procedures in the School & Family Policy Catalog. In accordance with Education Code § 47605(c)(5)(J)(iii) parents will be provided with a written notice of the intent to withdraw a student for noncompliance no less than five school days prior to the effective date of the withdrawal.

Coversheet

Approval of Section 504 Policy (attached)

Section: V. Consent Items
Item: Q. Approval of Section 504 Policy (attached)
Purpose: Vote
Submitted by:
Related Material: Section 504 Policy (4856-2770-4785.v1) Approved 240910.docx.pdf

California Online Public Schools

Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Updated July 2024
Approved by CalOPS Board September 10, 2024

A. SECTION 504 POLICY

The Board of Directors of the California Online Public Schools ("CalOPS" or the "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education ("FAPE") and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a FAPE.

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA"). An impairment need not prevent or severely restrict a major life activity to be considered "substantially limiting."

The Charter School's Superintendent or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If CalOPS does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. CalOPS shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. CalOPS will implement this policy through its corresponding procedures.

B. Section 504 Procedures

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by CalOPS.
2. **Individual with a Disability under Section 504** – An individual who:
    a. has a physical or mental impairment that substantially limits one or more major life activities;
    b. has a record of such an impairment; or
    c. is regarded as having such an impairment.
3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
5. **FAPE** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –

a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Director of Student Services or designee shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. CalOPS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:
    a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
    b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
    c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. Information from all sources shall be documented and carefully considered.
11. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those

persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. CalOPS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, CalOPS shall schedule a 504 Team meeting to review the existing 504 Plan. CalOPS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.
11. A parent, guardian, or CalOPS shall have the right to audio record the proceedings of any team meetings held pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). The parent or guardian or CalOPS shall notify the members of the team of the parent's, guardian's, or CalOPS's intent to audio record a meeting at least 24 hours before the meeting. If CalOPS initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
    - Examine relevant records
    - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel

- Have the right to file a Uniform Complaint pursuant to Charter School policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Director of Student Services
   33272 Valle Road
   San Juan Capistrano, CA 92675
   (800) 906-5166

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with CalOPS or any district within the El Dorado Charter SELPA in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Superintendent or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent or designee.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent or designee.

8. The parent/guardian and the School shall be afforded the rights to:
   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
   - Present written and oral evidence.
   - Question and cross-examine witnesses.

- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. CalOPS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

CalOPS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. CalOPS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CalOPS, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If CalOPS, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CalOPS, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that CalOPS had not conducted such assessment prior to such

determination before the behavior that resulted in a change in placement;

b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and CalOPS agree to a change of placement as part of the modification of the BIP.

If CalOPS, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then CalOPS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or CalOPS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and CalOPS agree otherwise.

4. Special Circumstances

CalOPS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated CalOPS's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if CalOPS had knowledge that the student

had a disability before the behavior occurred.

CalOPS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CalOPS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other CalOPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CalOPS supervisory personnel.

If CalOPS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If CalOPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CalOPS shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by CalOPS pending the results of the evaluation.

CalOPS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

C. Parent/Student Rights in Identification, Evaluation, Accommodation and Placement

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have CalOPS advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have CalOPS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent

significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by CalOPS.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from CalOPS to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If CalOPS refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Superintendent or designee for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education

San Francisco Office

50 United Nations Plaza

San Francisco, CA 94102

(415) 486-5555 PHONE

(415) 486-5570 FAX

Email: **OCR.SanFrancisco@ed.gov**

17. Be free from any retaliation from CalOPS for exercising any of these rights.

Please contact Director of Student Services, c/o California Online Public Schools 33272 Valle Road, San Juan Capistrano, CA 92675 with any questions regarding the information contained herein.

Coversheet

Approval of Time and Effort Policy and Procedures (attached)

Section: V. Consent Items
Item: R. Approval of Time and Effort Policy and Procedures (attached)
Purpose: Vote
Submitted by:
Related Material:
240305 Approved CalOPS USD Time and Effort Policy and Procedures.docx.pdf

California Online Public Schools

Time and Effort Policy and Procedures

Federal law requires employees funded with restricted programs to complete timesheets to support Time Accounting documentation. Recipients of federal grants are required to implement internal controls that safeguard the integrity of their programs to achieve intended results. Time documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary, and allowable in accordance with applicable program requirements. The Federal Education Department General Administrative Regulations (EDGAR) requires all employees who are fully or partially funded by federal programs to prepare and maintain time documentation.

PROGRAM/SITE MANAGER RESPONSIBILITIES

Each program/site manager must ensure that all federally funded employees and their supervisors are familiar with the time documentation guidelines and are complying with these requirements. *This includes training school staff* who are paid all or in part with federal funds on the basic purpose and intent of each federal program and why they are being paid, all or in part, with federal funds. Please review the Employee Guidelines outlined below.

EMPLOYEE GUIDELINES

All employees who are fully or partially funded by federal categorical funds must complete their time documentation on the approved forms. The type of documentation required depends on how the employee is funded and how many different grant activities (cost objectives) are assigned. Semi-annual or monthly reports are completed after the work period. Examples of categorically funded employees include instructional aides; teachers, resource teachers; parent liaisons, and many other classified and certificated employees.

There are three time-accounting forms used, depending on funding sources, work activities and schedule. Employees must fill out only one form that fits their position. The time accounting form must be certified by the proper designees (i.e. employee and/or supervisor). The employee's supervisor must have direct knowledge of the employee's activities.

TIME ACCOUNTING FORMS: SEMI-ANNUAL CERTIFICATION AND PERSONNEL ACTIVITY REPORT (PAR)

SEMI-ANNUAL CERTIFICATION for EMPLOYEES FUNDED 100% WITH ONE RESOURCE (See attached Exhibit A)

If an employee works 100% on one activity and is paid through one federal funding source only, (for example an instructional aide or resource teacher that is working at one school site or multiple sites with predetermined allocations and working on one goal on a set schedule), they will sign this form (see attached exhibit A) twice a year, which is submitted after each six-month work period. These will be completed in January for the July-December work period, and again in June for the January-June work period.

PERSONNEL ACTIVITY REPORT (PAR) - Calendar for Multiple Funding and Multiple Cost Objectives (see attached Exhibit B)

If an employee's work schedule varies daily or throughout the month, and/or the employee works at multiple sites with variable allocations, the employee should document their daily work schedule through a personnel

activity report (PAR). The PAR (see attached exhibit B) should identify each program for which work was performed and the daily time dedicated to each program. The total documented time should account for the total activity for which each employee is compensated.

All multi-funded, multiple cost objective employees must complete PARs on a monthly basis.

REQUIRED REVIEW AND APPROVAL CYCLE:

Personnel Activity Report (PAR): After the last day of each month, the employee signs and submits their PAR completed, to their supervisor for review. The supervisor must date and sign the PAR after the end of the month and submit by the 10th of the following month. PARS should be signed or submitted by the last day of the following month.

RECONCILIATION PROCESS

Semi Annual Certification:

1. Program managers will collect the Semi-Annual Certification form from all employees that are required to complete it and ensure that all forms received are complete; verify the single cost objective; and provide copies to the Finance department.
2. The Finance department reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual certification agrees with the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on semi-annual forms.
3. Any differences between the payroll distribution and actual duties performed must be adjusted unless the difference is within the de minimis benefit rule.

Personnel Activity Report (PAR):

1. Program managers will collect the PAR form from all employees that are required to complete it and ensure that all forms are received are complete, and provide copies to the Finance department.
2. The Finance department reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees with the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on calendars.
3. Any differences between the payroll distribution and actual duties performed must be adjusted unless the difference is within the de minimis benefit rule.
4. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

RECORD RETENTION

All semi-annual certifications and PARs are filed in a binder by Fiscal Year and are retained in the District for a period of 5 years.

Approved by CalOPS Board of Directors March 05, 2024

California Online Public Schools

Semiannual Certification Personnel with Single Cost Objective and One Resource

Employee Name:

School/Site:

Position:

Job description:

X	**Single Cost Objective**

This individual is budgeted and worked solely in the following program for the preceding six-month period.

Work Period	Program Name	Resource Code
To		

Certification: I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Signature of Employee: **Date:**

AND

Supervisor's Signature: **Date:**

Supervisor's Name: **Supervisor's Title:**

(Project Directors/Coordinators are required to maintain these time sheets for a period of five years)

Exhibit B

California Online Public Schools

Semiannual Certification for Multi-Funded Personnel with Single Cost Objective and Fixed Schedules (Requires Substitute Time Accounting Certification)

Employee Name:

School/Site:

Position:

Job description:

[X] **Single Cost Objective**

This individual is budgeted and worked in the following programs for the preceding six-month period.

Work Period	% of Time	Program Name	Resource No.
To			

Certification: I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Signature of Employee: **Date:**

AND

Supervisor's Signature: **Date:**

Supervisor's Name: **Supervisor's Title:**

(Project Directors/Coordinators are required to maintain these time sheets for a period of five years)

Exhibit B

California Online Public Schools

PERSONNEL ACTIVITY REPORT (PAR)

Employee Name: **Position/Title:**
School/Site: _____ **Job description:** _____

This individual is budgeted and worked in the following programs:		
% of Time	Program Name	Resource No.

Month/Year _____

Days of the Month (Show Hours Worked)

Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Totals	Percent
																																0.00	#DIV/0!
																																0.00	#DIV/0!
																																0.00	#DIV/0!
																																0.00	#DIV/0!
																																0.00	#DIV/0!
																																0.00	#DIV/0!
																																0.00	#DIV/0!
Total Hours worked	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		**0.00**	**#DIV/0!**

Certification: I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Legend
V - Vacation
SL - Sick Leave
H - Holiday
S - Sat/Sun

Signature of Employee: _____ **Date:** _____
AND

Powered by BoardOnTrack

Supervisor's Signature: _____ **Date:** _____

Supervisor's Name: _____ **Supervisor's Title:** _____

(Project Directors/Coordinators are required to maintain these time sheets for a period of five years)

Coversheet

Approval of CalOPS Harassment, Intimidation, Discrimination, and Bullying Policy (attached)

Section: V. Consent Items
Item: S. Approval of CalOPS Harassment, Intimidation, Discrimination, and Bullying Policy (attached)
Purpose: Vote
Submitted by:
Related Material:
CalOPS Harassment, Intimidation, Discrimination and Bullying Policy (4925-9175-2113.v1) Approved 250909.pdf

California Online Public Schools

Harassment, Intimidation, Discrimination and Bullying Policy

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Approved by CalOPS Board September 10, 2024
Approved by CalOPS Board September 9, 2025

Background

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, California Online Public Schools ("CalOPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CalOPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CalOPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom CalOPS does business, and all acts of CalOPS's Board of Directors ("Board") in enacting policies and procedures that govern CalOPS.

CalOPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [1] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by CalOPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of

[1] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

CalOPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

CalOPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

CalOPS informs its employees, students, and parents/guardians of CalOPS's policies regarding the use of technology in and out of the classroom. CalOPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

CalOPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. CalOPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at CalOPS and encourages students to practice compassion and respect each other.

CalOPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

CalOPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type

behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

CalOPS informs CalOPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

CalOPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other CalOPS employees who have regular interaction with students.

CalOPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

CalOPS also informs certificated employees about the groups of students determined by CalOPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

CalOPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CalOPS's students.

Complaint Procedures

Scope of the Complaint Procedures

CalOPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the CalOPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

CalOPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of CalOPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of CalOPS's Title IX Policy and UCP is available in the Student & Family Policy Catalog and on the CalOPS website (**www.californiaops.org/notices**).

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Compliance Officer as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and CalOPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, and/or a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

CalOPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by CalOPS on a case-by-case basis.

CalOPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Compliance Officer or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Compliance Officer or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Compliance Officer or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Compliance Officer, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at CalOPS will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from CalOPS or termination of employment.

Right of Appeal

Should a complainant find CalOPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of CalOPS's decision or resolution, submit a written appeal to the Chair of the CalOPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Coversheet

Approval of Niche.com Contract Renewal (attached)

Section: V. Consent Items
Item: T. Approval of Niche.com Contract Renewal (attached)
Purpose: Vote
Submitted by:
Related Material: Niche.com Renawal Contract June 2026.pdf

Proprietary and Confidential

NICHE

Amendment to Agreement For Niche.com Services

CUSTOMER		
Customer	California Online Public Schools	
Primary Contact	Name: Courtney Roney Email: croney@californiaops.org Phone:	
Amendment #		PO #

As of the Amendment Effective Date provided below, this amendment (the "Amendment") serves to modify the Services under, and/or terms of, the Service Agreement by and between the customer identified above ("Customer") and Niche.com, Inc. ("Niche") dated as of 7/10/2025, including any attachments and prior amendments thereto (collectively, the "Agreement"). Customer represents that it has the authority to, and hereby does, bind any Entities, as defined in the original Service Agreement, named throughout the Agreement to any and all modifications agreed to in this Amendment.

Except as expressly amended by this Amendment, all of the terms and provisions of the Agreement shall remain in full force and effect, apply to any additional Services and for any additional period of the Term, and are hereby ratified and confirmed in every respect. The Amendment shall be effective as of the Amendment Effective Date stated below and will be co-terminus with the Term of the Service Agreement unless otherwise specified herein.

Proprietary and Confidential

ADDITIONAL SUBSCRIPTION SERVICES

Services

Premium Profile - Free	
K-12 Standout Package	***California Online Public Schools Southern California***
Premium Profile	***California Online Public Schools Southern California***
Google Analytics Dashboard	***California Online Public Schools Southern California***
Sponsored Listings	***California Online Public Schools Southern California***
Sponsored Search Listings	***California Online Public Schools Southern California***
Sponsored Profile Listings	***California Online Public Schools Southern California***
Sponsored Listings on Places To Live	***California Online Public Schools Southern California***
Included Targeted Promotion	***California Online Public Schools Southern California***
Targeted Promotion Remarketing	***California Online Public Schools Southern California***
Standard Remarketing with Search	***California Online Public Schools Southern California***
Triggered Emails	***California Online Public Schools Southern California***
Pixel	***California Online Public Schools Southern California***
Remarketing on Places To Live	***California Online Public Schools Southern California***
Qualified Inquiries- Subscription	***California Online Public Schools Southern California***
Quarterly Digital Strategy Review	***California Online Public Schools Northern California***
Custom Goals	***California Online Public Schools Northern California***
Remarketing on Places To Live	***California Online Public Schools Northern California***
Premium Profile - Free	***California Online Public Schools Northern California***
Standard Remarketing with Search	***California Online Public Schools Northern California***
Sponsored Listings	***California Online Public Schools Northern California***
Sponsored Search Listings	***California Online Public Schools Northern California***
Sponsored Profile Listings	***California Online Public Schools Northern California***
Sponsored Listings on Places To Live	***California Online Public Schools Northern California***
Qualified Inquiries- Subscription	***California Online Public Schools Northern California***
Pixel	***California Online Public Schools Northern California***
Google Analytics Dashboard	***California Online Public Schools Central Valley***
Qualified Inquiries- Subscription	***California Online Public Schools Central Valley***
Triggered Emails	***California Online Public Schools Central Valley***
Quarterly Digital Strategy Review	***California Online Public Schools Central Valley***
Custom Goals	***California Online Public Schools Central Valley***
Remarketing on Places To Live	***California Online Public Schools Central Valley***
Pixel	***California Online Public Schools Central Valley***
Premium Profile - Free	***California Online Public Schools Central Valley***
Standard Remarketing with Search	***California Online Public Schools Central Valley***
Sponsored Listings	***California Online Public Schools Central Valley***
Sponsored Search Listings	***California Online Public Schools Central Valley***
Sponsored Profile Listings	***California Online Public Schools Central Valley***
Sponsored Listings on Places To Live	***California Online Public Schools Central Valley***
Google Analytics Dashboard	***California Online Public Schools Central Coast***
Qualified Inquiries- Subscription	***California Online Public Schools Central Coast***
Triggered Emails	***California Online Public Schools Central Coast***
Quarterly Digital Strategy Review	***California Online Public Schools Central Coast***
Custom Goals	***California Online Public Schools Central Coast***
Remarketing on Places To Live	***California Online Public Schools Central Coast***
Pixel	***California Online Public Schools Central Coast***
Premium Profile - Free	***California Online Public Schools Central Coast***
Standard Remarketing with Search	***California Online Public Schools Central Coast***
Sponsored Listings	***California Online Public Schools Central Coast***

Sponsored Search Listings	***California Online Public Schools Central Coast***
Sponsored Profile Listings	***California Online Public Schools Central Coast***
Sponsored Listings on Places To Live	***California Online Public Schools Central Coast***
Quarterly Digital Strategy Review	***California Online Public Schools Central Coast***
Google Analytics Dashboard	***California Online Public Schools Monterey Bay***
Qualified Inquiries- Subscription	***California Online Public Schools Monterey Bay***
Triggered Emails	***California Online Public Schools Monterey Bay***
Quarterly Digital Strategy Review	***California Online Public Schools Monterey Bay***
Custom Goals	***California Online Public Schools Monterey Bay***
Remarketing on Places To Live	***California Online Public Schools Monterey Bay***
Pixel	***California Online Public Schools Monterey Bay***
Premium Profile - Free	***California Online Public Schools Monterey Bay***
Standard Remarketing with Search	***California Online Public Schools Monterey Bay***
Sponsored Listings	***California Online Public Schools Monterey Bay***
Sponsored Search Listings	***California Online Public Schools Monterey Bay***
Sponsored Profile Listings	***California Online Public Schools Monterey Bay***
Sponsored Listings on Places To Live	***California Online Public Schools Monterey Bay***
Google Analytics Dashboard	***California Online Public Schools North Bay***
Qualified Inquiries- Subscription	***California Online Public Schools North Bay***
Triggered Emails	***California Online Public Schools North Bay***
Quarterly Digital Strategy Review	***California Online Public Schools North Bay***
Custom Goals	***California Online Public Schools North Bay***
Remarketing on Places To Live	***California Online Public Schools North Bay***
Pixel	***California Online Public Schools North Bay***
Premium Profile - Free	***California Online Public Schools North Bay***
Standard Remarketing with Search	***California Online Public Schools North Bay***
Sponsored Listings	***California Online Public Schools North Bay***
Sponsored Search Listings	***California Online Public Schools North Bay***
Sponsored Profile Listings	***California Online Public Schools North Bay***
Sponsored Listings on Places To Live	***California Online Public Schools North Bay***
Targeted Promotion	***California Online Public Schools Southern California***
Targeted Promotion Remarketing	***California Online Public Schools Southern California***

***Additional Total Service Fee (USD)**	**$33,990.00**

*Should this Amendment supersede any prior part of the Agreement regarding the same subject matter hereto, and such fact results in a credit of Fees already paid (determined at the sole discretion of Niche), then the applicable credit shall be applied to the first invoice(s) generated under this Amendment.

Initial Term Start Date	**7/10/2025**

Amendment Effective Date	**7/10/2026**
Term Extension Length	**12.0**

UPDATED PAYMENT SCHEDULE	
Invoicing Selection/Amount (USD):	Quarterly

[Signatures Applied on the Following Page]

Agreement & Acceptance: IN WITNESS WHEREOF the parties have entered into the Amendment, as of the Amendment Effective Date.

NICHE.COM, INC.	**California Online Public Schools**
By:	By:
Name:	Name: Dr. Richard Savage
Title:	Title: Superintendent
Date:	Date:

Coversheet

Approval of Netrix Contract Renewal (attached)

Section: V. Consent Items
Item: U. Approval of Netrix Contract Renewal (attached)
Purpose: Vote
Submitted by:
Related Material:
Q-24015 California Online Public Schools Meraki 3 Year Renewal 2026.pdf

PO Box 7795
Carol Stream, IL 60197-7795
Tel: (847) 283-7300 / Fax: (847) 283-7500

Quote # Q-24015			
Quote Name: California Online Public Schools Meraki 3 Year Renewal 2026			
Date	Terms	PO #	Ship Via
May 20, 2026	Net 30		

Your account manager is Erik Albright
Office Phone:
Email: erik.albright@netrixllc.com

Bill To:

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

Ship To:

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

Part #	Description	Qty	Start Date	End Date	Serial #	Sell Price	Sell Extended
LIC-ENT-3YR	Meraki MR Enterprise License, 3YR	9	06/30/2026	06/29/2029		$390.30	$3,512.70
LIC-MS120-8-3YR	Meraki MS120-8 Enterprise License and Support, 3 Year	4	06/30/2026	06/29/2029		$91.93	$367.72
LIC-MS225-48FP-3YR	Meraki MS225-48FP Enterprise License and Support, 3YR	4	06/30/2026	06/29/2029		$1,122.30	$4,489.20
LIC-MX85-SEC-3Y	Meraki MX85 Advanced Security License and Support, 3YR	1	06/30/2026	06/29/2029		$4,769.36	$4,769.36
LIC-MX95-SEC-3Y	Meraki MX95 Advanced Security License and Support, 3YR	1	06/30/2026	06/29/2029		$9,540.41	$9,540.41

Sub Total: $22,679.39

Licensing Contact

Name:

Email:

Phone:

Subtotal	$22,679.39
Tax	
Shipping	$0.00
Total:	**$22,679.39**

***Pricing is valid through 06-03-2026.**

Pricing does not include any applicable Federal, State, and local Taxes, surcharges, fees or transportation costs. These will be added at time of invoice. Please see official terms and conditions for more detail.

Unless otherwise approved by Netrix in writing or by executing this Quote, this Quote, including pricing, shall be invalid if not fully executed by Client on or before the date for pricing validity set forth in this Quote.

Quote subject to Netrix Quote Terms & Conditions available at https://netrixglobal.com/contracts/.

*Pricing is subject to adjustment if Netrix's suppliers increase their pricing due to tariff-related cost volatility or other significant supplier constraints beyond our control. Netrix will make commercially reasonable efforts to notify Client of any such price adjustments.

Approved By: _____

The items in this Quote include third party software with additional terms and conditions located at https://meraki.cisco.com/meraki-support/policies/ which are incorporated by reference herein. By accepting this Quote, you are also accepting such additional terms and conditions.

Coversheet

Approval of Salesforce Contract Renewal (attached)

Section:	V. Consent Items
Item:	V. Approval of Salesforce Contract Renewal (attached)
Purpose:	Vote
Submitted by:	
Related Material:	California Online Public Schools Education Cloud.pdf California Online Public Schools.pdf



Salesforce, Inc.
Salesforce Tower
415 Mission Street, 3rd Floor
San Francisco, CA 94105
United States

ORDER FORM for California Online Public Schools
Offer Valid Through: 7/30/2026
Proposed by: Constanza Trespalacios
Email: ctrespalacios@salesforce.com
Quote Number: Q-11625060

ORDER FORM

Address Information

Bill To:
33272 Valle Rd
San Juan Capistrano
CA, 92675-4842
US - United States

Billing Company Name: California Online Public Schools
Billing Contact Name: Accounts Payable
Billing Email Address: finance@californiaops.org

Ship To:
33272 Valle Rd
San Juan Capistrano
CA, 92675-4842
US - United States

Billing Phone: 800-906-5166
Billing Fax:
Billing Language: English

Terms and Conditions

Contract Start Date*: 8/1/2026
Contract End Date*: 7/31/2027
Billing Frequency: Annual

Payment Method: Check
Payment Terms: Net 30
Billing Method: Email

Services

Services	Order Start Date*	Order End Date*	Order Term (months)*	Monthly/ Unit Price**	Quantity	Total Price (Exclusive of taxes)	Estimated Tax	Total Price (Inclusive of taxes)
Education Cloud - Unlimited Edition	8/1/2026	7/31/2027	12	USD 109.00	25	USD 32,700.00	USD 0.00	USD 32,700.00
							Pre-tax Subtotal:	USD 32,700.00
							Estimated Tax:	USD 0.00
							Total:	USD 32,700.00

*If this Order Form is executed and/or returned to Salesforce by Customer after the Order Start Date above, Salesforce may adjust the Order Start Date and Order End Date, without increasing the Total Price, based on the date Salesforce activates the products and provided that the total term length does not change. Following activation, any adjustments to such Order Start Date and Order End Date may be confirmed by logging into Your Account, by reference to an order confirmation sent by Salesforce, and/or by contacting customer support. **The Monthly/Unit Price shown above has been rounded to two decimal places for display purposes. As many as eight decimal places may be present in the actual price. The totals for this order were calculated using the actual price, rather than the Monthly/Unit Price displayed above, and are the true and binding totals for this order. Any taxes shown are estimated only. Actual taxes will be reflected on the invoice. Any such taxes are the responsibility of Customer. This is not an invoice. For Customers based in the United States, any applicable taxes will be determined based on the laws and regulations of the taxing authority(ies) governing the ""Ship To"" location provided by Customer on this Order Form.

Pricing Schedule

Product	Monthly/ Unit Price**	Quantity For
Education Cloud - Unlimited Edition	USD 109.00	25+

The pricing in the Pricing Schedule above ("Pricing Schedule") reflects the monthly per-subscription fees for the applicable Service. In the event the Pricing Schedule sets forth tiered pricing, any such tiered pricing levels are based upon the Aggregate Total Number of active subscriptions of the relevant Service purchased. "Aggregate Total Number" as it relates to a subscription, is the aggregate total number of active subscriptions, purchased by the Customer executing this Order Form, commencing on the Contract Start Date of this Order Form, as measured at the time of execution of the applicable Order Form. If a single additional order raises the aggregate number of subscriptions for any Service listed in the Pricing Schedule above the threshold limits specified therein, only those subscriptions exceeding the new threshold are entitled to the reduced pricing. Only additional orders by Customer that are associated with this Order Form, for purchase of subscriptions to the same Service and edition as set forth in the Pricing Schedule, during the period commencing on the Contract Start Date and ending on the Contract End Date of this Order Form, are eligible for the applicable volume pricing levels under the Pricing Schedule. For clarity, restricted use subscriptions (those subscriptions that either have the term "Restricted Use" in the Service name, or are indicated as a Restricted Use Subscription in a Quote Special Term) are not included when determining the Aggregate Total Number of a full use subscription, and full use subscriptions are not included when determining the Aggregate Total Number of a restricted use subscription. Any price decreases shall have no effect on previously purchased subscriptions. Volume discounts do not accumulate across different Services or editions. Any renewals of the subscriptions purchased under this Order Form are not eligible for the Pricing Schedule unless expressly agreed to in writing between the parties in an applicable renewal Order Form.

Quote Special Terms

Notwithstanding anything to the contrary, subscriptions purchased pursuant to this Order Form shall not automatically renew, and therefore shall terminate on the applicable Order End Date above unless Customer enters into a new Order Form with Salesforce, on or before that Order End Date, for the relevant product(s).

Customer acknowledges that these subscriptions are also subject to the Supplemental Terms for Eligible Nonprofits and Educational Institutions available at https://www.salesforce.com/company/legal/agreements.jsp, which are hereby made part of this Order Form.

In the event this Order Form reflects an early renewal of Customer's existing subscriptions purchased under applicable Order Forms under Contract No(s). 03525196, (as referenced in the corresponding invoice(s)), this Order Form shall replace such previous Customers Order Form(s) which is/are hereby terminated. Any credits applicable to fees paid in relation to such terminated Order Form(s) will first be applied to any outstanding balances due under such terminated order form(s) and any remaining credits (if applicable) shall be applied to this Order Form. In the event this Order Form reflects an on-time renewal of applicable Order Forms under Contract No(s). 03525196, the previous sentence about credits does not apply, and Order Forms related to such existing subscriptions shall be considered expired.

Product Special Terms

Salesforce Inbox

In order to use Salesforce Inbox, it must first be activated by the Customer's system administrator via the following link: https://appexchange.salesforce.com/listingDetail?listingId=a0N3000000CNj52EAD

DRAFT

Tenant Information

Org Type	Org Details	Services	Quantity
Salesforce Platform	00DHo0000016CnkMAE	Education Cloud - Unlimited Edition	25

Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?(Customer to complete)

[ ] No

[ ] Yes - Please complete below

PO Number: _____

PO Amount: _____

Upon signature by Customer and submission to Salesforce, this Order Form shall become legally binding unless this Order Form is rejected by Salesforce for any of the following reasons: (1) the signatory below does not have the authority to bind Customer to this Order Form, (2) changes have been made to this Order Form (other than completion of the purchase order information and the signature block), or (3) the requested purchase order information or signature is incomplete or does not match our records or the rest of this Order Form. Subscriptions are non-cancelable before their Order End Date. This Order Form is governed by the terms of the Salesforce MSA found at https://www.salesforce.com/company/msa.jsp, unless (i) Customer has a written MSA executed by Salesforce for such Services as referenced in the Documentation, in which case such written Salesforce MSA will govern or (ii) otherwise set forth herein. Additional information related to the Services may be found in the Documentation at https://sfdc.co/ptd. For the avoidance of doubt, the applicable MSA takes precedence over the Documentation.

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DRAFT



Salesforce, Inc.
Salesforce Tower
415 Mission Street, 3rd Floor
San Francisco, CA 94105
United States

ORDER FORM for California Online Public Schools
Offer Valid Through: 7/31/2026
Proposed by: Constanza Trespalacios
Email: ctrespalacios@salesforce.com
Quote Number: Q-11624951

ORDER FORM

Address Information

Bill To:
33272 Valle Rd
San Juan Capistrano
CA, 92675-4842
US - United States

Ship To:
33272 Valle Rd
San Juan Capistrano
CA, 92675-4842
US - United States

Billing Company Name: California Online Public Schools
Billing Contact Name: LaChelle Carter
Billing Email Address: calca-finance@calca.connectionsacademy.org

Billing Phone: 9494271131
Billing Fax:
Billing Language: English

Terms and Conditions

Contract Start Date*: 8/1/2026
Contract End Date*: 7/31/2027
Billing Frequency: Annual

Payment Method: Check
Payment Terms: Net 30
Billing Method: Email

Services

Services	Order Start Date*	Order End Date*	Order Term (months)*	Monthly/ Unit Price**	Quantity	Total Price (Exclusive of taxes)	Estimated Tax	Total Price (Inclusive of taxes)
Force.com - Unlimited Edition (Administrator) - Cross Product	8/1/2026	7/31/2027	12	USD 0.00	1	USD 0.00	USD 0.00	USD 0.00
MC Account Engagement - Advanced - Additional Contacts (10,000)	8/1/2026	7/31/2027	12	USD 130.80	2	USD 3,139.20	USD 0.00	USD 3,139.20
Marketing Cloud Account Engagement - Advanced	8/1/2026	7/31/2027	12	USD 1,744.00	1	USD 20,928.00	USD 0.00	USD 20,928.00
Premier Success Plan - Marketing Cloud Account Engagement	8/1/2026	7/31/2027	12	USD 601.68	1	USD 7,220.16	USD 0.00	USD 7,220.16
							Pre-tax Subtotal: USD 31,287.36	
							Estimated Tax: USD 0.00	
							Total: USD 31,287.36	

DRAFT

*If this Order Form is executed and/or returned to Salesforce by Customer after the Order Start Date above, Salesforce may adjust the Order Start Date and Order End Date, without increasing the Total Price, based on the date Salesforce activates the products and provided that the total term length does not change. Following activation, any adjustments to such Order Start Date and Order End Date may be confirmed by logging into Your Account, by reference to an order confirmation sent by Salesforce, and/or by contacting customer support. **The Monthly/Unit Price shown above has been rounded to two decimal places for display purposes. As many as eight decimal places may be present in the actual price. The totals for this order were calculated using the actual price, rather than the Monthly/Unit Price displayed above, and are the true and binding totals for this order. Any taxes shown are estimated only. Actual taxes will be reflected on the invoice. Any such taxes are the responsibility of Customer. This is not an invoice. For Customers based in the United States, any applicable taxes will be determined based on the laws and regulations of the taxing authority(ies) governing the ""Ship To"" location provided by Customer on this Order Form.

Pricing Schedule

Product	Monthly/ Unit Price**	Quantity For
MC Account Engagement - Advanced - Additional Contacts (10,000)	USD 130.80	2+
Marketing Cloud Account Engagement - Advanced	USD 1,744.00	1+
Force.com - Unlimited Edition (Administrator) - Cross Product	USD 0.00	1+

The pricing in the Pricing Schedule above (“Pricing Schedule”) reflects the monthly per-subscription fees for the applicable Service. In the event the Pricing Schedule sets forth tiered pricing, any such tiered pricing levels are based upon the Aggregate Total Number of active subscriptions of the relevant Service purchased. “Aggregate Total Number” as it relates to a subscription, is the aggregate total number of active subscriptions, purchased by the Customer executing this Order Form, commencing on the Contract Start Date of this Order Form, as measured at the time of execution of the applicable Order Form. If a single additional order raises the aggregate number of subscriptions for any Service listed in the Pricing Schedule above the threshold limits specified therein, only those subscriptions exceeding the new threshold are entitled to the reduced pricing. Only additional orders by Customer that are associated with this Order Form, for purchase of subscriptions to the same Service and edition as set forth in the Pricing Schedule, during the period commencing on the Contract Start Date and ending on the Contract End Date of this Order Form, are eligible for the applicable volume pricing levels under the Pricing Schedule. For clarity, restricted use subscriptions (those subscriptions that either have the term “Restricted Use” in the Service name, or are indicated as a Restricted Use Subscription in a Quote Special Term) are not included when determining the Aggregate Total Number of a full use subscription, and full use subscriptions are not included when determining the Aggregate Total Number of a restricted use subscription. Any price decreases shall have no effect on previously purchased subscriptions. Volume discounts do not accumulate across different Services or editions. Any renewals of the subscriptions purchased under this Order Form are not eligible for the Pricing Schedule unless expressly agreed to in writing between the parties in an applicable renewal Order Form.

Quote Special Terms

Customer acknowledges that these subscriptions are also subject to the Supplemental Terms for Eligible Nonprofits and Educational Institutions available at https://www.salesforce.com/company/legal/agreements.jsp, which are hereby made part of this Order Form.

In the event this Order Form reflects an early renewal of Customer’s existing subscriptions purchased under applicable Order Forms under Contract No(s). 03525208, (as referenced in the corresponding invoice(s)), this Order Form shall replace such previous Customers Order Form(s) which is/are hereby terminated. Any credits applicable to fees paid in relation to such terminated Order Form(s) will first be applied to any outstanding balances due under such terminated order form(s) and any remaining credits (if applicable) shall be applied to this Order Form. In the event this Order Form reflects an on-time renewal of applicable Order Forms under Contract No(s). 03525208, the previous sentence about credits does not apply, and Order Forms related to such existing subscriptions shall be considered expired.

Notwithstanding anything to the contrary, subscriptions purchased pursuant to this Order Form shall not automatically renew, and therefore shall terminate on the applicable Order End Date above unless Customer enters into a new Order Form with Salesforce, on or before that Order End Date, for the relevant product(s).

DRAFT

Tenant Information

Org Type	Org Details	Services	Quantity
Salesforce Platform	00DHo0000016CnkMAE	Force.com - Unlimited Edition (Administrator) - Cross Product	1
		MC Account Engagement - Advanced - Additional Contacts (10,000)	2
		Marketing Cloud Account Engagement - Advanced	1
		Premier Success Plan - Marketing Cloud Account Engagement	1

Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?(Customer to complete)

[ ] No

[ ] Yes - Please complete below

PO Number:

PO Amount:

Upon signature by Customer and submission to Salesforce, this Order Form shall become legally binding unless this Order Form is rejected by Salesforce for any of the following reasons: (1) the signatory below does not have the authority to bind Customer to this Order Form, (2) changes have been made to this Order Form (other than completion of the purchase order information and the signature block), or (3) the requested purchase order information or signature is incomplete or does not match our records or the rest of this Order Form. Subscriptions are non-cancelable before their Order End Date. This Order Form is governed by the terms of the Salesforce MSA found at https://www.salesforce.com/company/msa.jsp, unless (i) Customer has a written MSA executed by Salesforce for such Services as referenced in the Documentation, in which case such written Salesforce MSA will govern or (ii) otherwise set forth herein. Additional information related to the Services may be found in the Documentation at https://sfdc.co/ptd. For the avoidance of doubt, the applicable MSA takes precedence over the Documentation.

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DRAFT

Coversheet

Approval of Brandastic Contract Renewal (attached)

Section: V. Consent Items
Item: W. Approval of Brandastic Contract Renewal (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS - Brandastic MarketingContract_2026.pdf



California Online Public Schools

STRATEGIC MARKETING CONTRACT

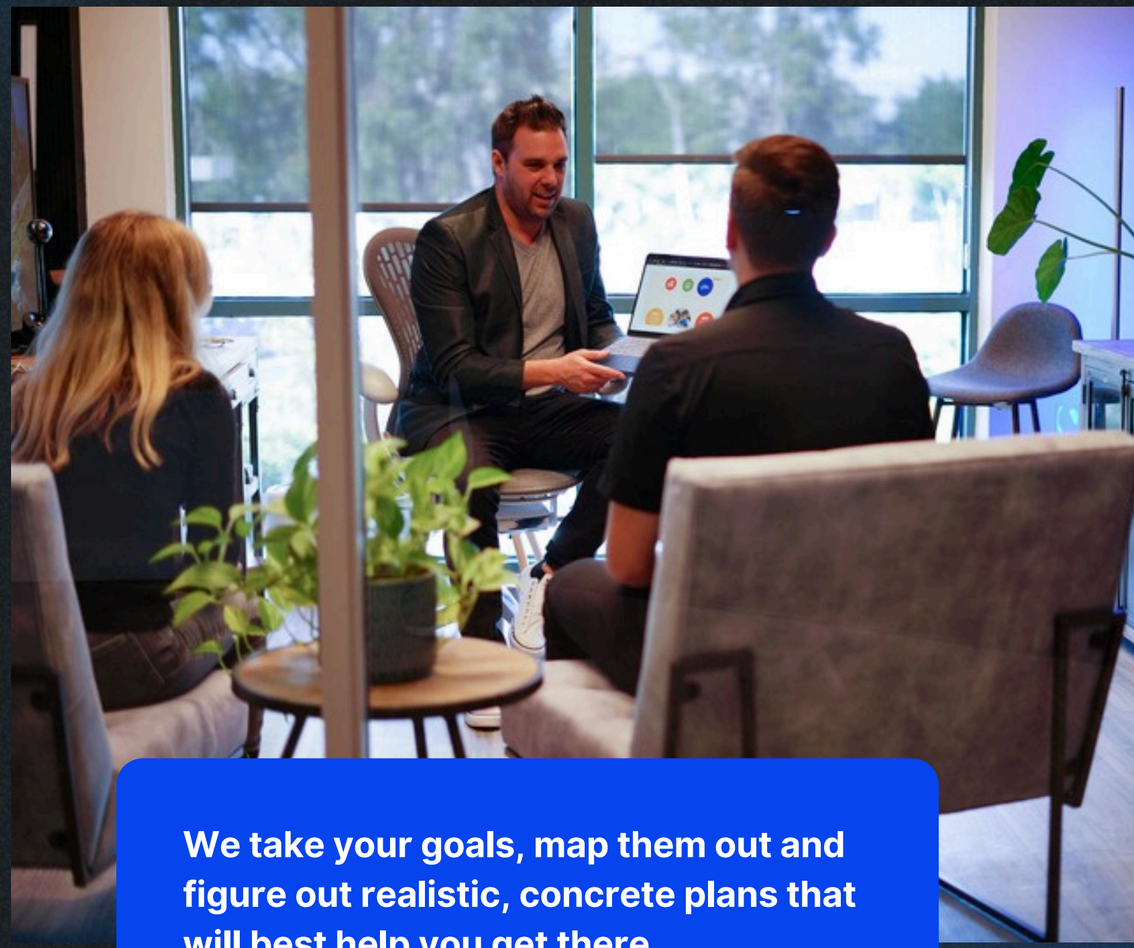
JUNE 2025

BRANDASTIC

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OUR MISSION

It is our mission to ignite the brand potential of our clients. Through creative design, innovative marketing, and utilizing the latest technology, we help you become a leader in your market. More than ever, brands need to be agile, engaging, and offer their customers long-lasting value. That's where we come in.



We take your goals, map them out and figure out realistic, concrete plans that will best help you get there.

OVER 15 YEARS IN BUSINESS & SERVING OVER 450 CLIENTS

BRANDASTIC

WHO WE ARE

LEADERSHIP



STACY

Senior Marketing Manager



CHLOE

Marketing Coordinator



MELISSA

Director of Marketing



SAMANTHA

Lead Digital Manager



MEGAN

Lead Creative Manager

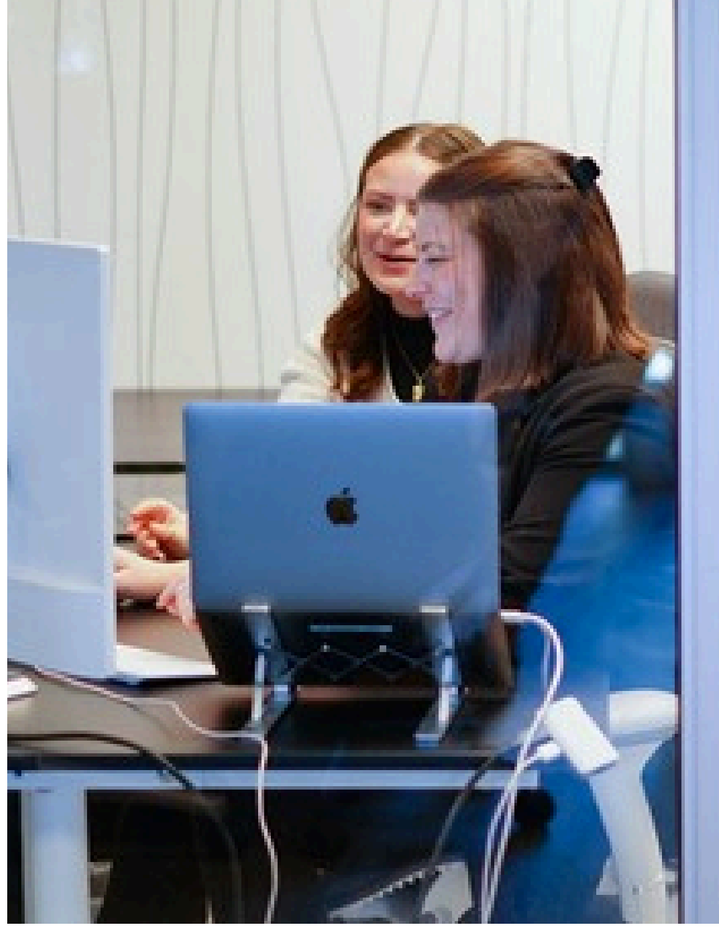
THE GOALS

THE PROBLEM

California Online Public Schools face increasing competition from traditional, charter, and private online learning platforms. Despite offering accredited, tuition-free education with flexible learning environments, many parents and students may be unaware of the school's unique benefits. The brand needs continued strong digital visibility, clear messaging, and targeted campaigns to drive awareness, enrollment, and highlight the value of personalized, online public education.

THE SOLUTION

To meet these challenges, we propose a continuation of our comprehensive digital marketing strategies focused on driving enrollment. This includes routine campaign optimizations, message refinement, targeted advertising across search and social platforms, SEO optimization, and conversion-focused landing pages. By highlighting success stories, unique benefits, and accessibility, we'll ensure California Online Public Schools stand out in a crowded education marketplace—ultimately driving qualified inquiries and sustained enrollment growth.



CLIENT DETAILS

Client: Courtney Roney

Email: croney@californiaops.org

Company: California Online Public Schools

SERVICES

WHAT'S INCLUDED



Marketing Strategy

a focused plan that outlines how a brand will reach its target audience, communicate its value, and achieve its business goals.



Video Editing

the process of arranging and refining video footage to create a polished, cohesive final product.



Search Engine Marketing

a digital strategy that promotes websites by increasing their visibility in search engine results through paid advertising.



Search Engine Optimization

the process of improving a website's visibility on search engines like Google to attract more organic (non-paid) traffic.



Social Media Marketing

the use of platforms like Instagram, Facebook, and LinkedIn to engage audiences, build brand awareness, and drive business growth.



Programmatic Advertising

the automated buying and placement of digital ads using data and algorithms to target specific audiences in real time.



Branded Collateral

creating visually compelling and strategically written materials that effectively communicate a brand's message and offerings.



Content Creation

the process of producing engaging online materials—such as videos, graphics, and articles—that capture attention and support a brand's goals.

BRANDASTIC

CALIFORNIA ONLINE PUBLIC SCHOOLS ROADMAP

Organic Efforts

Organic Social Content

- Mood board + Creative Direction
- Content Calendar
- Graphic Design
- Photo / Video Editing
- Scheduling + Posting

Marketing Collateral *(if applicable)*

- Booth Design(s)
- Fliers
- Templates
- Merchandise

Email Marketing

- Salesforce - Email Marketing Templates / Automations

Paid Campaigns

- Strategic Marketing Roll Outs Begin
  - Campaign Brief(s)
  - Budget
  - Campaign Run Dates
  - Asset Copy + Creative
- Campaign Build(s)
  - Campaign Build(s) - Enrollment
  - Channels: Google, Meta, Instagram, Programmatic, Pinterest, TikTok, X
  - Audience Targeting Segmentation
  - Tracking/Implementation
- Campaign Optimizations
  - Creative Updates
  - Campaign Strategies
  - Budget Allocations
  - Campaign Management
  - Performance Monitoring + Optimizations
  - Reports Generated + KPIs

Search Engine Optimization

- Search Engine Optimization Strategy + Implementation
  - Technical SEO Review & optimization
  - On-Page & Off-Page optimization
  - Backlink profile optimization
  - Content & navigation strategy
  - Mobile PageSpeed optimization
  - Heat map Implementation & analysis
  - Website Content
  - New Landing Pages
  - Resource Page
- Blog Strategy + Execution
  - Monthly Blog Topics
  - Copywriting / SEO Optimized
  - Regular Posting

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CALIFORNIA ONLINE PUBLIC SCHOOLS ROADMAP

Content Generation

- Pre-Production
  - Shot List
  - Scriptwriting
  - Day-of Coordination
- Production
  - Videography
  - Photography
- Post-Production
  - Edited Videos
- Included Shoots:
  - (1) Back to School Event
  - (1) Fall Shoot
  - (2) Spring Shoots

Misc. Video Production/Editing

- Video Ads, Website Content

Future Efforts

- 2025-2026 Master Marketing Calendar
  - Shared timeline of key campaigns, events
- Marketing Efforts - Expansion
- Advertising opportunities,
- Recruitment Campaign(s)
  - ‘Work at CalOPS’ Page
  - Design
  - Implementation
- Brand Awareness Campaigns
  - Marketing Strategy
  - Creative Concepting / Ideation
- Retention Campaigns
  - Marketing Strategy
  - Creative Concepting / Ideation
  - Materials to support enrollment team to existing families

ONGOING

- Organic Efforts
- Marketing Collateral
- Paid Media Execution (Search)
- Paid Media Execution (Social)
- Email Marketing
- Salesforce/Pardot Email Designs
- Search Engine Optimization
- Blog Strategy + Execution
- Content Generation
  - Pre-Production
  - Production
  - Post-Production

INVESTMENT

CLIENT	SERVICES

California Online Public Schools	• Organic Efforts
	• Marketing Collateral
	• Paid Media Execution (Search)
	• Paid Media Execution (Social)
	• Email Marketing
	  ◦ Salesforce/Pardot Email Designs
	• Search Engine Optimization
	  ◦ Blog Strategy + Execution
	• Content Generation
	  ◦ Pre-Production
	  ◦ Production
	  ◦ Post-Production



Monthly Investment: $21,000 June ‘26 -May ‘27 / *$20,000-$70,000 mo (Ad Spend)*

BRANDASTIC

Coversheet

Approval of 2026-27 Salary Schedule (attached)

Section:	V. Consent Items
Item:	X. Approval of 2026-27 Salary Schedule (attached)
Purpose:	Vote
Submitted by:	
Related Material:	(Proposed) CalOPS Certificated Salary Schedule.pdf (Proposed) CalOPS Professional Salary Schedule.pdf (Proposed) CalOPS Certificated Leadership Salary Schedule.pdf (Proposed) CalOPS Management Salary Schedule.pdf

California Online Public Schools

Certificated Track | Effective Date: July 1, 2026 | Board Approved: _____

Steps C1-C5: Instructional credential required. Steps CS1-CS2: Specialized certification or Pupil Services credential required. Columns represent experience placement (Col 1-22, +2.5% per column).

Step = classification level. Column = experience placement. No employee shall be placed at a column resulting in a salary below their current rate. Every column after Col 22 continues at +2.5%.

Step	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12	Col 13	Col 14	Col 15	Col 16	Col 17	Col 18	Col 19	Col 20	Col 21	Col 22
C1	$72,376.04	$75,376.04	$80,376.03	$82,385.43	$84,445.07	$86,556.20	$88,720.10	$90,938.11	$93,211.55	$95,541.84	$97,930.39	$100,378.65	$102,888.11	$105,460.34	$108,096.83	$110,799.25	$113,569.23	$116,408.46	$119,318.67	$122,301.64	$125,359.18	$128,493.16
C2	$77,206.04	$80,206.04	$85,206.03	$87,336.18	$89,519.59	$91,757.57	$94,051.51	$96,402.80	$98,812.87	$101,283.19	$103,815.27	$106,410.66	$109,070.92	$111,797.70	$114,592.64	$117,457.45	$120,393.89	$123,403.74	$126,488.83	$129,651.05	$132,892.33	$136,214.64
C3	$81,346.04	$84,346.04	$89,346.04	$91,579.69	$93,869.18	$96,215.91	$98,621.31	$101,086.84	$103,614.01	$106,204.36	$108,859.47	$111,580.96	$114,370.48	$117,229.75	$120,160.49	$123,164.50	$126,243.62	$129,399.71	$132,634.70	$135,950.57	$139,349.34	$142,833.07
C4	$83,416.04	$86,416.04	$91,416.03	$93,701.43	$96,043.97	$98,445.07	$100,906.19	$103,428.85	$106,014.57	$108,664.93	$111,381.56	$114,166.09	$117,020.25	$119,945.75	$122,944.39	$126,018.00	$129,168.45	$132,397.66	$135,707.60	$139,100.29	$142,577.80	$146,142.25
C5	$87,600.00	$90,600.00	$96,600.00	$99,015.00	$101,490.38	$104,027.63	$106,628.33	$109,294.03	$112,026.38	$114,827.04	$117,697.72	$120,640.16	$123,656.17	$126,747.57	$129,916.26	$133,164.17	$136,493.27	$139,905.60	$143,403.24	$146,988.32	$150,663.03	$154,429.61
CS1	$91,980.00	$95,130.00	$101,430.00	$103,965.75	$106,564.90	$109,229.01	$111,959.75	$114,758.73	$117,627.70	$120,568.39	$123,582.61	$126,672.17	$129,838.98	$133,084.95	$136,412.07	$139,822.38	$143,317.93	$146,900.88	$150,573.40	$154,337.74	$158,196.18	$162,151.09
CS2	$114,889.50	$117,889.50	$123,889.50	$126,986.74	$130,161.41	$133,415.44	$136,750.83	$140,169.60	$143,673.84	$147,265.68	$150,947.33	$154,721.01	$158,589.03	$162,553.76	$166,617.60	$170,783.04	$175,052.62	$179,428.94	$183,914.66	$188,512.53	$193,225.34	$198,055.97

Note: All salaries shown are annualized rates Every column after Col 22 increases by 2.5%. Master's Degree Stipend: $2,500 Doctorate Degree Stipend: $5,000 (annualized) Career Ladder %: Collaborative role +8% of base salary; Supervising role +16% of base salary.

California Online Public Schools

Professional Track | Proposed Salary Schedule | Effective Date: _____ | Board Approved: _____

Steps P1-P4: Non-exempt hourly. Steps P5: Exempt salaried. Columns represent experience placement (Col 1-22, +2.5% per column).

Step = classification level. Column = experience placement. No employee shall be placed at a column resulting in a salary below their current rate. Every column after Col 22 continues at +2.5%.

Step	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12	Col 13	Col 14	Col 15	Col 16	Col 17	Col 18	Col 19	Col 20	Col 21	Col 22
P1	$25.50	$27.50	$29.50	$31.50	$34.50	$35.36	$36.25	$37.15	$38.08	$39.03	$40.01	$41.01	$42.03	$43.09	$44.16	$45.27	$46.40	$47.56	$48.75	$49.97	$51.22	$52.50
P2	$29.64	$31.64	$33.64	$35.64	$38.64	$39.61	$40.60	$41.61	$42.65	$43.72	$44.81	$45.93	$47.08	$48.26	$49.46	$50.70	$51.97	$53.27	$54.60	$55.97	$57.37	$58.80
P3	$33.75	$35.78	$37.78	$39.78	$42.78	$43.85	$44.95	$46.07	$47.22	$48.40	$49.61	$50.85	$52.12	$53.43	$54.76	$56.13	$57.53	$58.97	$60.44	$61.95	$63.50	$65.09
P4	$39.30	$41.30	$43.30	$45.30	$48.30	$49.51	$50.75	$52.01	$53.31	$54.65	$56.01	$57.41	$58.85	$60.32	$61.83	$63.37	$64.96	$66.58	$68.25	$69.95	$71.70	$73.50
P5	$87,600.00	$90,600.00	$96,600.00	$99,015.00	$101,490.38	$104,027.63	$106,628.33	$109,294.03	$112,026.38	$114,827.04	$117,697.72	$120,640.16	$123,656.17	$126,747.57	$129,916.26	$133,164.17	$136,493.27	$139,905.60	$143,403.24	$146,988.32	$150,663.03	$154,429.61

Note: All salaries shown are annualized rates. Hourly steps (P1-P4) show hourly rate; annual equivalent = rate x 2,080 hours. Every column after Col 22 increases by 2.5%. Master's Degree Stipend: $2,500 Doctorate Degree Stipend: $5,000 (annualized)

California Online Public Schools

Certificated Leadership Track | Proposed Salary Schedule | Effective Date: _____ | Board Approved: _____

Steps CL1-CL3: Administrative credential required. Columns represent experience placement (Col 1-22, +2.5% per column).

Step = classification level. Column = experience placement. No employee shall be placed at a column resulting in a salary below their current rate. Every column after Col 22 continues at +2.5%.

Step	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12	Col 13	Col 14	Col 15	Col 16	Col 17	Col 18	Col 19	Col 20	Col 21	Col 22
CL1	$101,407.95	$104,880.82	$111,826.57	$114,622.24	$117,487.80	$120,424.99	$123,435.62	$126,521.50	$129,684.54	$132,926.65	$136,249.82	$139,656.07	$143,147.47	$146,726.16	$150,394.31	$154,154.17	$158,008.02	$161,958.22	$166,007.18	$170,157.36	$174,411.29	$178,771.57
CL2	$134,417.58	$137,417.58	$143,417.58	$147,003.02	$150,678.09	$154,445.05	$158,306.17	$162,263.83	$166,320.42	$170,478.43	$174,740.40	$179,108.90	$183,586.63	$188,176.29	$192,880.70	$197,702.72	$202,645.29	$207,711.42	$212,904.21	$218,226.81	$223,682.48	$229,274.55
CL3	$202,893.10	$205,893.10	$211,893.10	$217,190.43	$222,620.19	$228,185.69	$233,890.34	$239,737.59	$245,731.03	$251,874.31	$258,171.17	$264,625.45	$271,241.08	$278,022.11	$284,972.66	$292,096.98	$299,399.40	$306,884.39	$314,556.49	$322,420.41	$330,480.92	$338,742.94

Note: All salaries shown are annualized rates Every column after Col 22 increases by 2.5%. Master's Degree Stipend: $2,500 Doctorate Degree Stipend: $5,000 (annualized)

California Online Public Schools

Management Track | Effective Date: July 1, 2026 | Board Approved: _____

Steps M1-M4: Exempt salaried management. All columns represent experience placement (Col 1-22, +2.5% per column).

Step = classification level. Column = experience placement. No employee shall be placed at a column resulting in a salary below their current rate. Every column after Col 22 continues at +2.5%.

Step	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12	Col 13	Col 14	Col 15	Col 16	Col 17	Col 18	Col 19	Col 20	Col 21	Col 22
M1	$96,579.00	$99,886.50	$106,501.50	$109,164.04	$111,893.14	$114,690.46	$117,557.73	$120,496.67	$123,509.08	$126,596.81	$129,761.74	$133,005.78	$136,330.93	$139,739.20	$143,232.68	$146,813.50	$150,483.83	$154,245.93	$158,102.07	$162,054.63	$166,105.99	$170,258.64
M2	$121,083.97	$124,083.97	$130,083.97	$133,336.07	$136,669.47	$140,086.21	$143,588.36	$147,178.07	$150,857.52	$154,628.96	$158,494.69	$162,457.05	$166,518.48	$170,681.44	$174,948.48	$179,322.19	$183,805.24	$188,400.37	$193,110.38	$197,938.14	$202,886.59	$207,958.76
M3	$134,417.58	$137,417.58	$143,417.58	$147,003.02	$150,678.09	$154,445.05	$158,306.17	$162,263.83	$166,320.42	$170,478.43	$174,740.40	$179,108.90	$183,586.63	$188,176.29	$192,880.70	$197,702.72	$202,645.29	$207,711.42	$212,904.21	$218,226.81	$223,682.48	$229,274.55
M4	$202,893.10	$205,893.10	$211,893.10	$217,190.43	$222,620.19	$228,185.69	$233,890.34	$239,737.59	$245,731.03	$251,874.31	$258,171.17	$264,625.45	$271,241.08	$278,022.11	$284,972.66	$292,096.98	$299,399.40	$306,884.39	$314,556.49	$322,420.41	$330,480.92	$338,742.94

Note: All salaries shown are annualized rates Every column after Col 22 increases by 2.5%. Master's Degree Stipend: $2,500 Doctorate Degree Stipend: $5,000 (annualized)

Coversheet

Approval of Job Level Architecture Design (attached)

Section: V. Consent Items
Item: Y. Approval of Job Level Architecture Design (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Job Level Design.pdf

CalOPS Job Level Design

Tier	Professional	Management	Certificated* *requires credential/specialized certification	Certificated Leadership* *requires administrative credential	Executive* *requires administrative credential
11					E3 Superintendent
10					E2 Deputy Sup
9					E1 Asst Sup
8		M4 Director		CL3 Principal	
7		M3 Asst Director		CL2 AP / AD	
6		M2 Sr Manager		CL1 Specialist/Manager	
5	P5 Lead /Manager	M1 Manager			
4	P4 Sr Coordinator		C2 Specialized Certification / Pupil Svcs		
3	P3 Coordinator		C1 Teacher		
2	P2 Specialist				
1	P1 Entry / Assistant				

California Online Public Schools

Tracks describe scope and responsibility. Retirement classification (CalSTRS vs 401(k)) is determined separately by whether the position requires a credential. Proposed June 9, 2026.

Coversheet

Approval of Workers Compensation Contract Renewal (attached)

Section: V. Consent Items
Item: Z. Approval of Workers Compensation Contract Renewal (attached)
Purpose: Vote
Submitted by:
Related Material: 26-27 WC Proposal 7.1.2026.pdf

NEWFRONT



Workers' Compensation Renewal Proposal

California Online Public Schools

7/1/2026 – 7/1/2027

Presented by:
Jeff Simpson, AAI
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Common Policy Exclusions

This is not meant to encompass all exclusions. The below list is intended to provide an overview of common exclusions. Please refer to your policy for all exclusions, terms and conditions. Some exclusions can be removed, modified or obtained through an additional policy. Please contact our office if you are interested in discussing your options.

Property Exclusions:	**General Liability Exclusions:**
Earth movement	Aircraft
Electrical Disturbance	Employee Bodily Injury
Explosion of Steam Boilers	Employment Related Practices
Flood, Surface Water, Tidal Waves	Electronic Privacy Violations / Cyber Liability
Mechanical Breakdown	Intentional or Illegal Acts
Mold, Pollution and/or Asbestos	Mold, Pollution and/or Asbestos
Mysterious Disappearance	Nuclear Hazard, War
Nuclear Hazard	Professional Services
Vacancy	Watercraft over 26’ in length
War, Military or Government Action	**Workers Compensation Exclusions:**
Wear & Tear	Aircraft Flight Crews
Virus, bacteria or other microorganisms	Domestic Servants
Automobile Exclusions:	USL&H
Depleted Value	**Crime Exclusions:**
Employee Bodily Injury	Fraudulent Acts by Insured and/or Partner
Loss of Use	Loss discovered by inventory
Mold, Pollution and/or Asbestos	Voluntary Surrender of Property
Nuclear Hazard, War	**Boiler Exclusions:**
Umbrella/Excess Exclusions:	Earth Movement
ERISA	Flood, Surface Water, Tidal Waves
Employment Related Practices	Mold, Pollution and/or Asbestos
Mold, Pollution and/or Asbestos	Nuclear Hazard, War
Nuclear Hazard, War	**Product Liability Exclusions**
Property in your Care, Custody and Control	Asbestos/Pollution
Uninsured motorists	Damage to Your Property
Inland Marine Exclusions:	Data Breach
Earth Movement	Nuclear Hazard, War
Flood, Surface Water, Tidal Waves	Professional Medical Services
Mysterious Disappearance	Recall Of Products
Mold, Pollution and/or Asbestos	**Cyber Liability Exclusions**
Nuclear Hazard, War	Nuclear Hazard, War
	Property Damage

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Insurance Market Conditions

Soft market conditions were clearer than ever in Q3 2025. Each of the three account sizes (small, medium, and large) saw premium increases of less than 2%, for an overall average increase of 1.6% across all account sizes. This was a 57% decrease from the overall average increase of 3.7% recorded last quarter.

Small account premium increases moderated the most out of all account sizes, with respondents reporting an average increase of 1.2%, down 71% from the 4.0% increase in Q2 2025. Multiple respondents highlighted carriers' appetite for smaller accounts; as one respondent from a large Northwestern firm put it, "Carriers have been aggressive towards small business for a while." Overall, several respondents commented that carriers were more competitive and more aggressive when it came to winning new business, a likely factor behind the notable moderation in premium increases this quarter.

AVERAGE COMMERCIAL PRICING INCREASES

By Account Size	SMALL	MEDIUM	LARGE	AVERAGE
Third Quarter 2025	1.2%	1.9%	1.6%	1.6%
First Quarter 2025	3.6%	3.7%	5.3%	4.2%
Fourth Quarter 2024	3.6%	6.4%	6.3%	5.4%
Third Quarter 2024	4.4%	5.6%	5.3%	5.1%
Second Quarter 2024	5.0%	5.1%	5.4%	5.2%
High	20.8%	31.7%	33.0%	28.5%
High Date	4Q01	4Q01	4Q01	
Low	-10.0%	-15.0%	-15.9%	-13.6%
Low Date	1Q08	3Q07	3Q07	

BY LINE FOURTH QUARTER 2025 RATE CHANGES RANGED FROM -1.9% TO +7.4%

	COMM'L AUTO	WORKERS' COMP	COMM'L PROPERTY	GEN'L LIABILITY	UMBRELLA	AVERAGE
Third Quarter 2025	7.4%	-1.9%	-0.2%	2.8%	5.5%	2.7%
Second Quarter 2025	8.8%	-1.8%	1.9%	3.9%	11.5%	4.9%
First Quarter 2025	10.4%	-2.6%	2.9%	4.2%	9.5%	4.9%
Fourth Quarter 2024	8.9%	-1.8%	6.0%	5.3%	8.7%	5.4%
Third Quarter 2024	8.5%	-1.4%	7.9%	4.8%	8.6%	5.7%
High	28.6%	24.9%	45.4%	26.0%	51.9%	35.3%
Low	-11.6%	-12.3%	-15.0%	-13.6%	-13.5%	-13.2%

Source: The Council of Insurance Agents & Brokers

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Recommendations

Below is a list of all recommended coverages. You may not have all coverages recommended, please review and notify your Account Service Rep prior to binding to obtain information or a quote for any coverage.

Property:
- Tenant Improvements
- Blanket Coverage
- Agreed Amount
- Building Ordinance or Law
- Back Up Sewers or Drain
- Accounts Receivable
- Valuable Papers
- Property of Others
- Pollution Cleanup
- Equipment Breakdown

Business Auto:
- Owned Auto Liability
- Hired Non-Owned Liability
- Hired Auto Physical Damage
- Uninsured/Underinsured Motorist
- Drive Other Car Coverage
- Rental Reimbursement
- Towing
- Garage Liability
- Garage Keepers Legal Liability

Crime:
- Employee Dishonesty
- Money & Securities
- Forgery or Alteration
- Computer Fraud Coverage
- ERISA
- Social Engineering Fraud

Indirect Loss:
- Business Interruption
- Credit Insurance
- Loss of Rental Income & Extra Expense
- Contingent Business Income
- Off Premises Power/Utility Interruption
- Extended Period of Indemnity

Surety Bonds:
- Performance Bonds
- Maintenance Bonds
- License & Permit Bonds
- Court Bonds
- Notary Bonds
- Utility Bonds

Workers' Compensation:
- Occupational Accident Program
- Foreign Workers' Comp including Endemic Disease & Repatriation Expense
- Voluntary Workers' Comp
- Stop Gap
- Defense Base Act

Liability:
- Employee Benefits Liability
- Umbrella/Excess Liability
- Per Location or Per Project Aggregate
- Liquor Legal Liability
- Pollution Legal Liability
- Special Event(s)
- Foreign Liability & Auto Liability
- Product Recall Liability
- Construction Liability
- Non-owned Watercraft up to XX
- Product / Completed Operations Liability
- Personal Advertising Liability
- Medical Payments
- Active Shooter / Workplace Violence
- Intellectual Property Liability
- Student Accident
- Volunteer Accident
- Aircraft
- Aviation Liability

Inland/Ocean Marine:
- Owned Equipment
- Rented/Leased Equipment
- Employee Tool Floater
- Installation Floater
- Builders Risk/Course of Construction
- Property In Transit
- Motor Truck Cargo
- Computer Hardware/Software
- Fine Arts Floater
- Exhibition Floater
- Signs
- Ocean Cargo

Professional / Management Liability:
- Professional Liability/Errors & Omissions
- Directors & Officers Liability
- Employment Practices Liability
- Wage and Hour Defense Only
- Fiduciary Liability
- Kidnap & Ransom/ Extortion
- Employed Lawyers Liability
- Cyber Liability/Network Security/Data Breach

Catastrophe:
- Flood
  - Building
  - Business Income
  - Contents
  - Tenant Improvements
- Wind
- Earthquake
- Earthquake Sprinkler Leakage
- Terrorism

Foreign Local Placements:
- Compulsory or compliance policies

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Executive Summary

Exposure Analysis

	2025-2026	2026-2027	% Change
Estimated Annual Payroll	$60,220,247	$60,275,153	*0%
Experience Mod - CA	56%	59%	+5%

*Only difference in payroll between current and renewal is PA employee salary annualized since this was added midterm. $38,306 vs $90,212

Cost Analysis

Blanket Waiver Option	2025-2026	2026-2027	% Change
Workers' Compensation	$425,757.00	$283,532.00	-33%
State Assessments	$20,188.00	$13,388.00	-34%
Grand Total:	**$445,945.00**	**$296,920.00**	**-33%**

Individual Waiver Option	2025-2026	2026-2027	% Change
Workers' Compensation	$425,757.00	$279,886.00	-34%
State Assessments	$20,188.00	$13,279.00	-34%
Grand Total:	**$445,945.00**	**$293,165.00**	**-34%**

**Above includes 1 waiver at $250 minimum premium. Our records show three on file. We estimate the cost per waiver to be around $250. **

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Marketing

Carrier	Response
Hartford (Incumbent)	2nd Quote $293,165 w/o Blanket Waiver $296,920 w/ Blanket Waiver 1st Quote $403,321 w/o Blanket Waiver $412,706 w/ Blanket Waiver
Travelers	$284,843 w/ Blanket Waiver – 4% Cheaper than Hartford's final quote
BHHC	$314,133
AmTrust	
CompWest	
ICW	
Liberty Mutual	
Atlas	
Zenith	
Arrowhead	Declined – Not all states available
Employers	Declined – Appetite
PIE	Declined – Size
Preferred	Declined – Appetite
CopperPoint	Declined – Appetite
Omaha	Declined – Not all states available
Republic Indemnity	Declined – Appetite

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Named Insured & Locations Schedule

The first named insured will be the prime contact for all transactions to your policy. If you need to specify another First Named Insured, please alert a member of your Newfront team.

California Online Public Schools
DBA Name CALIFORNIA CONNECTIONS ACADEMY SCHOOLS CALIFORNIA CONNECTIONS ACADEMY CENTRAL COAST CALIFORNIA CONNECTIONS ACADEMY MONTEREY BAY CALIFORNIA CONNECTIONS ACADEMY SOUTHERN CALIFORNIA (FKA DBA CAPISTRANO CONNECTIONS ACADEMY) CALIFORNIA CONNECTIONS ACADEMY @ RIPON CALIFORNIA CONNECTIONS ACADEMY @ CENTRAL CALIFORNIA CONNECTIONS ACADEMY NORTH BAY (FKA DBA CALIFORNIA CONNECTIONS ACADEMY @ NORTH BAY)
CAPISTRANO CONNECTIONS ACADEMY
ALPAUGH ACADEMIES
FRIENDS OF CALIFORNIA VIRTUAL EDUCATION

Mailing Address

Address	City	State	Zip Code
33272 Valle Road	San Juan Capistrano	CA	92675

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Location Schedule

State	Address	Class Code	Estimated Payroll
AL	NO SPECIFIC LOCATION IN STATE OF AL	8868	$132,520
AZ	335 E GERMANN RD STE 140 GILBERT AZ 85297	8868	$866,437
CA	580 N WILMA AVE RIPON CA 95366	8875	$52,557,546
CO	NO SPECIFIC LOCATION IN STATE OF CO	8868	$250,153
CT	NO SPECIFIC LOCATION IN STATE OF CT	8868	$150,793
GA	NO SPECIFIC LOCATION IN STATE OF GA	8868	$306,148
ID	NO SPECIFIC LOCATION IN STATE OF ID	8868	$1,052,334
KY	3451 LONG LICK PIKE STAMPING GROUND KY 40379	8868	$115,034
MN	NO SPECIFIC LOCATION IN STATE OF MN	8868	$130,680
MO	3952 Botanical Ave, St. Louis, MO 63110, USA	8868	$130,344
MT	489 SWEETGRASS LN CORVALLIS MT 59828	8868	$251,545
NM	NO SPECIFIC LOCATION IN STATE OF NM	8868	$140,112
NV	NO SPECIFIC LOCATION IN STATE OF NV	8868	$252,000
NY	4522 SHARON DR LOCKPORT NY 14094	8868	$195,735
OR	NO SPECIFIC LOCATION IN STATE OF OR	8868	$417,745
PA	NO SPECIFIC LOCATION IN STATE OF PA	8868	$93,212
TN	NO SPECIFIC LOCATION IN STATE OF TN	8868	$538,866
TX	10550 RICHMOND AVE STE 140 HOUSTON TX 77042	8868	$1,838,685
UT	NO SPECIFIC LOCATION IN STATE OF UT	8868	$254,170
VA	NO SPECIFIC LOCATION IN STATE OF VA	8868	$135,238
WA	NO SPECIFIC LOCATION IN STATE OF WA	9139	$349,905
WI	NO SPECIFIC LOCATION IN STATE OF WI	8868	$115,951
			$60,275,153

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Workers' Compensation

Insurance Company	Hartford
Admitted/Non-Admitted	Admitted
A.M. Best Rating	A XV
Policy Term	7/1/2026 to 7/1/2027

Limits	Coverage Description
Statutory	Workers' Compensation
$1,000,000	Employer's Liability- Each Accident
$1,000,000	Employer's Liability- Disease- Policy Limit
$1,000,000	Employer's Liability- Disease- Each Employee

Individuals Included/Excluded

Included Officers subject to minimum annual payroll of $63,700 and maximum $165,100, as of 9/1/2025

Name	Title	Ownership %	Included/ Excluded	Class Code
N/A				

Officers excluded from coverage under workers' compensation: Please refer to your current medical policy and make sure that there is not an exclusion for occupational disease & injury as it's a common exclusion on medical plans. If this exclusion is on the policy, you should request that it is removed so that if you get injured on the job, you can use your personal medical insurance.

Monopolistic State Caution:

If any employees are domiciled in **North Dakota, Ohio, Washington, or Wyoming**, workers' compensation coverage must be purchased from the State Fund. Employer's liability coverage must also be purchased separately and added to either this policy or your general liability policy.

If you have work on the effective date of the policy in any state not listed in the payroll schedule, coverage will not be provided unless the carrier is notified within 30 days. You must also notify us at once if you begin work in any state listed in part "B" under states covered above.

Workers' compensation laws provide that the prime contractor is responsible for compensation to the employees of uninsured subcontractors. In determining workers' compensation premiums, you will be charged a premium for coverage for employees of subcontractors unless the subcontractors have furnished you with satisfactory evidence of such insurance. For your protection, you should obtain certificates of insurance from all subcontractors.

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Workers' Compensation

Rating Basis

State	Payroll	Base	Net	Est Premium
AL	$ 132,520.00	0.87	0.43	$ 1,152.00
AZ	$ 866,437.00	0.21	0.19	$ 1,802.00
CA	$ 52,557,546.00	1.15	0.45	$ 603,453.00
CO	$ 250,153.00	0.96	0.83	$ 2,401.00
CT	$ 150,793.00	0.89	0.79	$ 1,335.00
GA	$ 306,148.00	0.70	0.62	$ 2,128.00
ID	$ 1,052,334.00	0.54	0.46	$ 5,641.00
KY	$ 115,034.00	0.43	0.41	$ 498.00
MN	$ 130,680.00	0.93	0.79	$ 1,210.00
MO	$ 130,344.00	0.69	0.61	$ 903.00
MT	$ 251,545.00	0.91	0.80	$ 2,299.00
NM	$ 140,112.00	0.55	0.49	$ 765.00
NV	$ 252,000.00	0.86	0.75	$ 2,160.00
NY	$ 195,735.00	0.39	0.38	$ 763.00
OR	$ 417,745.00	0.36	0.33	$ 1,504.00
PA	$ 93,212.00	0.77	0.84	$ 721.00
TN	$ 538,866.00	0.35	0.33	$ 1,870.00
TX	$ 1,838,685.00	0.29	0.25	$ 5,479.00
UT	$ 254,170.00	0.26	0.26	$ 671.00
VA	$ 135,238.00	0.26	0.24	$ 352.00
WA	$ 349,905.00	Stop Gap		
WI	$ 115,951.00	0.41	0.37	$ 475.00
Totals	**$ 60,275,153.00**			**$ 637,582.00**

Note: All Workers' Compensation premiums are subject to annual audit by the insurance company. Records substantiating payrolls and classification may be reviewed.

Waiver of Subrogation Included

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Workers' Compensation

Premium Calculation (All States)	
Estimated Base Premium	$637,582
Increased Limit Factor	$575
Waiver of Subrogation (MP $250 Per)	$250
Experience Modification 0.59	($252,075)
Schedule Factor 0.70	($106,811)
TRIA / Catastrophe	$12,902
Expense Constant	$260
Premium Discount	($12,797)
Estimated Annual Premium	**$279,886**
State Assessments and Fees	$13,279
Total Estimated Annual Premium	**$293,165**

Medical Provider Network:

https://ewcstatic.thehartford.com/thehartford/the_hartford/files/Claims/CAMPN_EmployerImplementationGuide.pdf

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Workers' Compensation

Loss Data valued 4/02/2026

Policy Year	Xmod	Payroll	Premium	# Claims	Incurred	Paid	Reserves
2026	0.59	$60,275,153	$293,165	NA	NA	NA	NA
2025	0.56	$60,220,247	$445,945	5	$5,800	$1,856	$3,944
2024	0.55	$52,557,546	$451,604	1	$0	$0	$0
2023	0.51	$36,273,193	$318,798	5	$34,093	$34,093	$0
2022	0.47	$27,922,281	Unknown	2	$3,117	$3,117	$0
2021	0.51	$23,616,998	Unknown	0	$0	$0	$0

Base Rate Analysis

State	25-26 Base Rate	26-27 Base Rate	% Change
AL	0.89	0.87	-2%
AZ	0.22	0.21	-5%
CA	**1.05**	**1.15**	**10%**
CO	0.91	0.96	5%
CT	0.77	0.89	15%
GA	0.68	0.70	2%
ID	0.52	0.54	3%
KY	0.44	0.43	-2%
MN	0.94	0.93	-1%
MO	0.67	0.69	3%
MT	0.90	0.91	2%
NM	0.52	0.55	5%
NV	0.66	0.86	30%
NY	0.46	0.39	-15%
OR	0.36	0.36	0%
PA	0.77	0.77	1%
TN	0.32	0.35	8%
TX	0.29	0.29	-1%
UT	0.23	0.26	15%
VA	0.24	0.26	8%
WI	0.38	0.41	8%

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Experience Mod Analysis	2025-2026	2026-2027	% Change
California	56%	59%	+5%
New York	NA	95%	NA
Interstate	93%	86%	-8%

Net Rate Analysis

State	25-26 Net Rate	26-27 Net Rate	% Change
AL	0.86	0.43	-50%
AZ	0.22	0.19	-13%
CA	**0.75**	**0.45**	**-39%**
CO	0.87	0.83	-4%
CT	0.76	0.79	4%
GA	0.67	0.62	-7%
ID	0.49	0.46	-6%
KY	0.44	0.41	-7%
MN	0.86	0.79	-8%
MO	0.63	0.61	-4%
MT	0.87	0.80	-8%
NM	0.51	0.49	-3%
NV	0.65	0.75	15%
NY	0.49	0.38	-22%
OR	0.37	0.33	-10%
PA	0.83	0.84	0%
TN	0.33	0.33	0%
TX	0.27	0.25	-9%
UT	0.24	0.26	7%
VA	0.24	0.24	-1%
WI	0.37	0.37	0%

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Proposal Acceptance

This proposal contains proprietary confidential information. Reproduction or disclosure of this material to any third party is prohibited without the written consent of Newfront Insurance Holdings, Inc.

The intent of this proposal is to provide an overview of our suggested insurance program. Policy terms and conditions and/or exclusions outlined in this summary do not represent the full extent of such terms and conditions and/or exclusions. Refer to your policy for all such terms and conditions, limitations, exclusions, sub-limits and definitions. In the event this summary and the policy language differ, the policy language will prevail. Higher policy limits may be available upon request.

This proposal was created based on our understanding of the information provided by you. The information provided should be carefully reviewed for accuracy. If any of the information you provided is no longer accurate, the policy terms and conditions may be subject to change. Changes in your business may also affect your insurance program; please advise Newfront as soon as possible if your business operations have now changed or change at any point during the policy term.

I have read and understand the terms and conditions of this proposal.

After careful review, we accept your proposal dated June 3, 2026

Named Insured: _____ Title: _____

Signature: _____ Date: _____

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When to Contact Us

Should any material changes in operations present themselves, please notify Newfront immediately. A "material circumstance" is one that might influence the carrier in their evaluation of the risk. Insurance carriers evaluate and accept risks based on the information provided. Any misrepresentation of these details may lead to complications in claims situations. If you have any questions or concerns about what might be material, please contact Newfront for guidance.

Such changes may include, but are not limited to:

- Personnel changes affecting responsibility for insurance decisions
- Employees traveling overseas
- Employees working on military bases
- Mergers & Acquisitions
- Legal change in corporate structure
- Purchase, construction or occupancy of a new premises
- Altering, vacating or temporary unoccupancy of an existing premises
- Material increase or decrease in property values
- Addition of owned, leased or borrowed automobiles
- Material change in business operations
- Alteration, addition or disconnection of any alarm system
- Usage of non-owned watercraft or aircraft
- Employment of personnel in states where you were not previously doing business
- Appointment of a new officer (CEO, CFO, COO)
- Change in ownership either with the board of directors or stock ownership
- Fluctuation of ERISA plan assets
- Addition/Deletion of new drivers

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Account Services Team Directory

Senior Vice President	Jeff Simpson, AAI
	(858) 735-0199
	Jeff.Simpson@Newfront.com
Account Executive	Samantha Foster, CRM, CIC
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	Samantha.Foster@Newfront.com
Senior Account Coordinator	Natalya Warner
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	Natalya.Warner@Newfront.com
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	JoAnn.Gamoras@Newfront.com
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	Jennet.Horder@Newfront.com
VP Risk Control Services	Scott Rhymes, ARM, CIH, CSP, REHS
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	Scott.Rhymes@Newfront.com
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	John.Fradelizio@Newfront.com
Surety Bonds	Bryan Martin
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	Bryan.Martin@Newfront.com
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Understanding AM Best Ratings

Secure Best's Ratings	Vulnerable Best's Ratings
A++, A+ SUPERIOR	B, B- FAIR
A, A- EXCELLENT	C++, C+ MARGINAL
B++, B+ VERY GOOD	C, C- WEAK
	D POOR
	E UNDER REGULATORY SUPERVISION
	F IN LIQUIDATION
	S RATING SUSPENDED
Financial Size Category	
Based on capital, surplus and conditional review	
Funds in Millions of Dollars	
XV – GREATER THAN 2,000	X– 500 – 750
XIV – 1,500 – 2,000	IX – 250 – 500
XIII – 1,250 – 1,500	VIII – 100 – 250
XII – 1,000 – 1,250	VII – 50 – 100
XI – 750 – 1,000	
	Rating Modifiers
	u- UNDER REVIEW
	s- SYNDICATE
	pd- PUBLIC DATA

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Disclosure Pursuant to Terrorism Risk Insurance Act

Terrorism Coverage and Premium

In accordance with the federal Terrorism Risk Insurance Act (as amended “TRIA”), we are required to make coverage available under your policy for “certified acts of terrorism.” The actual coverage provided by your policy(ies) will be limited by the terms, conditions, exclusions, limits, and other provisions of your policy(ies), as well as any applicable rules of law.

The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal or binder.

Definition of Certified Act of Terrorism

A “certified act of terrorism” means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of TRIA, to be an act of terrorism under TRIA. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act results in insured losses in excess of $5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act results in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion

Disclosure of Federal Share of Terrorism Losses under TRIA

The United States Department of the Treasury will reimburse insurers for 85% of insured losses that exceed the applicable insurer deductible. Effective January 1, 2016, this percentage will be reduced to 84%, effective January 1, 2017 to 83%, effective January 1, 2018 to 82%, effective January 1, 2019 to 81%, and effective January 1, 2020 to 80%.

However, if aggregate industry insured losses under TRIA exceed $100 Billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds $100 billion. The United States government has not charged any premium for their participation in covering terrorism losses.

Cap on Insurer Liability for Terrorism Losses

If aggregate industry insured losses attributable to “certified acts of terrorism” under TRIA exceed $100 Billion in a calendar year, and we have met, or will meet, our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceed $100 billion. In such case, your coverage for terrorism losses may be reduced on a pro-rata basis in accordance with procedures established by the Treasury, based on its estimates of aggregate industry losses and our estimate that we will exceed our insurer deductible.

In accordance with the Treasury’s procedures, amounts paid for losses may be subject to further adjustments based on differences between actual losses and estimates.

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Errors & Omissions Polling Questionnaire

Date: June 3, 2026

Dear All,

Our Errors & Omissions policy is issued on a **claims-made and reported** form, which requires us to report all claims and circumstances that could lead to a claim to the insurance company **prior to the policy expiration**. Our E&O policy expires on 11/1/2026. Please advise me immediately if you are aware of any claims or circumstances that could fall under the general descriptions below.

Errors & Omissions and Professional Services: damages arising from any negligent act, error, or omission of our products or professional services.

Media Liability: damages arising from defamation, libel, slander, or other tort related to disparagement to the reputation of any person or organization; infringement of copyright, trademark or service mark; negligence regarding the content of media communication.

Network Security: damages arising from our computer systems security that results in the failure to prevent transmission of malicious code to third party systems; failure to prevent unauthorized access that results in the destruction or corruption of data, theft of data, or denial of service attacks; failure to allow access to an authorized user.

Privacy Liability: damages for violation of a privacy law; disclosure or theft of non-public personal identifiable information that is in our care, custody or control; privacy notification costs including costs to hire a computer security expert, legal fees to comply with breach notice laws, credit monitoring; regulatory defense and penalties.

I appreciate your immediate reply as this is a time-sensitive exercise.

Thank you,

Jeff Simpson, AAI

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Disclaimer

This proposal serves only as an outline. It does not include every term, coverage, exclusion, limitation and condition reflected in the actual insurance contract. Please refer to the policy for these details.

This proposal does not amend or alter any insurance contract. Detailed questions regarding policy information should be directed to your Newfront Insurance Holdings, Inc service team.

Confidential

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Certificates

Often times, we are asked to provide certificates of insurance to lenders, landlords, vendors, contractors, etc. Many of these requests modify coverage or coverage provisions. The Department of Insurance may not have approved the insurance company to make these modifications.

Contracts

In the course of business, you may sign leases, contracts, agreements, etc. that may transfer serious financial obligations to you. We recommend you have an attorney and/or CPA review the contracts and advise you if any changes are necessary to properly protect you from these exposures.

Compensation

Contingent, supplemental, or bonus commissions

As is customary in the insurance industry, some of the insurers that we represent may pay us additional incentive commission, sometimes referred to as contingent, supplemental or bonus commissions, which may be based on the total volume of business we sell for them, and/or the growth rate of that business, retention rate, claims loss ratio, or other factors considering our entire book of business with a given insurer for a designated period of time. This additional commission is generally not client specific and does not impair our objectivity nor impact our commitment to you. Such additional commissions would be in addition to any other compensation we may receive.

Miscellaneous sources of compensation

In addition to the foregoing, we may also receive income from the following sources:

- Interest earned on premiums received from you and forwarded to your insurers through our bank account.
- Payments from insurers to defray the cost of services provided for them, including advertising, training, certain employee compensation, and other expenses.

At your request, we will provide you with a detailed statement regarding our compensation on your account and how the compensation is calculated.

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Exposures

This overview is based upon exposures currently made known to us by you and believed to be an accurate representation of your operations. Values used were those presented to us and should be carefully reviewed. All changes to exposures must be reported by you so coverage may be modified as appropriate. Additional coverages may be available.

Executive Liability

Liability arising out of executive decisions are generally excluded from a standard liability policy. If you are interested in obtaining this coverage please contact our office.

Higher Limits

Higher limits may be available through the existing policy or umbrella coverage. Should you wish to purchase higher limits please contact our office.

Named Insureds

Certain responsibilities/duties fall upon the first Named Insured:

- Pay all premiums, including audit premiums. Receive all return or refunded premiums
- Cancel the policy and/or receive notices pertaining to cancellation or non-renewal from the Insurer
- Request changes in the terms of the policy
- Record keeping of information for premium computation
- Request information regarding claims or occurrences from the Insurer

Note: Partnerships and joint ventures are not automatically included unless listed.

Minimum Earned Premium

A minimum earned premium is the least you will have to pay once a policy goes into effect.

Professional Liability

Liability arising out of professional services are generally excluded from a standard liability policy. If you are interested in obtaining this coverage please contact our office.

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Company Highlights

Newfront was founded to *transform* this industry.

With a vision to de-risk human progress, we are transforming this industry by **leveraging exceptional expertise empowered with data and technology** to maximize human potential.

14K+
Clients trust us

99%
Client retention [1]

"We see modern, full-stack platforms transforming large parts of financial services, and we believe Newfront's marriage of technology, people, and domain expertise represents the future of the insurance industry."

Paul Pate | Goldman Sachs

40+ WORLD-CLASS INVESTORS

Goldman Sachs · FOUNDERS FUND · B Capital Group · Y Combinator

ACCOLADES

Y Combinator Top Company · FINTECH BREAKTHROUGH AWARD 2022 · 2022 POWER BROKER RISK & INSURANCE

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Coversheet

Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2026-27 School Year (attached)

Section: V. Consent Items
Item: AA. Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2026-27 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: Master Contract and Designee Authorization BIM - CalOPS.pdf
26-27 SELPA Master Contract.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Master Contract Designee and Authorization to Amend Contract Provisions

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General
Date: 06/9/2026
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Master Contract Designee Authorization and Authorization to Amend Contract Provisions
Decision Type (Action Item, Information Only, etc.): Action

Background (Brief Summary of Background Information):

Beginning with the 2019–20 school year, California Online Public Schools (CalOPS) adopted the use of El Dorado SELPA's Master Contract as the standard agreement for all vendors providing special education and related services to students. This transition supported CalOPS' full membership in the El Dorado SELPA beginning in the 2020–21 school year.

As SELPA members, Local Educational Agencies (LEAs) are strongly encouraged to utilize the Master Contract exclusively and to prioritize partnerships with approved Nonpublic Agencies (NPAs) and Nonpublic Schools (NPSs). The Master Contract is based on a state-approved template and has been extensively vetted over time.

While the contract is comprehensive, certain provisions are more applicable to NPS or brick-and-mortar settings and may not fully align with CalOPS' virtual instructional model or the operational realities of NPAs. To address these differences, CalOPS has historically implemented limited addenda to clarify expectations and ensure alignment with its program model, while maintaining fidelity to the integrity of the Master Contract.

Additionally, CalOPS has implemented an Extended School Year (ESY) Addendum to clearly define service dates, rates, and billing expectations for summer services delivered in accordance with students' Individualized Education Programs (IEPs).

As CalOPS continues to refine its use of the Master Contract, there is a need to work in collaboration with legal counsel to review and amend select provisions to better reflect virtual service delivery, ensure clarity across provider types, and reduce recurring implementation challenges.

Rationale (Why is this important and why is this coming to the Board):

As CalOPS prepares for the 2026–2027 school year, Student Services must maintain the ability to efficiently contract with qualified providers to meet the evolving needs of students with IEPs. The El Dorado SELPA Master Contract continues to serve as a strong, well-vetted foundational agreement that supports compliance and consistency across providers.

However, as implementation has evolved, CalOPS has identified the need to further refine select provisions to ensure clarity, consistency, and alignment with current legal and operational expectations. Ongoing collaboration

with legal counsel will allow CalOPS to proactively address areas of ambiguity or recurring implementation challenges while maintaining alignment with SELPA guidance.

Targeted amendments currently under review and development may include, but are not limited to:

- Updates to align contract language with requirements outlined in AB 848 to ensure contractors are held to appropriate standards
- Revisions to better align contract provisions with CalOPS' online instructional model and internal processes, including service delivery, documentation, and communication expectations

Student Services is always seeking to enter into contracts with additional providers as the year progresses in order to ensure that we are continually able to meet the needs of our families. Finance will report any additions as they are made.

Providing Board authorization for this work ensures that CalOPS can strengthen contract implementation, uphold compliance expectations, and maintain timely access to high-quality services for students.

Evidence of Due Diligence:

The finance team compared the 25-26 Master Contract to the 26-27 Master Contract and found no substantial changes. Changes that were found merely updates to the year.

Student Services has also conducted an internal review of contract implementation over the past year, identifying specific provisions that have resulted in recurring questions or inconsistencies in interpretation among providers. These findings have informed the need for targeted clarification and refinement. Any proposed amendments will be developed in collaboration with legal counsel, preserving the integrity of the Master Contract.

Fiscal Impact:

None. Similar to last year, the master contract allows for actual services to be requested and engaged as needed throughout the school year. For this reason, the rates for services are included as part of the contract, but the actual services, frequency, etc. will be determined on an ongoing basis and adjusted as needed based on student IEP, location of students, and satisfaction with the provider's level of service. The intention is to retain as much flexibility as possible, while still allowing CalOPS to efficiently meet student needs and allowing the providers to staff appropriately.

Potential Conflicts of Interest:

N/A

Recommendation/Board Action (if applicable):

Approval
The following recommended action is requested:

1. Approve the updated Master Contract template for use throughout the 2026-2027 school year.
2. Renew approval for the CalOPS Director of Student Services, to act as an authorized board designee to complete then sign/execute the final contracts with each vendor.
3. Authorize the CalOPS Director of Student Services to continue working in collaboration with legal counsel to review and amend sections of the Master Contract, in order to improve alignment with CalOPS' online program model and operational needs.
4. Authorize the CalOPS Director of Student Services, to use the master contract for future providers when needed, including any needed amendments with established providers, which will be brought back to the Board for final ratification.

Prepared/Recommended/Approved By:
Mackenzie Duran, Director of Student Services

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2026-2027

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease. 11
Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as

specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility. 11

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing. 11

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CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student. 28
CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws. 28
CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years

thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment. 28

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.....28

In the event services were not provided, rationale for why the services were not provided shall be included. 28

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.....28

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA. 28

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees. 28

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2026-2027 CONTRACT NUMBER:

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: ____

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between , hereinafter referred to as the local educational agency ("LEA"), a member of the _____ SELPA and ___ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2026 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal, the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code

56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the

parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused

absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/ SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e)

supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to

ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/ holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Emergency interventions are those interventions used with a student during the time they present a serious, dangerous behavior that staff has determined to be present a clear and present danger to self or others, which requires a non-violent physical intervention to protect the safety of student, self, or others that cannot be prevented by use of a less restrictive technique. Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities;
6. prone restraint;
7. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
8. an intervention that precludes adequate supervision of the individual;
9. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA

student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/ report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence

for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate,
and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the
individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/ guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A

pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's

classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in

the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

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

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access

to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/ firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/ or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/ firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Nonpublic School/Agency	**LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
_____ **Name and Title of Authorized Representative**	_____ **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	**Name and Title**
Nonpublic School/Agency/Related Service Provider	**LEA**
Address	**Address**
City **State** **Zip**	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2026-2027 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____
The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount:

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

1) Daily Basic Education Rate: _____

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

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		

Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (900)		

EXHIBIT B: 2026-2027 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2026 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: □ M □ F Grade:_____
(Last) (First) (M.I.)
Address _____ City _____ State/Zip _____

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

Parent/Guardian _____ Phone ( ) _____ (_____
(Residence) (Business)
Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year _____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year _____ during the extended school year

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

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

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

   B. RELATED SERVICES:

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

Powered by BoardOnTrack

SERVICE	Provider			# of Times per wk/ mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							

SERVICE	Provider			# of Times per wk/ mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $_____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements: Quarterly _____ Monthly ___ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

_____
(Name of Nonpublic School/Agency)

_____
(Signature)
(Date)

_____
(Name and Title)

-LEA/SELPA-

_____
(Name of LEA/SELPA)

_____
(Signature) (Date)

_____
(Name of Superintendent or Authorized Designee)

Coversheet

Approval of Academic Support Program and Platform Contract Renewals for 2026–27 (attached)

Section: V. Consent Items
Item: AB. Approval of Academic Support Program and Platform Contract Renewals for 2026–27 (attached)
Purpose: Vote
Submitted by:
Related Material:
26_27 Academic Support Program BIM Renewals over $20K- CalOPS (2).pdf
California Online Public Schools - Turnitin 26-27 (1) (1).pdf
IXL Contract 1572197-1 [California Online Public Schools - Capistrano].pdf
Contract Q-90948 CA_California Online Public Schools_AT_R_26-27 4_27_2026.pdf
California Online Public Schools - July 2026 Renewal, 3 Year.pdf
Q-584218_California Online Public Schools_OF (1).pdf
California Online Public Schools - District - Renewal SY 26-27_V1.pdf
CA_20447685.1.pdf
California Online Public Schools SIS and Dashboards.pdf
Quote#2021-40882-California Online Public Schools (formerly California Connections Academy) (1).pdf
CA Connections Academy-Care Solace Invoice CON-04315.pdf

Board Information Memo (BIM)
Academic Support Program and Platform Renewal Contracts for 2026–27 (Including Items Over $20k)

SUBJECT: Tier 2 Academic Support Program and Platform Renewals

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Category *(Contract Approval, Policy, Personnel, General Approval, etc.)*: Approval

Date: 6/2/26

Reason for Board Consideration *(Fiscal Policy, State Requirement, etc.)*: **Fiscal Policy**

Decision Type *(Action Item, Information Only, etc.)*: **Consent**

Background *(Brief Summary of Background Information)* California Online Public Schools annually reviews and renews Academic Support Programs (ASPs) and platforms to support and supplement high-quality instruction and intervention across all grade levels and programs.

The vendors listed below represent (Tier 2) programs and 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 our LCAP goals.

a. *Contract Term (Length):* All contracts are for a one-year term unless otherwise noted. Annual renewals ensure continued access to current, standards-aligned instructional supports while allowing for yearly review and adjustment based on student needs, enrollment, and program effectiveness.
b. *Total Contracted Amount:* **Total for This Request: $ 1,332,168.28** - This amount represents the current set of Academic Support Program (ASP) and school platform renewal contracts. Additional instructional support-related items may be presented in future BIMs as needed. These contracts include Tier 2 supplemental instructional materials, intervention programs, and organizational platforms supporting all grade levels.

Curriculum & Instructional Vendors: (Annual)

- *ClassKick (Lesson Delivery Support TK-12):* ***$28,929.00***
- *iReady (Assessment and Academic Support TK-8):* ***$164,929.50***
- *Amira (Assessment and Academic Support TK-2):* ***$29,812.50***
- *Turnitin (Plagarism and AI Writing Support 6-12):* ***$52,096.17***
- *STMath (Math Support TK-5):* ***$39,500.00***
- *IXL: (Assessment and Academic Support TK-12)* ***$233,432.50***
- *Care Solace: (SEL Support TK-12):* ***$36,000***

Programs and Platform Renewal: (Multi-year)

- *Parsec:* ***$30,911.60 (2 year contract)***
- *ParentSquare:* ***$156,967.14 (3 year contract)***
- *Canvas (Instructure):* ***$559,589.87 (3 year contract)***

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 budget.

For multi-year agreements, annual payments will continue to align with each corresponding fiscal year budget cycle.

d. *Additional Fees:* Additional costs may be incurred if student enrollment exceeds projected levels, requiring expanded licensing, additional seats, or supplemental 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.

Evidence of Due Diligence: All academic support programs and organizational platforms included in this renewal request have been reviewed and approved by grade-level administrators, department leaders, and program teams to ensure alignment with instructional priorities, student achievement goals, intervention needs, and overall 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
☐ Textbooks -	X 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	☐ Federal

		Funds)	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

turnitin

Renewal Notice

Thanks for another great year with Turnitin! Your contract is scheduled for renewal on 7/29/2026, and an invoice will be issued to you without any need for another Order Form.

Renewal Notice Number: Q-915782

Customer Information	
Billing Account: California Online Public Schools	
Billing Street: 33272 Valle Road	Primary Contact: Leslie Dombek
Billing City: San Juan Capistrano	Primary Contact Email: ldombek@californiaops.org
Billing State/Province: CA	
Billing Zip/Postal Code: 92675	Billing Contact: LaChelle Carter
Billing Country: United States	Email: finance@californiaops.org
Tax ID Number:	

Term and Termination

Term. The term of each Product or Service provided hereunder is specified in the Services and Fees table below.

Product Name	License Type	Service Start Date	Service End Date	Quantity	Amount
Turnitin Feedback Studio	Enterprise	29-Jul-2026	28-Jul-2027	1	USD 31,719.61
Turnitin Originality	Enterprise	29-Jul-2026	28-Jul-2027	1	USD 6,585.41
Turnitin Clarity	Enterprise	29-Jul-2026	28-Jul-2027	1	USD 13,791.15
				Net Total:	USD 52,096.17
				Gross Total:	USD 52,096.17

Product Descriptions

Turnitin Feedback Studio	Check for similarity and streamline feedback and grading essays
Turnitin Originality	Comprehensive protection against academic misconduct including emerging challenges such as AI writing & contract cheating.

Turnitin Clarity	Turnitin Clarity is a collaborative writing tool that enables educators to support students in the writing process. It includes a composition space where students draft their assignments while insights on how students construct their writing from ideation to the final written submission gives educators confidence in the originality of students' work. Through "proof of process", Turnitin Clarity validates integrity and makes it part of the learning process.

Products and Services

By using Turnitin products and services, you agree that your use is governed by the terms of the Master Registration Agreement: turnitin.com/mra

RENEWAL QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1572197-1
DATE: FEBRUARY 25, 2026

TO:
Leslie Dombek
California Online Public Schools - Capistrano
33272 VALLE RD
SAN JUAN CAPO, CA 92675

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Heather Schmitt	A23-4956965	September 2, 2026 - September 2, 2027	September 2, 2026

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license, including:			
Grades 6-12 Subjects: IXL Complete (Math, ELA, Science, and Social studies)	6700	$24.50	$164,150.00
Grades PK-5 Subjects: Math and ELA	3425	$19.50	$66,787.50
		Total Price	$230,937.50

SERVICES	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL Power-up PD Package - 50-200 attendees	1	$2,495.00	$2,495.00
		Total Price	$2,495.00

TOTALS	
Total Subscriptions List Price	$230,937.50
Total Services List Price	$2,495.00
Grand Total	$233,432.50

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1572197-1. Paying over $5,000 via credit card will result in a 3% fee. For international accounts, we can accept wire transfers for an additional fee.

SALES CONTRACT

CONTRACT #1572197-1
February 25, 2026

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Leslie Dombek
California Online Public Schools - Capistrano
33272 VALLE RD
SAN JUAN CAPO, CA 92675

RENEWAL INFO

Salesperson	Account #	Quote #	Renewal period
Heather Schmitt	**A23-4956965**	**1572197-1**	**September 2, 2026 - September 2, 2027**

PAYMENT PLAN

Amount	Invoice date
$233,432.50	**September 16, 2026**
TOTAL	**$233,432.50**

Price valid until September 2, 2026

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE _____ **DATE** _____

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.
3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.
5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.

c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.

Quote: Q-90948
Prepared For: California Online Public Schools
Expires On: 7/31/2026

QUOTE

Amira Q-90948

PREPARED FOR

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

YOUR AMIRA PARTNER

Jonathan San Roman

jonathan.sanroman@amiralearning.com

AMIRA LEARNING

Quote: Q-90948
Prepared For: California Online Public Schools
Expires On: 7/31/2026

CA RDRS K-2

QTY	Product	Campus	Start Date	Months	Sales Price
1250	CA RDRS K-2		7/01/2026	12	$28,125.00

CA Assess + Tutor 3-6

QTY	Product	Campus	Start Date	Months	Sales Price
75	Amira Reading Assess+Tutor (Student Account)		7/01/2026	12	$1,687.50

AMIRA LEARNING

Quote: Q-90948
Prepared For: California Online Public Schools
Expires On: 7/31/2026

Start Date: 7/01/2026 **Term:** 12 **End Date:** 6/30/2027

List Amount	$29,812.50
Tax Amount	$0.00
Customer Total	$29,812.50

AMIRA LEARNING

Quote: Q-90948
Prepared For: California Online Public Schools
Expires On: 7/31/2026

DISCLAIMER: Pricing is as quoted and subject to change with any edits to bundle configurations, enrollment updates, or other revisions. Additional Options (to be paid in full). Totals do not include tax (if applicable):

Failure to provide the below will cause a delay in processing your order.

- Please email your Purchase Order that includes this quote number to orders@amiralearning.com.
- Digitally signed contract provided to you upon commitment with your Amira partner

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective authorized representatives whose signatures appear below.

Amira Terms of Use: https://amiralearning.com/amira-terms
Amira Privacy Policy: https://amiralearning.com/amira-privacy

AMIRA LEARNING

Quote: Q-90948
Prepared For: California Online Public Schools
Expires On: 7/31/2026

Amira	**Customer**
Signature	Signature
Printed Signature:	Printed Signature:
Title:	Title:
Dated:	Dated:

To ensure timely and accurate fulfillment, please provide the requested contact information below:

Primary Implementation Contact	**Accounts Payable / Billing Contact**
Name:	Name:
Email:	Email:
Phone:	Phone:

AMIRA LEARNING

Quote: Q-90948
Prepared For: California Online Public Schools
Expires On: 7/31/2026

District Technology Contact	District Data Contact
Name:	Name:
Email:	Email:
Phone:	Phone:

ParentSquare

California Online Public Schools - July 2026 Renewal, 3 Year

Pricing Term Start Date: July 01, 2026 | **Pricing Term End Date:** June 30, 2029 | **Quote Create Date:** May 29, 2026 | **Reference:** 20260529-134251628

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

Richie Romero
rromero@californiaops.org
877-384-0366

Comments

Chrissy Tapilaha - Parentsquare, Inc.

Products and Services

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
Engage 2025 - Year 1 Year 1 Universal Reach • One-way notifications and urgent	07/01/2026	12M	9174 Per Student	$5.43	$49,814.82 annually

alerts • Automated notices and attendance notifications • Social and website sharing • Student communication app (StudentSquare) True Two-Way • Two-way SMS texting • Two-way app and web messaging • Two-way email replies • Automatic language translation Enhanced Engagement • Newsletter designer (Studio Editor) • Appointment invitations and RSVPs • Volunteering and signups • Searchable directory Admin Intelligence • Data analytics and reporting • 100% contactability tools • Direct SIS integrations • Custom roles and permissions Paperless Workflows • Online forms and surveys • Digital permission slips and signatures					
Engage 2025 - Year 2 Year 2 Universal Reach • One-way notifications and urgent alerts • Automated notices and attendance notifications • Social and website sharing • Student communication app (StudentSquare) True Two-Way • Two-way SMS texting • Two-way app and web messaging • Two-way email replies • Automatic language translation	07/01/2027	12M	9174 Per Student	$5.70	$52,291.80

Enhanced Engagement
· Newsletter designer (Studio Editor)
· Appointment invitations and RSVPs
· Volunteering and signups
· Searchable directory

Admin Intelligence
· Data analytics and reporting
· 100% contactability tools
· Direct SIS integrations
· Custom roles and permissions

Paperless Workflows
· Online forms and surveys
· Digital permission slips and signatures

Engage 2025 - Year 3	07/01/2028	12M	9174 Per Student	$5.98	$54,860.52

Year 3
Universal Reach
· One-way notifications and urgent alerts
· Automated notices and attendance notifications
· Social and website sharing
· Student communication app (StudentSquare)

True Two-Way
· Two-way SMS texting
· Two-way app and web messaging
· Two-way email replies
· Automatic language translation

Enhanced Engagement
· Newsletter designer (Studio Editor)
· Appointment invitations and RSVPs
· Volunteering and signups
· Searchable directory

Admin Intelligence
· Data analytics and reporting
· 100% contactability tools

· Direct SIS integrations
· Custom roles and permissions

Paperless Workflows
· Online forms and surveys
· Digital permission slips and signatures

Totals

Year 1

Unit of Measurement	Unit Total	Total
Per Student	$5.43	$49,814.82
		$49,814.82

Year 2

Unit of Measurement	Unit Total	Total
Per Student	$5.70	$52,291.80
		$52,291.80

Year 3

Unit of Measurement	Unit Total	Total
Per Student	$5.98	$54,860.52
		$54,860.52

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

Richie Romero
rromero@californiaops.org

[sig|req|signer1]

Quote expires: July 28, 2026

Purchase Terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and School Agreement which are located at www.parentsquare.com/agreement, and incorporated by reference into this Order Form ("ParentSquare School Agreement").

By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/School.

NOTE: Pricing above does not reflect ParentSquare's right to increase pricing as set forth in the ParentSquare School Agreement. Pricing above also does not include applicable tax, which will be applied upon invoicing.

Privacy Policy -- The ParentSquare Privacy Policy may be reviewed here - https://www.parentsquare.com/privacy

Terms of Use -- The ParentSquare Terms of Use may be reviewed here - https://www.parentsquare.com/terms

Questions? Contact Me



Chrissy Tapilaha
christine.tapilaha@parentsquare.com

Bill to Information **Ship to Information**

Instructure.

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

Order Form

Order: Q-584218-1
Date: 2026-04-27
Order Valid Through: 2026-06-30

Order Form for California Online Public Schools

Entity Name: California Online Public Schools **Entity Name:** California Online Public Schools **Address:** 33272 Valle Road **Address:** 33272 Valle Road

City: San Juan Capistrano **City:** San Juan Capistrano

State/Province: California **State/Province:** California

Zip/Postal Code: 92675 **Zip/Postal Code:** 92675

Country: United States **Country:** United States

Billing Contact **Shipping Contact**

Name: Name: Richie Romero

Email: Email: rromero@californiaops.org **Phone: Phone:** +1 949 461 1667

Billing Information

Billing Frequency: Annual Upfront

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

Payment Terms: Net 30

Year 1

Ref	Description	Start Date	End Date	Invoice	Metric	Qty	Price	Amount
S1	Instructure Learning Platform	2026-07-01	2027-06-30	Recurring	User	1	USD 177,816.90	USD 177,816.90

Year 2

Ref	Description	Start Date	End Date	Invoice	Metric	Qty	Price	Amount
S1	Instructure Learning Platform	2027-07-01	2028-06-30	Recurring	User	1	USD 186,308.67	USD 186,308.67

Year 3

Ref	Description	Start Date	End Date	Invoice	Metric	Qty	Price	Amount

S1	Instructure Learning Platform	2028-07-01	2029-06-30	Recurring	User	1	USD 195,464.30	USD 195,464.30

Billing Summary

Segment	Recurring	Non-Recurring	Total
Year 1	USD 177,816.90	USD 0.00	USD 177,816.90
Year 2	USD 186,308.67	USD 0.00	USD 186,308.67
Year 3	USD 195,464.30	USD 0.00	USD 195,464.30
Total	**USD 559,589.87**	**USD 0.00**	**USD 559,589.87**

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

Products	Description	Qty
Canvas LMS Cloud Subscription	Canvas LMS Cloud Subscription: Per User	8,500.00
24x7 Tier 1 Support (Faculty Only)	24x7 Tier 1 support (faculty only) per year (30% of subscription - min $4,500 USD)	1.00
Training Portal Standard - Core + Advanced On Demand Content	Unlimited access to core and advanced on-demand training content for teachers and admins through the Training Portal.	8,500.00
Canvas Studio Cloud Subscription	Canvas Studio Cloud Subscription: Per User	8,500.00
Mastery Connect Subscription	Mastery Connect - Subscription	8,500.00
Mastery Connect Online PD Subscription	Unlimited access for faculty and staff users to online training video library.	1.00
Mastery Item Bank Subscription	Mastery Item Bank subscription for ELA, Math, Science and Social Studies featuring learning standards alignments for all 50 States, D.C., Common Core and Next Generation Science Standards.	8,500.00

3rd Party Product	Description	Qty
KDS INSPECT Item Bank Student Subscription	KDS INSPECT Formative Assessment Item Bank Student Subscription	8,500.00
Desmos Tools & Calculators	Desmos is an online math solution with a series of graphing calculators that can be embedded into online assessments to provide students with a way to graph functions, plot data and evaluate equations.	8,500.00

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

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

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

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

Terms and Conditions

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

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

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

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No):	Check here if your company is exempt from US state sales tax:

If Yes, please enter PO Number:	*Please email all US state sales tax exemption certifications to ar@instructure.com*

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

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

California Online Public Schools

Signature:

Name:

Title:

Date:

Instructure, Inc. (USA/CAN)

Signature:

Name:

Title:

Date:

MIND Education
5281 California Avenue, Suite 300
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindeducation.org

Created Date	2/27/2026
Quote Number	00024910
Expiration Date	7/31/2026
Partnership Manager	Melissa Sullivan
Partnership Manager Email	msullivan@mindeducation.org
Education Success Manager	Melissa Sullivan
Education Success Manager Email	msullivan@mindeducation.org

Please submit purchase orders:
By email: purchaseorders@mindeducation.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Bill To Name	California Online Public Schools - District	Ship To Name	California Online Public Schools - District
Bill To	33272 Valle Road SAN JUAN CAP, CA 92675-4842 United States	Ship To	33272 Valle Road SAN JUAN CAP, CA 92675-4842 United States

Product	Account	Quantity	Detail Description	Total Price
Renew ST Math Site Subscription (1-150 Students)	CA Connections Acdmy - Central Coast	1.00	ST Math Site Subscription renewal includes: Annual Software License, One (1) virtual PL Offering, Implementation Support, ST Math Academy On-demand PL, Embedded help and tutorials, Software Updates, and Tech Support	USD 3,500.00
Renew ST Math Site Subscription (1-150 Students)	CA Connections Acdmy - North Bay	1.00	ST Math Site Subscription renewal includes: Annual Software License, One (1) virtual PL Offering, Implementation Support, ST Math Academy On-demand PL, Embedded help and tutorials, Software Updates, and Tech Support	USD 3,500.00
Renew ST Math Site Subscription (251+ Students)	CA Online Public Schools - Northern California	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 12,000.00
Renew ST Math Site Subscription (251+ Students)	CA Online Public Schools - Southern California	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 12,000.00
			ST Math Site Subscription renewal includes:	



Renew ST Math Site Subscription (251+ Students)	CA Connections Acdmy - Central Vly	1.00	Annual Software License, One (1) Virtual PL Offering, Implementation Support, ST Math Academy On-demand PL, Embedded help and tutorials, Software Updates, and Tech Support	USD 12,000.00
Renew ST Math Site Subscription (251+ Students)	CA Connections Acdmy - Monterey Bay	1.00	ST Math Site Subscription renewal includes: Annual Software License, One (1) Virtual PL Offering, Implementation Support, ST Math Academy On-demand PL, Embedded help and tutorials, Software Updates, and Tech Support	USD 12,000.00
Renewal Discount		2.00	DISCOUNT APPROVED BY MIND RENEWALS DEPARTMENT Applied to CA Connections Academy-North Bay Applied to CA Connections Academy- Central Coast	USD -3,500.00
Renewal Discount		2.00	DISCOUNT APPROVED BY MIND RENEWALS DEPARTMENT Applied to CA Connections Academy-Monterey Bay Applied to CA Connections Academy-Central Vly	USD -12,000.00

Subtotal	USD 39,500.00
Grand Total	USD 39,500.00

Total does not include any applicable sales tax. If you are not tax exempt the final invoice may include sales tax, depending upon your state and local tax regulations. If you are tax exempt, please send a copy of your tax exemption certificate to remittance@mindeducation.org in order to ensure that sales tax is not included on your final invoice.

Start Date	7/1/2026
End Date	6/30/2027

Curriculum Associates

Quote ID: 447685.1 **Date:** 12/10/2025 **Quote Valid through:** 12/31/2026

Prepared For:
Than Short
CA Online Pub Schs-S Cali
33272 Valle Rd,
San Juan Capo, CA 92675
tshort@californiaops.org
(949) 461-1667

Your Representative:
David Kootman
(760) 521-6055
dkootman@cainc.com

Budgeting Quote - final quantities needed prior to purchase order

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment Math Per Student License 1 Year	13086.0	5100	$8.25	$6.60	$33,660.00
i-Ready Personalized Instruction Add On Math and Reading Virtual School Per Student License 1 Year	33839.0	3183	$26.50	$26.50	$84,349.50
i-Ready Assessment Reading Per Student License 1 Year	13088.0	5100	$8.25	$6.60	$33,660.00
				i-Ready Subtotal:	$151,669.50

Toolbox

Product Name	Item #	Qty	List Price	Net Price	Total
Teacher Toolbox Access Math and Reading Virtual School Per Student 1 Year	31278.0	1200	$13.00	$11.05	$13,260.00
				Toolbox Subtotal:	$13,260.00

Total

List Total:	$184,099.50
Savings:	$19,170.00
Merchandise Total:	$164,929.50
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$164,929.50**

Special Notes

20% discount applied to i-Ready based on scope of quote.
15% i-Ready Partnership Discount applied to Toolbox contingent upon purchase of i-Ready.
All i-Ready purchases require professional learning.
Please make PO out to Curriculum Associates.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

This quote is for budgeting/estimate purposes only - cannot be used to purchase

N1

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013
Phone: 800-225-0248, Fax: 800-366-1158, E-Mail: orders@cainc.com, Website: CurriculumAssociates.com

Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at https://www.curriculumassociates.com/privacy. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready ® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

parsec education

CALIFORNIA ONLINE PUBLIC SCHOOLS SIS AND DASHBOARDS

#20260403-125538578

Issued
April 3, 2026

Expires
June 12, 2026

Parsec Education
736 Fulton St.

Fresno, CA 93721
United States

Summer Whitley
summer@parseceducation.com

Prepared for

California Online Public Schools
33272 Valle Rd
San Juan Capistrano, CA 92675
United States

Leslie Dombek
Director, Educational Services
ldombek@californiaops.org
9093531990

Richie Romero
Deputy Superintendent
rromero@californiaops.org

Than Short
Assistant Director of Student Achievement
tshort@californiaops.org
12092024318

Products & Services

Products & Services	Quantity	Unit price	Price
SIS Integration Setup of requisite API, SFTP, and scheduled queries to pull relevant SIS data at agreed intervals for custom dashboards or filters. School Pathways Integration	1	$10,833.00	$9,749.70 after 10% discount for 25 months
Add On Dashboard – Parsec Growth Model	1	$6,500.00	$5,850.00

Products & Services	Quantity	Unit price	Price
Proprietary calculation converting Distance from Standard (DFS) to a percentage to track progress towards grade-level proficiency, accounting for shifting Min/Max scale scores. Includes multiple years of data for trend analysis and comparison.			after 10% discount for 25 months
Add On Dashboard – IAB Aggregates student-level data from CERS by Overall and specific IAB/FIAB. Designed to test, teach, retest, and monitor participation. Includes standard filtering (Year, Site, Grade, Race/Ethnicity, Student Group, Enrollment Length, and English Language Acquisition Status). Includes multiple years of data for trend analysis and comparison.	1	$19,791.00	$17,811.90 after 10% discount for 25 months
Filter – Teacher Custom teacher filter built using additional datasets to create specific student grouping based on teacher.	1	$3,000.00	$0.00 after 100% discount for 25 months
One-time subtotal			$33,411.60
			after $6,712.40 discount
Credit for unused MMR			($2,500.00)
Total			**$30,911.60**

Payment Schedule

Name	Due	Amount
Payment 1	07/01/2026	$15,455.80
Payment 2	July 1, 2027	$15,455.80

Send invoice to: tshort@californiaops.org

Terms & Conditions

Below are the dates this contract goes into effect and subsequently terminates.

Effective / Due Date: June 1, 2026

Termination Date: June 30, 2028

The Service Order, along with the Terms of Service found here: https://drive.google.com/file/d/15k827vsGVMZ-JURHk2XNFQmvNP3gMJq5/view?usp=sharing, Parsec Privacy Policy found here: https://www.parseceducation.com/pages/privacy-policy, and the Acceptable Use Policy found here: https://www.parseceducation.com/pages/acceptable-use-policy, constitute the entire “Agreement” by and between the Client and Parsec.

Data Sharing Agreement: https://drive.google.com/file/d/1aY_K8DI_IURGqNM37AT9R9hcdDDmzsKq/view?usp=sharing

Acknowledgment and Acceptance

Signature

By signing below, the undersigned acknowledges and accepts the terms and conditions outlined in this agreement.

Richie Romero
rromero@californiaops.org

[sig|req|signer1]

Jamin Brazil
jamin@parseceducation.com

[sig|req|signer2]

classkick

Renewal Quote

Classwork CO, DBA Classkick
classkick.com

CUSTOMER:
California Online Public Schools (formerly California Connections

QUOTE #	2021-40882
QUOTE DATE	2/20/2026
QUOTE EXPIRES	7/1/2026

DESCRIPTION		QUANTITY	1 YR TERM	2 YR TERM	3 YR TERM
Classkick Pro Subscription		1	☐	☐	☐
TERM START DATE:	7/1/2026		$28,929	$57,858	$86,787
Multi-year Discount:				3.00%	5.00%
TOTAL:			**$28,929**	**$56,122**	**$82,448**

NOTES:
The Classkick Pro license is available to the number of teachers listed in your agreement -- all site administrators and students have unlimited access. Your subscription includes PD sessions at no additional cost -- book them here https://calendly.com/classkick. This subscription term ends 12 months after term start date.

Payment Method (Check One): ☐ PO ☐ Check ☐ Wire Transfer

Subscription Acceptance

Name _____ **Date** _____

Title _____ **Email** _____

Signature _____

This signature acknowledges the quoted price above and will initiate the purchase order and invoicing process.
Submitted a signed quote will send an invoice and confirm your subscription.

Subscription Assignments

Classkick Pro Account Owner/Admin ☐ Same as above

Name _____ **Email** _____ **Title** _____

Billing Contact Email ☐ Same as above

Name _____ **Email** _____ **Title** _____

Remit payment to:

Classwork Co, DBA Classkick
PO Box 772728
Area #2223001
Detroit, MI 48277-2728 USA

In the check memo please include:
"Area #2223001"
billspayable@classkick.com

Our W-9 is below (page 2 of this invoice) or you can download it here: classkick.com/w9.
Memberships are refundable for up to 30 days. Membership renews automatically unless canceled in writing or via a software application system earlier than 30 days before the end date.
This Order is governed by the terms of Classkick's Terms of Service found at Terms of Service. Please see our Privacy Policy.

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

Request for Taxpayer Identification Number and Certification

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

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

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

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)
Classwork Co

2 Business name/disregarded entity name, if different from above.
Classkick

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.
☐ Individual/sole proprietor ☑ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate
☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . .
Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.
☐ Other (see instructions)

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.
2045 W Grand Ave Ste B PMB 50472

Requester's name and address (optional)

6 City, state, and ZIP code
Chicago, IL 60612

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

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

Social security number
[ ][ ][ ] – [ ][ ] – [ ][ ][ ][ ]

or

Employer identification number
4 6 – 3 5 5 0 5 4 0

Part II Certification

Under penalties of perjury, I certify that:

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

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

Sign Here Signature of U.S. person *Joy K. Moore* Date **01/03/2025**

General Instructions

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

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

What's New

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

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

Purpose of Form

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

Cat. No. 10231X Form **W-9** (Rev. 3-2024)

care solace

FROM
Care Solace
120 Birmingham Dr
Cardiff, CA 92007
(760) 783-5055
accounts.receivable@caresolace.org

INVOICE #	CON-04315
DATE	05/04/2026
DUE DATE	06/03/2026
AMOUNT DUE (USD)	36,000.00
PO NUMBER	

BILL TO
CA Connections Academy
33272 Valle Road
San Juan Capistrano, CA 92675

DESCRIPTION		AMOUNT
S10030	Care Match 07/01/2026 to 06/30/2027 CA Connections Academy	$9,000.00
S10010	Care Coordination 07/01/2026 to 06/30/2027 CA Connections Academy	$27,000.00

Subtotal	$36,000.00
Sales tax	$0.00
Total	$36,000.00

Terms: Net 30

Via ACH:
Bank of Southern California
Account Name: Care Solace Inc.
Routing/ABA: 122243402
Account #: 301023573
(1% discount for ACH)

Via Check:
P.O. Box 848530
Los Angeles, CA 90084

Invoice

Invoice #	CON-04315
Due Date	06/03/2026
Amount Due (USD)	36,000.00

Care Solace Inc - W-9

Coversheet

Approval of Board Member to Three Year Term (attached)

Section:	VI. Action Items
Item:	A. Approval of Board Member to Three Year Term (attached)
Purpose:	Vote
Submitted by:	
Related Material:	A. Pulsipher Board Member to Three Year Term BIM - CalOPS.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Approval of Board Member to Three Year Term

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6.2.26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Board Policy
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):

Our current bylaws read:

Section 4.4 - Appointment and Term of Office.
Directors shall be selected at an annual meeting of the Board by a majority of the directors holding office as of the date of such meeting and shall take office at the end of the annual meeting at which he or she is appointed. Directors shall hold office unless otherwise removed from office in accordance with these Bylaws for a term of three (3) years, and until a successor has been appointed. In the event of an increase in the number of directors, the directors appointed to the additional Board seats shall be assigned a term length that maintains the staggering established by the initial Board of Directors.

Adam Pulsipher's term expires at the conclusion of the 2025-2026 Annual Meeting and is therefore up for renewal of a new three year term.

Rationale (Why is this important and why is this coming to the Board):

Our Board of Directors is an integral part of the operation and oversight of the California Online Public Schools. Our Bylaws require no fewer than 5 Board Members and no more than 15 directors. The support Adam has given the school and the organization has been immense and we would like to have him continue with us.

Evidence of Due Diligence:

Prior to this Board Meeting Adam was contacted via email and informed of his expiring term. He was also asked if he would consider continuing on the Board for another three year term and he agreed.

Fiscal Impact: N/A

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):

I recommend Board Action and approval of three year terms expiring at the conclusion of the 2029/2030 Year End Meeting for Adam Pulsipher.



California Online Public Schools

Prepared/Recommended/Approved By:

Dan Hertzler
Director of Operations

Coversheet

Nomination and Approval of Board Chair for the 2026-27 School Year (attached)

Section: VI. Action Items
Item: B. Nomination and Approval of Board Chair for the 2026-27 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: 26-27 Board Chair BIM - CalOPS.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Nomination and Approval of Board Chair for the 2026-27 School Year

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6.2.26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Board Policy
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):
Our current bylaws read:

> **Section 5.1 - Officers.**
> The officers of the Corporation shall be a President, one or more vice presidents, a Secretary, and a Chief Financial Officer. The Corporation may also have, at the discretion of the Board, a Chair and a Vice-Chair, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the President or the Chair.
>
> **Section 5.2 - Appointment of Officers.**
> The Corporation's officers shall be chosen annually and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be appointed.
>
> **Section 5.8 - Chair.**
> If a Chair is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Rationale (Why is this important and why is this coming to the Board):
Our Board of Directors is an integral part of the operation and oversight of the California Online Public Schools. As mentioned above, the Chair is also primarily responsible for the running of the monthly Board meetings.

Based on these ByLaws, the Board may nominate and elect a new Board Chair in order to preside over Board Meetings as well as other duties as the Board sees fit and necessary. This person shall hold this office through the end of the 26/27 school year and new officers will be elected at the June Year End meeting as is the normal annual practice.

Evidence of Due Diligence:
Prior to this Board Meeting, school leadership discussed the Bylaws, the nomination and elections process and conveyed this to the Board Chair.

Fiscal Impact: N/A

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
I recommend the Board discuss and nominate a candidate for the Board for the position of Board Chair for the 26/27 school year.

I also recommend the Board take action to elect this Board Chair for the 2026/2027 school year.

Prepared/Recommended/Approved By:

Dan Hertzler - Director of Operations

Coversheet

Nomination and Approval of Board Vice Chair for the 2026-27 School Year (attached)

Section: VI. Action Items
Item: C. Nomination and Approval of Board Vice Chair for the 2026-27 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: 26-27 Board Vice-Chair BIM - CalOPS.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Nomination and Approval of Board Vice-Chair for the 2026-27 School Year

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6.2.26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Board Policy
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):
Our current bylaws read:

> **Section 5.1 - Officers.**
> The officers of the Corporation shall be a President, one or more vice presidents, a Secretary, and a Chief Financial Officer. The Corporation may also have, at the discretion of the Board, a Chair and a Vice-Chair, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the President or the Chair.
>
> **Section 5.2 - Appointment of Officers.**
> The Corporation's officers shall be chosen annually and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be appointed.
>
> **Section 5.9 - Vice Chair.**
> In the absence or disability of the Chair the Vice Chair shall perform all the duties of the Chair and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the Chair. The Vice Chair shall have such other powers and perform such other duties as from time to time may be prescribed by the Board.

Rationale (Why is this important and why is this coming to the Board):
Our Board of Directors is an integral part of the operation and oversight of the California Online Public Schools. As mentioned above, the Vice- Chair is also primarily responsible for the running of the monthly Board meetings in the absence of the Chair.

Based on these ByLaws, the Board may nominate and elect a new Board Vice-Chair in order to preside over Board Meetings as well as other duties as the Board sees fit and necessary in the absence of the Vice Chair. This person shall hold this office through the end of the 26/27 school year and new officers will be elected at the June Year End meeting as is the normal annual practice.

Evidence of Due Diligence:
Prior to this Board Meeting, school leadership discussed the Bylaws, the nomination and elections process and conveyed this to the Board Chair.

Fiscal Impact: N/A

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
I recommend the Board discuss and nominate a candidate for the Board for the position of Board Vice-Chair for the 26/27 school year.

I also recommend the Board take action to elect this Board Vice-Chair for the 2026/2027 school year.

Prepared/Recommended/Approved By:

Dan Hertzler - Director of Operations

Coversheet

Approval of Corporate Officers (attached)

Section: VI. Action Items
Item: D. Approval of Corporate Officers (attached)
Purpose: Vote
Submitted by:
Related Material: 26-27 Officers of the Corporation BIM - CalOPS.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Nomination and Approval of Officers of the Corporation for the 2026-27 School Year

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6.2.26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Board Policy
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):
Our current bylaws read:

Section 5.1 - Officers.
The officers of the Corporation shall be a President, one or more vice presidents, a Secretary, and a Chief Financial Officer. The Corporation may also have, at the discretion of the Board, a Chair and a Vice-Chair, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the President or the Chair.

Section 5.2 - Appointment of Officers.
The Corporation's officers shall be chosen annually and shall serve at the pleasure of, the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be appointed.

Section 5.7 - President.
The president is the chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the Corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 5.10 - Secretary.
The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meeting of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of the directors present and absent, the proceedings thereof, and the vote or abstention of each Board member present for each action taken.. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing

the names of all directors and their respective addresses. The secretary shall keep the seal of the Corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
The Secretary shall give, or cause to be given, notice of all the meetings of the Board required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Chief Financial Officer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 5.11 - Chief Financial Officer.
The Chief Financial Officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any director.
The Chief Financial Officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the Corporation in such depositories as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the Corporation as shall be ordered by the Board, shall render to the Chair and the directors, upon request, an account of all transactions as Chief Financial Officer and of the Corporation's financial condition.
The Chief Financial Officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Chief Financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Rationale (Why is this important and why is this coming to the Board):
Based on these ByLaws, the Board must appoint officers annually. The persons appointed to these offices shall hold this office through the end of the 26/27 school year and new officers will be elected at the June 2027 Year End meeting as is the normal annual practice.

CalOPS staff responsible for the duties of these officers are as follows.
- President: Richard Savage and Richie Romero, Co-Superintendents
- Secretary: Dan Hertzler, Director of Operations
- Chief Financial Officer: LaChelle Carter, Director of Finance

Evidence of Due Diligence:
Prior to this Board Meeting, school leadership discussed the Bylaws, and agreed to propose to change the Position of President to both co-superintendents. The positions of Secretary and Chief Financial Officer are proposed as being held by the same individuals.

Fiscal Impact: N/A

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):

I recommend the Board take action to appoint Co-Cuperintendents Richard Savage and Richie Romero as Co-Presidents, Dan Hertzler as Secretary, and LaChelle Carter as Chief Financial Officer.

Prepared/Recommended/Approved By:

Dan Hertzler - Director of Operations

Coversheet

Approval of Board Designee for Summer Contract Renewal (attached)

Section: VI. Action Items
Item: E. Approval of Board Designee for Summer Contract Renewal (attached)
Purpose: Vote
Submitted by:
Related Material: 2026 Board Designee for Summer Contract Renewal BIM - CalOPS.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Approval of Board Designee for Summer Contract Renewal

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6.2.26
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):
Our current fiscal policy states:

> "All agreements in the amount of twenty thousand ($20,000) dollars or more require board approval. Unless otherwise authorized or designated by the Board, all contracts entered into by the CalOPS for a monetary amount over twenty thousand ($20,000) dollars shall require the signature of the Superintendent or Board Chair."

Over the course of the last two months we have processed renewals for contracts which are renewed on either an annual or biannual basis. The CalOPS team has made every effort to gather all known contract renewals for the 26/27 school year and bring them to the Board for this annual meeting for approval. We are also aware that there may be other contracts that would require renewal over the summer months and prior to the next scheduled Board meeting in August. We are asking the Board approve the Co-Superintendents or their designees to approve contracts requiring renewal prior to the August Board Meeting.

Rationale (Why is this important and why is this coming to the Board):
As stated above, our current fiscal policy requires Board approval for all purchases or contracts over $20,000. It has been staff practice to bring all new contracts above $20,000 to the Board as an Action Item and all Contract Renewals to the Board in the Consent Agenda.

We are asking the Board approve the Co-Superintendents or their designees to approve contracts requiring renewal prior to the August Board Meeting. All Contracts that were approved over the summer via this Summer Contract Renewal Process would then be placed on the consent agenda at the next scheduled Board meeting for ratification.

We feel this will give the CalOPS team the operational freedom needed to renew any potential contracts that exceed the fiscal policies $20,000 threshold and avoid any interruptions in service from vendors.

Evidence of Due Diligence:
The CalOPS team has worked hard to gather all contract renewals prior to this Annual June Board Meeting. In an effort to ensure service from vendors is not interrupted while waiting on Board approval, the team discussed bringing this process to the Board for approval.

Prior approvals of this nature were consulted and considered. The CalOPS Fiscal Policy was reviewed and not conflicts have arisen. The desired transparency and fiscal oversight will still be in place with the ratification process at the next Board meeting.

Fiscal Impact:
No direct fiscal impact. If anything, this policy will have a positive fiscal impact in that it will avoid late penalties/fees for overdue renewals as well as potentially avoiding productivity delays if vendor services are paused due to waiting on contract renewal approvals.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
I recommend the Board approve the co-superintendents or their designees the ability to approve contract renewals over the summer months.

Prepared/Recommended/Approved By:

Dan Hertzler - Director of Operations

Coversheet

Approval of Amendment to Articles of Incorporation and CalSTRS Certification Forms (attached)

Section: VI. Action Items
Item: F. Approval of Amendment to Articles of Incorporation and CalSTRS Certification Forms (attached)
Purpose: Vote
Submitted by:
Related Material:
Cal STRS Required Update to Articles of Incorporation and Form 0765 Approvals - CalOPS BIM.pdf
Certificate of Amendment of Articles of Incorporation Reflecting CalSTRS Amendments (4921-0803-8321.v1).pdf
CalOPS Central Coast CalSTRS_Charter_School_Certification_(Form_0765)_(4901-0255-5534.v1).pdf
CalOPS Central Valley CalSTRS_Charter_School_Certification_(Form_0765)_(4901-0255-5534.v1).pdf
CalOPS Monterey Bay CalSTRS_Charter_School_Certification_(Form_0765)_(4901-0255-5534.v1).pdf
CalOPS North Bay CalSTRS_Charter_School_Certification_(Form_0765)_(4901-0255-5534.v1).pdf
CalOPS NorCal CalSTRS_Charter_School_Certification_(Form_0765)_(4901-0255-5534.v1).pdf
CalOPS SoCal CalSTRS_Charter_School_Certification_(Form_0765)_(4901-0255-5534.v1).pdf

California Online Public Schools

Board Information Memo

SUBJECT: Cal STRS Required Update to Articles of Incorporation and Form 0765 Approvals

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6.3.26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): State Requirement
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):
Charter schools operating through a Nonprofit Public Benefit Corporation (NPBC) that offer CalSTRS as a retirement benefit must review and, if necessary, amend their Articles of Incorporation to comply with IRS Notice 2015-07 and the forthcoming federal regulations under Internal Revenue Code section 414(d). Specifically, CalSTRS now requires that an NPBC's governing documents contain language providing that, upon dissolution or final liquidation, the organization's net assets will be distributed exclusively to either a public school that satisfies the requirements of IRS Notice 2015-07, or to the State of California, a political subdivision of the state, or a governmental agency or instrumentality. Many existing nonprofit governing documents were drafted solely to satisfy general California nonprofit corporation requirements and may contain broader dissolution language — such as distribution to "another 501(c)(3)" — that does not meet this standard. Failure to update this language and certify compliance by the June 30, 2026 deadline could jeopardize the charter school's continued participation in CalSTRS, including the potential cancellation of benefits and accrued service credit for all employees.

In addition, CalSTRS has issued a new certification requirement — Form 0765, the Charter School/Nonprofit Public Benefit Corporation Certification — that must be completed and submitted by all charter schools offering CalSTRS as a retirement plan by June 30, 2026. Through this form, the school's authorized representative certifies, under penalty of perjury, that the organization meets the legal requirements to participate in CalSTRS under IRS Notice 2015-07, including that the school operates as a nonsectarian public school under the Charter Schools Act of 1992, that its primary funding comes from a governmental source, that employee retirement benefits are protected regardless of the school's continued CalSTRS participation, and that the school's governing documents contain compliant dissolution language ensuring net assets are distributed only to a qualifying public school or governmental entity upon liquidation. While board approval of the certification is not required, it is recommended, and failure to timely comply with all requirements could result in CalSTRS terminating the school's participation and cancelling benefits and accrued service credit for employees.

As part of this new Cal STRS requirement, the CalOPS staff reviewed our Board Bylaws as well as each of the Charter Petitions and only the Articles of Incorporation required updating along with the completion and submission of the Form 0765's.

Rationale (Why is this important and why is this coming to the Board):
The Articles of Incorporation are a part of the Corporation, California Online Public Schools. Any change to these documents legally requires Board Approval.

Evidence of Due Diligence:
The CalOPS team is working closely with CCSA, CSDC and our legal team YM&C to ensure compliance with these new requirements from Cal STRS.

Fiscal Impact: N/A

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Motion to approve the "Certificate of Amendment of Articles of Incorporation" and CalSTRS Form 0765's for each charter as presented.

Prepared/Recommended/Approved By:

Dan Hertzler, Director of Operations

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Board Chair and Secretary, respectively, of California Online Public Schools, a California nonprofit public benefit corporation with California Entity Number 2595016.

2. Article IV.B. of the Amended and Restated Articles of Incorporation of this corporation is amended to read as follows:

   > Upon the dissolution or final liquidation of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: June 9, 2026

_____
James Stockdale, Board Chair

Date: June 9, 2026

_____
Dan Hertzler, Secretary

CalSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME California Online Public Schools Central Coast
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 42 75010 0138891
NPBC NAME California Online Public Schools
NPBC MAILING ADDRESS 33272 Valle Rd., San Juan Capistrano, CA 92675

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

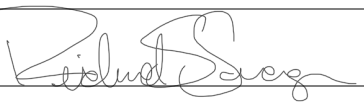
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Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Richard Savage	
REPRESENTATIVE'S POSITION TITLE Co-Superintendent of Operations, Human Resources and Business Services	
REPRESENTATIVE'S EMAIL superintendent@californiaops.org	
REPRESENTATIVE'S PHONE NUMBER 800-906-5166	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 06/04/2026

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CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME California Online Public Schools Central Valley
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 54 71803 0112458
NPBC NAME California Online Public Schools
NPBC MAILING ADDRESS 580 North Wilma Ave., Ste. G, Ripon, CA 95366

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

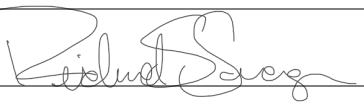
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I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Richard Savage
REPRESENTATIVE'S POSITION TITLE Co-Superintendent of Operations, Human Resources and Business Services
REPRESENTATIVE'S EMAIL superintendent@californiaops.org
REPRESENTATIVE'S PHONE NUMBER 800-906-5166
REPRESENTATIVE'S SIGNATURE  SIGNATURE DATE 06/04/2026

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CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME California Online Public Schools Monterey Bay
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 44 75432 0139410
NPBC NAME California Online Public Schools
NPBC MAILING ADDRESS 580 North Wilma Ave., Ste. G, Ripon, CA 95366

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

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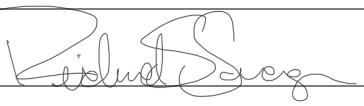
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PRINT NAME OF OFFICIAL REPRESENTATIVE Richard Savage	
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REPRESENTATIVE'S EMAIL superintendent@californiaops.org	
REPRESENTATIVE'S PHONE NUMBER 800-906-5166	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 06/04/2026

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CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME California Online Public Schools North Bay
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 17 64055 0129601
NPBC NAME California Online Public Schools
NPBC MAILING ADDRESS 580 North Wilma Ave., Ste. G, Ripon, CA 95366

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

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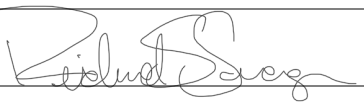
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Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Richard Savage
REPRESENTATIVE'S POSITION TITLE Co-Superintendent of Operations, Human Resources and Business Services
REPRESENTATIVE'S EMAIL superintendent@californiaops.org
REPRESENTATIVE'S PHONE NUMBER 800-906-5166
REPRESENTATIVE'S SIGNATURE  SIGNATURE DATE 06/04/2026

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CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME California Online Public Schools Northern California
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 39 68650 0125849
NPBC NAME California Online Public Schools
NPBC MAILING ADDRESS 580 North Wilma Ave., Ste. G, Ripon, CA 95366

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☐ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

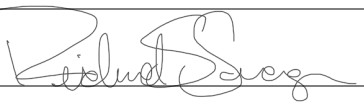
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PRINT NAME OF OFFICIAL REPRESENTATIVE Richard Savage	
REPRESENTATIVE'S POSITION TITLE Co-Superintendent of Operations, Human Resources and Business Services	
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REPRESENTATIVE'S PHONE NUMBER 800-906-5166	
REPRESENTATIVE'S SIGNATURE 	SIGNATURE DATE 06/04/2026

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CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME California Online Public Schools Southern California
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 30 66464 0106765
NPBC NAME California Online Public Schools
NPBC MAILING ADDRESS 33272 Valle Road, San Juan Capistrano, CA 92675

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

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☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

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NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

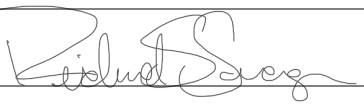
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PRINT NAME OF OFFICIAL REPRESENTATIVE Richard Savage
REPRESENTATIVE'S POSITION TITLE Co-Superintendent of Operations, Human Resources and Business Services
REPRESENTATIVE'S EMAIL superintendent@californiaops.org
REPRESENTATIVE'S PHONE NUMBER 800-906-5166
REPRESENTATIVE'S SIGNATURE  SIGNATURE DATE 06/04/2026

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Coversheet

Approval of Liminal Contract (attached)

Section: VI. Action Items
Item: G. Approval of Liminal Contract (attached)
Purpose: Vote
Submitted by:
Related Material: 260609 Liminal Contract BIM - CalOPS.pdf
Liminal - Add On Order Form - CalOps - July 1, 2026.docx.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Approval of Liminal AI Contract

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Contract Approval
Date: 6.3.26
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):
Liminal is an enterprise AI platform that enables organizations — particularly those in regulated industries like healthcare, financial services, and biotech — to securely adopt generative AI across their workflows. The platform provides unified, unlimited access to leading AI models from providers like OpenAI, Anthropic, Google, and Perplexity, while giving security and IT teams centralized governance, data protection, granular access controls, and real-time observability over every AI interaction. It also includes enterprise search capabilities that allow employees to tap into internal knowledge bases securely, and an insights layer to track business impact and AI adoption — all positioned as a cost-effective alternative to managing multiple single-model subscriptions.

For CalOPS, Liminal could be a strong fit given the network's obligation to protect student and family data across the organization. Staff regularly work with sensitive information — student records, IEPs, enrollment data, parent communications — and Liminal's platform would allow them to use AI tools for drafting, research, and analysis without risking exposure of that data. Before any prompt is submitted to an AI model, Liminal's data protection engine detects and masks sensitive data — including PII, PHI, and compliance-defined terms — preserving the context and intent of the prompt while keeping the underlying data protected. When the AI's response is returned, the protected terms are automatically rehydrated back to their original state, so a staff member asking for help drafting a communication about a specific student would see that student's actual name and details in the final output — without that information ever having been exposed to the AI model itself. Combined with granular access controls that can be set at the organization, team, or individual user level, CalOPS could configure the platform to align with FERPA requirements and ensure that different staff roles only interact with AI in ways appropriate to their data access permissions.

This contract will provide 500 users access to Liminal’s data protection engine, Liminal’s software for usage controls as well as unlimited access to multiple leading AI Models for 12 months. Each license is $16 per month. The general market rate for limited access to a single AI model like Claude or ChapGPT is $20/month/user.

Rationale (Why is this important and why is this coming to the Board):
Multiple members of our leadership team have begun using AI engines to support their work over the past 6-12 months if not longer. These team members are paying for these tools out of their own pockets. In addition to this, staff members are spending time scrubbing all data given to the AI Engines of any PII or sensitive information. The team is also generally only utilizing one AI engine to do this work. As mentioned above, Liminals platform will eliminate the need for scrubbing data as well as allow the CalOPS team unlimited access to a wide variety of AI models.
Additionally, this contract is being brought to the Board due to the overall cost of the contract as it will exceed the $20,000 threshold set forth in our fiscal policy.

Evidence of Due Diligence:
Members of the CalOPS leadership team met with Liminals representatives multiple times to ensure this would be a good fit for the organization. Once we decided to move forward and received a contract and legal agreement, legal counsel was consulted to ensure adequate protections for CalOPS. All changes that our legal counsel proposed were agreed to.

Fiscal Impact:
This contract is for 500 users at $16/user/month for 12 months.

The total contract is $96,000 annually. This contract is for Jul 1, 2026 - June 30, 2027.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

I recommend a motion to approve the 12 month Liminal Contract as presented.

Prepared/Recommended/Approved By:

Dan Hertzler, Director of Operations

LIMINAL ORDER FORM (ORDER REF. NO. 56322)

Customer: California Online Public Schools Southern California	**Contact: Richard Savage**
Address: 33272 Valle Rd., San Juan Capistrano, CA 92675	**Phone: (800) 906-5166**
Effective Date: July 1, 2026 - June 30, 2027	**E-Mail: rsavage@californiaops.org**

ACCESS AND LICENSES:

Description	License Type and Limit	Term	Subscription Fees and Payment
Liminal Platform Spaces including Managed Credentials Browser Extension SDK Model Agnostic Assistants Insights Engine Mobile App (coming soon)	**500 Users** $16/user/mo	**12 Months**	**$96,000 per year**

By signing this Order Form, you acknowledge that your organization is bound by the terms and conditions contained in Liminal's Customer Agreement, available at www.liminal.ai/customeragreement and Liminal's Data Processing addendum, available at https://www.liminal.ai/data-processing-addendum or an otherwise negotiated version thereof. Capitalized terms have the meanings set forth in the Agreement.

Liminal AI, Inc.

By:_____

Name:_____

Title:_____

Date:_____

California Online Public Schools Southern California

By: _____

Name:_____

Title: _____

Date: _____

Coversheet

Approval of CalOPS Policy for Smartphones During Synchronous Instruction (attached)

Section: VI. Action Items
Item: H. Approval of CalOPS Policy for Smartphones During Synchronous Instruction (attached)
Purpose: Vote
Submitted by:
Related Material:
CalOPS Policy for Smartphones During Synchronous Instruction BIM - CalOPS.pdf
CalOPS Policy Regarding Smartphone Usage v2.0.docx.pdf

California Online Public Schools

Board Information Memo

SUBJECT: CalOPS Policy for Smartphones During Synchronous Instruction

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Policy
Date: 6.3.26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): State Requirement
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):

California's Phone-Free Schools Act (Assembly Bill 3216, Chapter 500, Statutes of 2024) amends Education Code Section 48901.7 to require all school districts, charter schools, and county offices of education to adopt a policy limiting or prohibiting student smartphone use by July 1, 2026. The law is grounded in legislative findings that unrestricted smartphone use during school disrupts learning, lowers academic performance — particularly among lower-achieving students — and contributes to increases in teen anxiety, depression, and cyberbullying. Prior to AB 3216, such policies were permissive; the new law converts that authority into a mandate, with adopted policies subject to review and update every five years thereafter.

Because CalOPS operates exclusively through distance learning and no student attends a traditional physical schoolsite, the development of this policy required careful analysis of how the statute applies to a fully virtual instructional model. The operative statutory trigger for CalOPS is whether a student is "under the supervision and control" of a CalOPS employee — language the school network has interpreted, consistent with the California Department of Education's distance learning framework, to apply during synchronous (live) instructional sessions in which a certificated employee is actively directing and supervising student activity in real time. Asynchronous learning periods, in which students work independently without real-time employee supervision, fall outside the scope of the statute and are not covered by this policy. This policy was developed with stakeholder input from parents and students across the CalOPS network and is presented to the Board for adoption.

Rationale (Why is this important and why is this coming to the Board):

As is normal CalOPS Practice, any new policy that is required by statute, is brought to the Board in Open session for discussion and approval.

Evidence of Due Diligence:

The CalOPS team worked collaboratively to research the applicability of this policy. Discussions were had with other non-classroom based school leaders, AI technology was used to draft initial versions of the policy and efforts were made to elicit stakeholder feedback as is a requirement. Our legal team at YM&C also reviewed our final draft of the policy.

Fiscal Impact: N/A

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Motion to approve the "Policy for Smartphones During Synchronous Instruction" as presented.

Prepared/Recommended/Approved By:

Dan Hertzler, Director of Operations

California Online Public Schools

Policy for Smartphones During Synchronous Instruction

California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:
California Online Public Schools Central Coast
California Online Public Schools Central Valley
California Online Public Schools Monterey Bay
California Online Public Schools North Bay
California Online Public Schools Northern California
California Online Public Schools Southern California

Background

By July 1, 2026, charter schools are required to develop and adopt, and update every five years, a policy to limit or prohibit the use of smartphones by students while students are at a schoolsite or **under the supervision and control of an employee(s) of the charter school.** The goal of the policy is to promote evidence-based use of smartphone practices to support ***student learning and well-being.*** Policy development requires involvement of significant stakeholders in order to ensure that the policies are responsive to the unique needs and desires of students, parents, and educators in each community. The policy may also include enforcement mechanisms that limit access to smartphones. Notwithstanding the foregoing, the law does not authorize monitoring, collecting, or otherwise accessing any information related to a student's online activities.

CalOPS Instructional Model and Scope of This Policy

California Online Public Schools (CalOPS) is a network of tuition-free, WASC-accredited online charter schools serving students across California. CalOPS operates exclusively through distance learning: students receive all instruction from their homes and no CalOPS student attends a traditional physical schoolsite as part of their regular instructional program.

The California Department of Education (CDE), in its Distance Learning Instruction Planning Guidance, defines the two primary instructional modalities used in distance learning programs such as CalOPS:

- **Synchronous Learning:** "takes place in real time, with delivery of instruction and/or interaction with participants such as a live whole-class, small group, or individual meeting via an online platform." (CDE Distance Learning Instruction Planning Guidance, 2020)
- **Asynchronous Learning:** "occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time." (CDE Distance Learning Instruction Planning Guidance, 2020)

The CDE further defines distance learning as "instruction in which the pupil and instructor are in different locations and pupils are under the *general supervision* of a certificated employee of the local educational agency." (CDE Distance Learning Instruction Planning Guidance, 2020, emphasis added.)

Education Code Section 48901.7 requires charter schools to limit or prohibit smartphone use while students are at a **schoolsite** or while students are **under the supervision and control** of an employee. Because CalOPS has no traditional schoolsite, and because the CDE's own framework distinguishes between the general supervision present in all distance learning and the direct, real-time supervision present specifically during synchronous sessions, CalOPS interprets the statutory trigger of "supervision and control" to be met during **synchronous instructional sessions** — the periods in which a certificated employee is actively directing, monitoring, and facilitating the learning environment in real time.

This policy therefore limits smartphone use during synchronous instructional sessions. Asynchronous learning periods — in which no employee is exercising real-time supervision or control, and which CDE guidance recognizes as fundamentally different from live instruction — are not covered by this policy.

Limiting the Use of Smartphones During Synchronous Instruction

During any synchronous instructional session, CalOPS students are expected to set aside and silence their smartphones. This policy applies while a certificated CalOPS employee is actively conducting a live instructional session — including live class meetings, virtual office hours, small-group instruction, and any other real-time session in which a CalOPS employee is directly supervising and directing student activity.

Examples of When Smartphone Use Is Limited

- During live, scheduled class sessions conducted via videoconference with a certificated CalOPS employee
- During virtual office hours or tutoring sessions in which a certificated employee is actively present
- During any real-time instructional event at which a certificated CalOPS employee is actively directing student academic activity

Examples of When This Policy Does Not Apply

- During asynchronous coursework, including recorded video lessons, self-paced modules, and independent assignments
- During independent reading, offline practice, or project work completed without real-time employee supervision
- During non-instructional time before, after, or between synchronous sessions

Enforcement

Because CalOPS students attend from home, enforcement of this policy relies on teacher session management and parent/guardian partnership rather than physical confiscation. Teachers conducting synchronous sessions shall:

- Communicate session expectations to students at or near the start of the school year and as needed throughout
- Establish clear norms for device management within their sessions
- Address non-compliance through session redirection, and report patterns of non-compliance to school administration
- Apply exceptions as appropriate (see below)

Repeated or willful violations of this policy during synchronous sessions may be addressed through CalOPS's general student conduct policies.

Exceptions

Notwithstanding the above, students shall not be prohibited from possessing or using a smartphone during synchronous instructional sessions under any of the following circumstances:

- **In the case of an emergency, or in response to a perceived threat of danger.**
  - Students may use their smartphone to contact emergency services or a parent/guardian, or to respond to a perceived threat, at any time.
- **When a teacher or administrator of CalOPS grants permission.**
  - A teacher or administrator may grant a student permission to possess or use a smartphone during a synchronous session, subject to any reasonable limitation they may impose. Permission may be granted on a session-by-session or activity-specific basis.
- **When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student.**
  - Documentation of such determination shall be maintained in accordance with CalOPS student records procedures.
- **When the possession or use of a smartphone is required in a student's Individualized Education Program (IEP).**
  - CalOPS staff shall implement IEP provisions regarding smartphone access without restriction.

Privacy

Nothing in this policy authorizes CalOPS, its employees, or its contractors to monitor, collect, or otherwise access any information related to a student's online activities. This prohibition applies during both

synchronous and asynchronous instructional periods.

Stakeholder Participation

In accordance with Education Code Section 48901.7, this policy was developed with stakeholder participation to ensure it is responsive to the unique needs and desires of students, parents, and educators in the CalOPS community. Input was gathered through oral discussion with our School Advisory Council as well as gathered feedback from parents and students via survey. CalOPS is committed to ongoing community engagement around student well-being and effective distance learning practices.

Policy Review

This policy shall be reviewed and updated no less than every five years from the date of adoption, as required by Education Code Section 48901.7. CalOPS will also monitor legislative and regulatory developments regarding the application of smartphone use requirements to virtual and online schools and will update this policy accordingly.

Coversheet

Approval of New Hire Technology Purchase (attached)

Section: VI. Action Items
Item: I. Approval of New Hire Technology Purchase (attached)
Purpose: Vote
Submitted by:
Related Material: 260609 New Hire Technology Purchase BIM - CalOPS.pdf

California Online Public Schools

Board Information Memo

SUBJECT: New Hire Technology Purchase

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval

Date: 06/09/2026

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):
CalOPS will be hiring approximately 50 new employees this summer. The bulk of these new hires will be in the Student Services department as we are bringing more support positions internally rather than contracting with outside agencies. Purchasing technology for these new staff members to access CalOPS systems and connect with students is needed.

Under normal circumstances and in other times of the year this approval would be brought forth with specific quoted numbers that accurately and specifically outline the costs of this purchase. As reported to the board in previous technology purchases, technology prices are fluctuating often. We will also be looking to purchase this technology more closely to when new staff will be starting so as to procure the most up to date technology.

Rationale (Why is this important and why is this coming to the Board):
This purchase is being brought to the Board due to the overall cost of the purchase as it will exceed the $20,000 threshold set forth in our fiscal policy.

Below is a breakdown of estimated costs for this tech purchase utilizing the most recent pricing for the ELT tech refresh (approved in April 14, 2026 Board Meeting). This pricing is likely very close to what the actual cost will be for this technology purchase at a total of $178,146.28. Due to the above mentioned fluctuations in technology costs, we are asking that the Board approve this technology purchase not to exceed $200,000.

Evidence of Due Diligence:

During the most recent technology quoting process in April of this year, the CalOPS team sought out multiple quotes for competitively priced hardware.

As was decided in the most recent technology refresh, the CalOPS team decided on a package that includes a laptop, monitor, wireless keyboard and mouse, as well as a powered docking station that allows for connectivity of all needed peripherals.

California Online Public Schools

Fiscal Impact:

Provider: GHA			
PC, Monitor, Keyboard and Docking Station			
XPS 16 DA16260/Core Ultra, X7/32GB/512 SSD/16 inch	$ 2,415.35	30	$ 72,460.50
Thunderbolt 5 Docking Station	$ 273.00	60	$ 16,380.00
Logitech MK955 Signature Slim, Keyboard and Mouse Combo - Gra	$ 111.00	60	$ 6,660.00
Samsung S32D606UAN 32in IPS, 2560x1440 LED Monitor with Heigh	$ 345.00	60	$ 20,700.00
CA ELECTRONIC WASTE RECYCLING, FEE 15 TO 35 INCH	$ 5.00	90	$ 450.00
Tax			$ 7,977.62
Shipping			$ -
Total			$ 124,628.12
Apple MacBook Air			
CTO 15IN MBA M5 10C 10C GPU 24GB, 512GB SSD 70W SILVER NCNR	$ 1,501.36	30	$ 45,040.80
APPLECARE+ 15-INCH MACBOOK AIR, (M5)	$ 190.00	30	$ 5,700.00
CA ELECTRONIC WASTE RECYCLING, FEE 15 TO 35 INCH	$ 5.00	30	$ 150.00
Tax			$ 2,627.36
Shipping			$ -
Total			$ 53,518.16
Total (PC + MacBook Air)			**$ 178,146.28**

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Motion to approve a new hire Technology purchase not to exceed $200,000 as presented.

Prepared/Recommended/Approved By:

Dan Hertzler
Director of Operations

Coversheet

Approval of Operations Team Professional Development Proposal (attached)

Section: VI. Action Items
Item: J. Approval of Operations Team Professional Development Proposal (attached)
Purpose: Vote
Submitted by:
Related Material:
2026 Operations Team Professional Development Approval BIM - CalOPS.pdf
CalOPS Customer Service PD Proposal.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Approval of Board Designee for Summer Contract Renewal

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6.3.26
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):
The Operations team has many externally facing responsibilities. The enrollment and family relations teams are in regular contact with both prospective and current families, the technology team supports all stakeholders with their technology needs as well as interacts with external vendors on a regular basis, while other members of the operations team interact with vendors, stakeholders and various members of our authorizing district staff. All of these people are our "customers" and the operations team does a fantastic job doing their part to honor the Mission and Vision of our organization. That being said, consistent reflection and improvement is imperative.

This proposal is for a contract with Propel Charter Management Group to lead 3 hours of in person professional development time at this summer's Back to School Meetings focusing on Customer Service. This PD will focus on Personal Customer Service, Team CUstomer Service as well as creating an accountability loop for customer service improvement.

Propel Charter Management Group is a 501c4 nonprofit organization.

Rationale (Why is this important and why is this coming to the Board):
While this contract at $1,500 is well below the $20,000-Board Approval threshold, this is being brought to the Board for approval due to a conflict of interest. Dan Hertzler, Director of Operations is married to Jessica Ray-Hertzler, Chief Academic Officer of Propel Charter Management Group.

Our current fiscal policy states:

> "Conflict of Interest
> CalOPS complies with all applicable laws regarding conflicts of interest and related party transactions, including, but not limited to, the California Corporations Code, the Political Reform Act, and Government Code section 1090.
>
> It is the policy of CalOPS that all school officials, including board members, officers, and employees, shall not place themselves in any position where their private, personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence. School decision-makers shall be

neither personally nor financially interested in any contract made by them in their official Capacity.

…

The schools will not be operated for the benefit of any affiliated or unaffiliated organization or any individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

…

C. Payment of compensation, unless authorized by the Board of Directors, by the School to an affiliated or unaffiliated organization or a private or related individual."

Professional Development specific to Customer Service in an educational setting is hard to come by. The expertise and training that Propel offers will be invaluable to the continued success of the Operations team. While there are related parties involved, there is no direct and individual benefit being received by either party.

Evidence of Due Diligence:

The CalOPS team has researched many options for other Customer Service training for the Operations Team. Disney offers an extensive training program but it is cost prohibitive and not directly related to our educational setting.

Jeff Rice, founder of APlus+ was consulted for options and a couple of "preferred providers" were given as options, but again, they were not a good fit.

Dan Hertzler, Jessica Condon and Julie Colombero from the Operations team met with Kelly Bishop from Propel CMG to discuss the proposed PD and upon approval of this contract will meet again to plan pre-work for the team to engage in prior to the in person training.

Fiscal Impact:

This contract will be a one time fee of $1,500 paid from CalOPS directly to Propel Charter Management Group.

Potential Conflicts of Interest:

As mentioned above, Dan Hertzler, Director of Operations is married to Jessica Ray-Hertzler, Chief Academic Officer at Propel Charter Management Group.

Recommendation/Board Action (if applicable):

I recommend the Board approve the Operations Team Customer Service Contract with Propel Charter Management Group as proposed.

Prepared/Recommended/Approved By:

Dan Hertzler - Director of Operations

PROPEL
EDUCATION GROUP

Professional Development Proposal
California Online Public Schools

PD Topic: Customer Service
Date: August 17 or 18, 2026
Time/Length: 2 hours
Audience: Team members from CalOPS' HR, Enrollment, Family Relations, and IT teams
Group Size: 35-45 people

General PD Plan

- Topic 1: Personal Customer Service
    - Customer service mindset
    - Personal customer service assessment
    - Identifying areas of improvement and creating action steps
- Topic 2: Team Customer Service
    - Identifying internal blocks to quality service
    - Identifying common service issues the team encounters
    - Solution workshop
- Topic 3: Creating An Accountability Loop for Customer Service Improvement

Cost: $1,500

Payment Terms: Net 30 after the date of the PD

Coversheet

Approval of Operational MOU with Orange County Department of Education (attached)

Section:	VI. Action Items
Item:	K. Approval of Operational MOU with Orange County Department of Education (attached)
Purpose:	Vote
Submitted by:	
Related Material:	BIM - Approval of Operation Agreement with OCDE.pdf AGREEMENT_6.3.26_CalOPS_final.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Approval of Operation Agreement with OCDE

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval

Date: 6.5.26

Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Authorizing District Agreements

Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):

Along with the information outlined in our new Charter with the Orange Country Board of Education (OCBE) and Orange County Department of Education (OCDE) regarding how we will operate as a school, there is an additional "Operational Agreement" that outlines items not legally required by statue to be in our Charter Petition.

The agreement establishes the operational, fiscal, and legal relationship between the parties, requiring CalOPS to comply with Brown Act governance requirements, FERPA, anti-discrimination laws, and sound educational program standards. On the fiscal side, CalOPS is solely responsible for its own funding, payroll, attendance reporting, and accounting — with oversight fees capped at 1% of LCFF revenue, paid in two installments annually. The agreement also covers insurance minimums (including $2M general liability, $3M professional errors and omissions, and $10M excess/umbrella for schools with interscholastic sports), indemnification of OCDE and the Board, dispute resolution procedures, and material revision requirements — with the agreement itself taking precedence over the charter in any conflict.

Rationale (Why is this important and why is this coming to the Board):

This agreement is standard procedure and we have Operational MOU's, or agreements, with each of our other authorizers that outlines similar items. This agreement, like our Charter's themselves, are the legal documents that guide how we operate and therefore need to be approved by the Board.

Evidence of Due Diligence:

The CalOPS Operational Team consulted YM&C to review this agreement. This agreement is OCDE's standard charter agreement and this agreement is exactly the same as all other charter agreements the OCDE has entered into with other OCDE authorized charter schools in the previous 12 months.

At the time of the writing of this BIM, CalOPS staff has not received the legally reviewed document from YM&C (see approval options below).

Fiscal Impact:

No direct and immediate impact, although, these MOU's outline a number of items that have fiscal impact.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Option 1: Should CalOPS Staff receive legal review from YM&C prior to the Board Meeting.

"I recommend the Board approve the Operations Agreement with OCDE and authorize administration to execute the agreement, having completed legal review by Young Minney & Corr with no material changes required."

Option 2: Should CalOPS staff NOT receive legal review from YM&C prior to the Board Meeting.

"I recommend the Board approve the Operations Agreement with OCDE and authorize administration to execute the agreement pending satisfactory legal review by Young Minney & Corr, provided no material changes are required."

Prepared/Recommended/Approved By:

Dan Hertzler, Director of Operations

AGREEMENT BETWEEN

ORANGE COUNTY BOARD OF EDUCATION AND

CALIFORNIA ONLINE PUBLIC SCHOOLS

FOR THE OPERATION OF

CALIFORNIA ONLINE PUBLIC SCHOOLS SOUTHERN CALIFORNIA

This Agreement is made and entered into this 3rd day of June 2026, by and between the Orange County Board of Education ("Board") and California Online Public Schools, a nonprofit public benefit corporation operating California Online Public Schools Southern California (hereinafter collectively referred to as "Charter School"). Hereinafter, the Board and Charter School shall be collectively referred to as "the Parties," and the Board-designated staff of the Orange County Superintendent of Schools ("County Superintendent") shall be referred to as "OCDE."

I. INTRODUCTORY PROVISIONS

A. The Board approved the Charter School's petition for a five-year period from July 1, 2026, through June 30, 2031.

B. Charter School will be operated by a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corp. Code section 5110 et seq.). California Online Public Schools is the California nonprofit public benefit corporation operating the Charter School. Charter School shall ensure that at all times throughout the term of its charter, the terms and conditions of any agreement between Charter School and a third party, as well as the Articles of Incorporation and Bylaws of California Online Public Schools as they pertain to Charter School are and remain consistent with the Charter Schools Act, all applicable laws and regulations, provisions of the charter, and this Agreement. Charter School will notify OCDE of any amendments or modifications to the nonprofit public benefit corporation's articles of incorporation within ten (10) business days of the change. Amendments or modifications to the bylaws may require approval by the Board as a material revision to the petition.

C. The purpose of this Agreement is to set forth the responsibilities of the Parties with respect to the operational relationship between Charter School, the Board, and OCDE; to address those matters that require clarification; and to outline the Parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationships. To the extent this Agreement contains terms inconsistent with the terms of the charter approved on June 3, 2026, the terms of this Agreement shall control.

II. TERM OF AGREEMENT

A. This Agreement is effective from the date upon which it is approved by the governing boards of each Party for the term of the charter, shall be reviewed at least annually, and may be amended at any time with written mutual agreement of the Parties.

B. The approved Agreement continues in existence until Charter School voluntarily closes or its charter is non-renewed or revoked, and closure procedures are completed, as determined by the Board and Charter School, after which the Agreement automatically expires. This Agreement is subject to termination during the charter term or during any subsequent renewal as specified by law or as otherwise set forth in this Agreement.

C. Charter School may seek renewal of its charter by submitting a renewal request to the Board prior to the expiration of the term of the charter, and the Board will evaluate and decide on the renewal request in accordance with Education Code sections 47607, 47607.2, and 47605, and their implementing regulations. Charter School will submit its renewal petition for the new charter term to OCDE no sooner than September 1 and no later than March 1 of the final school year for which Charter School is authorized to operate.

III. FULFILLING CHARTER TERMS

A. Governance

1. Charter School acknowledges and agrees it shall comply with the Public Records Act, the Political Reform Act, the Ralph M. Brown Act, Government Code section 1090 et seq. as set forth in Education Code section 47604.1, and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees.

2. Charter School, the Board and OCDE are separate legal entities. OCDE is not the chartering authority and shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by Charter School. The Board, as the chartering authority, shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school in accordance with Education Code section 47604(d), provided it has performed its oversight duties.

3. Within ten (10) business days of Charter School board meetings, including special and emergency board meetings, Charter School shall provide OCDE with a complete audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. Charter School will update OCDE of any changes to the Charter School board meeting calendar within ten (10) business days.

4. Charter School will provide Brown Act and ethics training pursuant to Government Code section 53232 et seq. to its governing board members and administrative staff within six months of taking office or becoming employed, and on-going training as required by law. Charter School will certify that the training has been provided to the specified individuals.

B. Educational Program

1. Independent Study: Any independent study program operated by Charter School shall comply with all applicable laws and regulations regarding independent study.

2. Family Educational Rights and Privacy Act ("FERPA"): Charter School, its officers and employees will comply with FERPA and the California Education Code sections related to student information protection at all times. Charter School will authorize OCDE to access educational records maintained by Charter School, in accordance with FERPA, and provide notice of such in Charter School policies and Parent/Student Handbook.

3. Sound Educational Program: Charter School shall maintain courses of study, curriculum and teaching methods fully compliant with state and federal law. Such compliance includes, but is not limited to, requiring adherence to all applicable anti-discrimination laws, including, but not limited to, Title VI of the Civil Rights Act of 1964, and preventing or rescinding federal funding for LEAs which support gender ideology or discriminatory equity ideology ("DEI") in K-12 curriculum, instruction, programs or activities. Children attending Charter School shall not: (1) be compelled to adopt identities as either victims or oppressors solely based on their skin color and other immutable characteristics; (2) be made to question whether they were born in the wrong body and whether to view their parents and their reality as enemies to be blamed; (3) be imprinted with anti-American, subversive, harmful and false ideologies such as, but not limited to, Critical Race Theory; and, (4) be assisted, encouraged or facilitated in any gender transition plan without parental consent. Charter School shall review and approve all individual teacher curriculum class materials provided to students before such materials are distributed.

C. Fiscal Operations

1. Charter School will be directly funded in accordance with Chapter 6 (commencing with Section 47630) of Division 4 of Title 2 of the Education Code. The Parties recognize the authority of Charter School to pursue additional sources of funding.

2. The Parties agree that OCDE is not responsible to provide funding in lieu of property taxes to Charter School.

3. Charter School shall comply with Generally Accepted Accounting Principles ("GAAP") applicable to public school finance and fiscal management.

4. Charter School shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school. The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchase orders, and other appropriate documentation shall be maintained by Charter School and shall be deemed to be public records subject to disclosure to OCDE upon request.

a) Each year Charter School shall make all records relating to the expenses of all affiliated charter schools available to OCDE and Charter School's auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, Charter School shall promptly respond as required by Education Code section 47604.3.

b) Each year Charter School shall provide documentation identifying all affiliated charter schools and all related parties operated or otherwise controlled by the same nonprofit public benefit corporation.

c) Charter School may temporarily loan funds between schools that it operates pursuant to a resolution approved by its Board of Directors that specifies the duration and interest rate of the loan and understands and agrees to provide records of Charter School and its affiliated charter schools, upon request from OCDE in accordance with Education Code section 47604.3.

5. Charter School shall establish a fiscal plan for repayment of any loans received by and/or on behalf of Charter School. It is agreed that OCDE shall receive written notice of all loans received by the Charter School, and repayment of loans shall be the sole responsibility of Charter School.

6. Charter School will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes and the terms or conditions, if any, of any grant or donation.

D. Fiscal Agent

1. The Parties agree that neither the Board nor OCDE shall act as fiscal agent for Charter School. It is agreed that Charter School shall be solely responsible for all fiscal services such as payroll, purchasing, attendance reporting, and completion and submission of state budget forms but may contract with OCDE for such services by way of a separate written contract.

2. Charter School is responsible for establishing the appropriate funds or accounts in the Orange County Treasury for Charter School and for making the necessary arrangements for Charter School's participation in the State Teachers' Retirement System ("CalSTRS"), the Public Employees' Retirement System ("CalPERS"), or Social Security. Nothing in this paragraph shall be interpreted to mean that Charter School must maintain all funds in the County Treasury. If funds are not maintained in the County Treasury, they must be deposited with a federally insured commercial bank or credit union.

a) OCDE will only withdraw funds from the Orange County Treasury to a charter school-owned bank account. Bank account name must match the charter school name or a Doing Business As ("DBA") reference. No fund transfers will be made to a third party.

b) Orange County Treasury withdrawals will take place two (2) times per month. The first withdrawal will take place on the 10th day of each month, and the second withdrawal will take place at the end of each month.

c) Charter School's Orange County Treasury account will maintain a minimum balance that is sufficient to cover one (1) month of CalSTRS and CalPERS retirement contributions if participating in CalSTRS or CalPERS.

E. Student Attendance Accounting and Reporting

Charter School shall utilize commercially available attendance accounting software.

F. Oversight Fees

1. Charter School will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by Charter School in accordance with Education Code section 47613. The oversight fee will be calculated on the LCFF base grant, supplemental grant and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in April of each year based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment for the preceding year based upon final revenue for that year.

2. Payment Schedule: Charter School shall pay to County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by Charter School ("Oversight Fee") in two (2) equal payments during each Fiscal Year: (1) fifty percent (50%) on or about January 15; and (2) the remaining fifty percent (50%), adjusted as necessary to reflect oversight fees due under this Agreement, on or about June 15.

County Superintendent shall invoice Charter School for the Oversight Fee that is due, and Charter School shall remit payment within thirty (30) days of receipt of the invoice, or thirty-two (32) days from the invoice date. If payment is not received within that timeframe, Charter School hereby authorizes the County Superintendent to transfer the unpaid amount from Charter School's Treasury account to the County Superintendent's account.

G. Insurance and Liability

1. Charter School will provide certificates of insurance coverage to OCDE prior to opening and annually thereafter. The certificates shall indicate that the Board, County Superintendent, and OCDE are endorsed as additional insured under the coverage and shall include a provision that the coverage will be primary and will not participate with any valid and collectible insurance or program of self-insurance carried or maintained by the Board, County Superintendent or OCDE. Exhibit A, Insurance Coverage and Policies indicate the minimum insurance requirements and is incorporated by reference herein. Charter School shall forward any written notice to OCDE within three (3) business days of any modification, change or

cancellation of any of the above insurance coverage. It is expressly understood that the coverage and limits referenced herein shall not in any way limit the liability of Charter School. In addition, Charter School shall assure that its vendors have adequate insurance coverage for the goods and/or services provided to Charter School to protect the interests of Charter School as well as OCDE, the Board and the County Superintendent.

2. Charter School shall hold harmless, defend, and indemnify the Board, the County Superintendent, and OCDE, its officers, agents, and employees from every liability, claim, or demand (including settlement costs and reasonable attorneys' fees) which may be made by reason of: (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm or Charter School related to any act, neglect, default or omission of Charter School, its officers, employees or agents, including any claims for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors. In cases of such liabilities, claims or demands, Charter School, at its own expense and risk, shall defend all legal proceedings which may be brought against it and/or the Board, the County Superintendent or OCDE, its officers and employees, and satisfy any resulting judgments that may be rendered against any of them. Notwithstanding the foregoing: (a) any settlement requiring the Board, the County Superintendent or OCDE to admit liability or to pay any money will require the prior written consent of the Board, the County Superintendent or OCDE, as applicable; and (b) the Board, County Superintendent and/or OCDE may join in the defense with its counsel at its own expense.

3. Charter School understands and agrees that its employees, contractors, subcontractors and agents shall not be considered officers, employees or agents of the Board, the County Superintendent or OCDE, and are not entitled to benefits of any kind or nature normally provided to OCDE employees. Charter School further assumes the full responsibility for acts and/or omissions of its employees, agents or contractors as they relate to the services to be provided under the charter and this Agreement. Charter School shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance (as applicable), social security and income tax withholding with respect to employees of Charter School.

4. Required Disclosures: Charter School shall notify OCDE in writing within three (3) business days of any known pending or actual litigation and/or formal claim from any party or notice of potential criminal infraction, criminal or civil action against Charter School or any employee, or request for information by any governmental agency to the extent permitted by law. Charter School acknowledges and agrees it shall comply with all applicable laws and regulations as may be amended or added during the term of the charter.

H. Human Resources

CalSTRS and CalPERS Reporting Requirements: Charter School shall accept and assume sole financial responsibility for any and all CalSTRS and CalPERS reporting fines and penalties,

including any and all financial consequences from the implementation of regulations, or any other action, that renders employees of Charter School ineligible to participate in a governmental defined-benefit retirement plan.

I. Contracts

1. Charter School shall not have the authority to enter into a contract that would bind the Board, County Superintendent and/or OCDE, nor to extend the credit of the Board, County Superintendent and/or OCDE to any third person or Party. Charter School shall clearly indicate in writing to vendors and other entities with which or with whom Charter School enters into an agreement or contract that the obligations of Charter School under such agreement or contract are solely the responsibility of Charter School and are not the responsibility of the Board, County Superintendent and/or OCDE.

2. Charter School shall ensure that all contracts for goods and services comply with bidding requirements tied to receipt of any state, federal, local or grant funds that require compliance with bidding that is more stringent or purchasing requirements. Additionally, records and information regarding implementation of the contract will be provided to OCDE in accordance with Education Code section 47604.3.

3. Charter School will make every effort to ensure that vendors comply with all reasonable inquiries by OCDE for records and information related to this contract.

4. Charter/Education Management Organization (C/EMO) Contracts:

   Entering into or substantively revising a contract with an Educational Charter Management Organization (E/CMO) shall be presented to the Board for approval as a material revision to the charter.

   Charter School shall ensure the following for any C/EMO contract:

   a) Require that any C/EMO contract (or revision to an agreement) that is entered into be in compliance with state and federal law and the charter and includes language that:

      i. None of the principals of either the C/EMO or Charter School has conflicts of interest.

      ii. C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code section 7920.000 et seq.

      iii. Any provision of the agreement that is in violation of state or federal law or the charter is void.

   b) Upon approval by Charter School board, Charter School shall provide OCDE a copy of the following:

      i. C/EMO agreement (or revision to an agreement).

ii. Evidence that the C/EMO is a nonprofit public benefit corporation.

iii. A description of the C/EMO's roles and responsibilities for the management of Charter School and the internal controls that will be put in place to guide the relationship.

iv. A list of other schools managed by the C/EMO.

v. A list of and background on the C/EMO's leaders and board of directors.

J. Facilities Agreement

1. Prior to opening, Charter School will provide a written signed agreement, lease or other similar document indicating Charter School's right to use the principal school site identified in the charter, and any ancillary facilities identified by Charter School, for that school year unless Charter School has previously provided a long-term lease that includes the school year at issue, and evidence that the facility will be adequate for Charter School's needs.

2. A pre-opening site visit shall be conducted by OCDE prior to the opening of Charter School. Once open, Charter School must request a material revision to the charter petition in order to change facilities. Following an approved revision to the charter, OCDE will conduct, without unreasonable delay, a site visit of a new or changed Charter School facility prior to students attending the new facilities. Under extraordinary circumstances (e.g., a change of facilities necessitated by fire, natural disaster or inhabitability), the Parties may waive the pre-opening site visit.

K. Zoning and Occupancy

1. Charter School shall provide OCDE with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of the zoning certification, Charter School can provide OCDE with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or then applicable state law. The facility must meet all applicable health and fire code requirements, zoning laws, and Americans with Disabilities Act ("ADA") requirements for a K-12 public school.

2. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to OCDE for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code section 47614 (Proposition 39), it will follow applicable statutes and regulations regarding submission of such a request to the school district.

3. Notwithstanding any language to the contrary in this charter, the interpretation, application and enforcement of this provision are not subject to the Dispute Resolution

Process outlined in the charter. The Parties agree that should a dispute arise under this section, they will meet to attempt to resolve any concerns within ten (10) calendar days of the dispute.

L. Dispute Resolution

The Parties acknowledge and agree that in addition to the provisions of the charter, dispute resolution procedures shall be consistent with applicable laws and regulations, including Education Code section 47607(g). The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between OCDE and Charter School, except any controversy or claim that is in any way related to revocation of this Charter School, pursuant to the terms of the dispute resolution procedures in the charter.

IV. MATERIAL REVISIONS

Modifications of the approved charter must be in writing and submitted to OCDE for review and determination as to whether such amendments must be submitted to the Board as a material revision to the charter. Such amendments may only be submitted to the Board upon the approval of Charter School's board and will take effect only if approved by the Board.

V. SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

VI. NON-ASSIGNMENT

No portion of this Agreement or the Charter petition approved by the Board may be assigned to another entity without the prior written approval of the Board.

VII. WAIVER

A waiver of any provision or term of this Agreement must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All Parties agree that neither Party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992.

VIII. NONDISCRIMINATION

The Parties recognize and agree that in addition to complying with all nondiscrimination requirements of the Charter Schools Act, including agreement that Charter School shall not charge tuition, shall be nonsectarian, and pursuant to Education Code section 200 et seq., Charter School shall be open to all students. In addition to these nondiscrimination provisions, Charter School shall not discriminate against applicants or employees on the basis of any characteristics or categories protected by state

or federal law. Charter School acknowledges and agrees that it shall comply with all applicable federal and state nondiscrimination laws and regulations as they may be amended.

IX. COMPLAINT PROCEDURES

Charter School shall adopt Uniform Complaint Procedures in accordance with California law. Furthermore, Charter school shall adopt and maintain policies and procedures to address parent and student concerns and/or complaints. Uniform Complaint Procedures and parent/student complaint procedures shall be communicated to parents and students annually in a format to be determined by Charter School.

X. NOTIFICATION

All notices, requests and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:

To OCDE at:
Renee Hendrick, Deputy Superintendent
Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92626-5922

To California Online Public Schools at:
Dr. Richard Savage, Co-Superintendent
California Online Public Schools Southern California
33272 Valle Road
San Juan Capistrano, CA 92675-4842

XI. INTEGRATION

This Agreement contains the entire Agreement of the Parties with respect to the matters covered hereby and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement. No person or Party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The Parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the Parties.

XII. ORDER OF PRECEDENCE

The Parties further acknowledge and agree that, unless otherwise noted in this Agreement, any inconsistency in the charter shall be resolved by giving precedence in the following order:

1. This Agreement
2. Documents incorporated by reference to the Agreement, including Exhibit A
3. The Charter, as approved by the Board
4. The bylaws and articles of incorporation of the nonprofit public benefit corporation operating as the Charter School

For Charter School		For the Board	
Date:	_____	Date:	_____
Name:	_____	Name:	_____
Title:	_____	Title:	_____
Signature:	_____	Signature:	_____

EXHIBIT A

INSURANCE COVERAGE AND POLICIES

Charter School, at its sole cost and throughout the charter term, shall procure and maintain in effect each insurance listed below. All required insurance, and if self-insurance will be provided, must contain coverage that complies, at a minimum, with the following requirements:

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is unavailable, Charter School shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests.
2. General Commercial Liability with at least $2,000,000 per occurrence and $5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators' legal liability, and fire legal liability of Charter School, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed $20,000 for any and all losses resulting from negligence, errors and omissions of Charter School, its governing board, officers, agents, employees, and/or students.
3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under workers' compensation acts, which may arise from Charter School's operation, with statutory limits. The workers' compensation insurance coverage must also include employer's liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
4. Commercial Auto Liability, including owned, leased, hired, and non-owned coverage with limits of $1,000,000 combined single limit per occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 combined single limit per occurrence.
5. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence, with no self-insured retention.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coversheet

Approval of CalOPS Local Control & Accountability Plan (LCAP) Updates (attached)

Section: VI. Action Items
Item: L. Approval of CalOPS Local Control & Accountability Plan (LCAP) Updates (attached)
Purpose: Vote
Submitted by:
Related Material:
2026 LCAP BIM - CalOPS.docx.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Coast_20260603.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Valley_20260603.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Monterey_Bay_20260603.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_North_Bay_20260603.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Northern_California_20260603.pdf
2026_Local_Control_and_Accountability_Plan_California_Connections_Academy_Southern_California_20260603.pdf

California Online Public Schools

Board Information Memo

SUBJECT: 2026 Local Control and Accountability Plan

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Approval
Date: 6/9/26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): State Requirement
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information):
The LCAP provides an opportunity for California Connections Academy to share our story of how, what, and why programs and services are selected to meet our local needs with our Governing Board, partnering districts, and the community. The 2026 LCAP is in the middle of the current LCAP three-year cycle.

Rationale (Why is this important and why is this coming to the Board):
The LCAP is an annual document brought to the Governing Board to review our school wide goals and actions toward these goals. These goals align with our School Enhancement Target (SET) Goals and encompass most of what we do as a school. The goals are as follows:

1. **All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.-** 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.
2. **All stakeholder groups will demonstrate active engagement in the school program.-** In order to achieve this 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.
3. **All students will graduate with the knowledge and skills needed for college and careers.-** 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.

Evidence of Due Diligence:
The LCAP is an annual compliance document. The process for updating the LCAP is defined by the CDE and is followed strictly each year.

Fiscal Impact:

It is legally required that the LCAP and the Annual Budget be brought to the Board for consideration in the same meeting.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

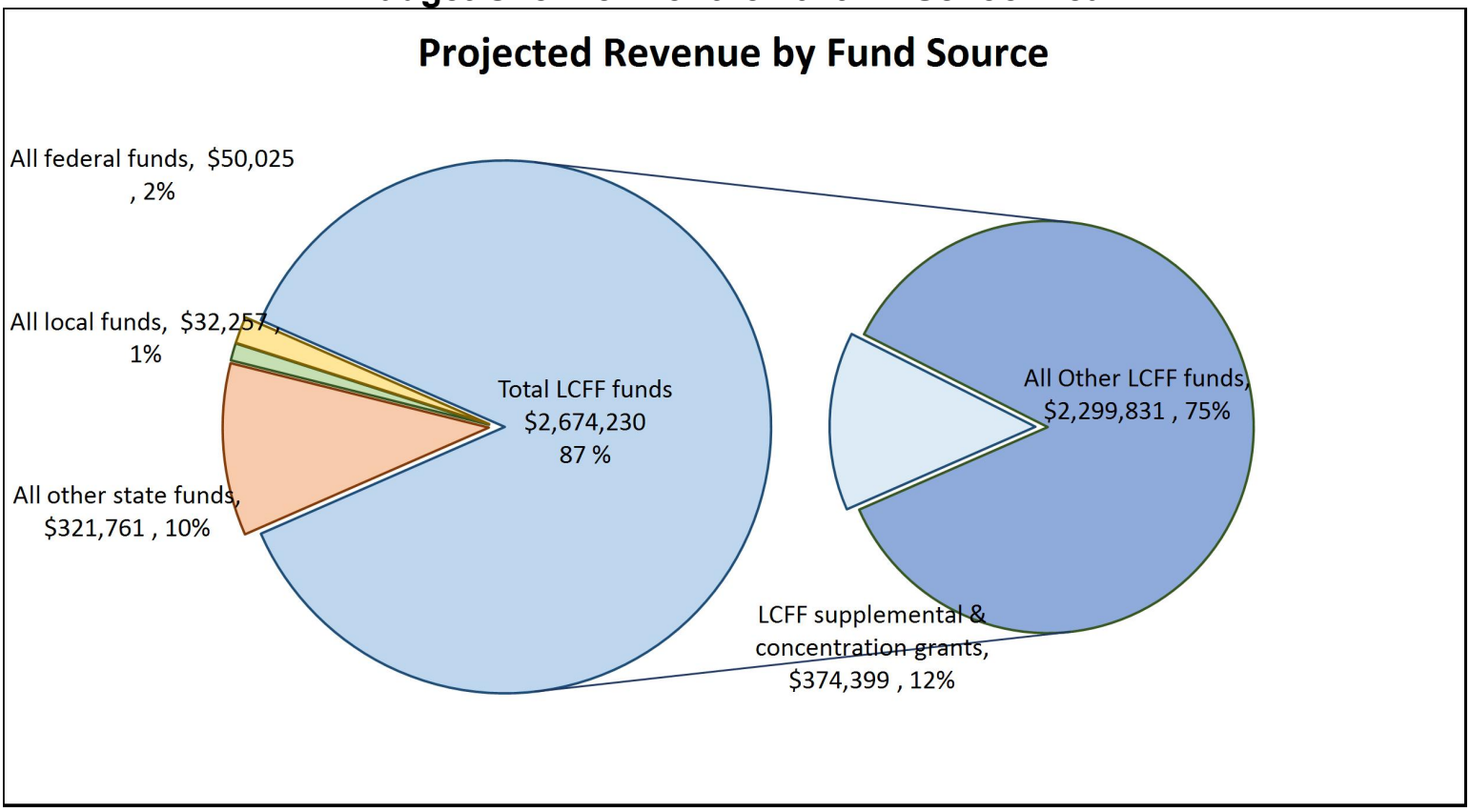
Prepared/Recommended/Approved By: Leslie Dombek, Director of Educational Services

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

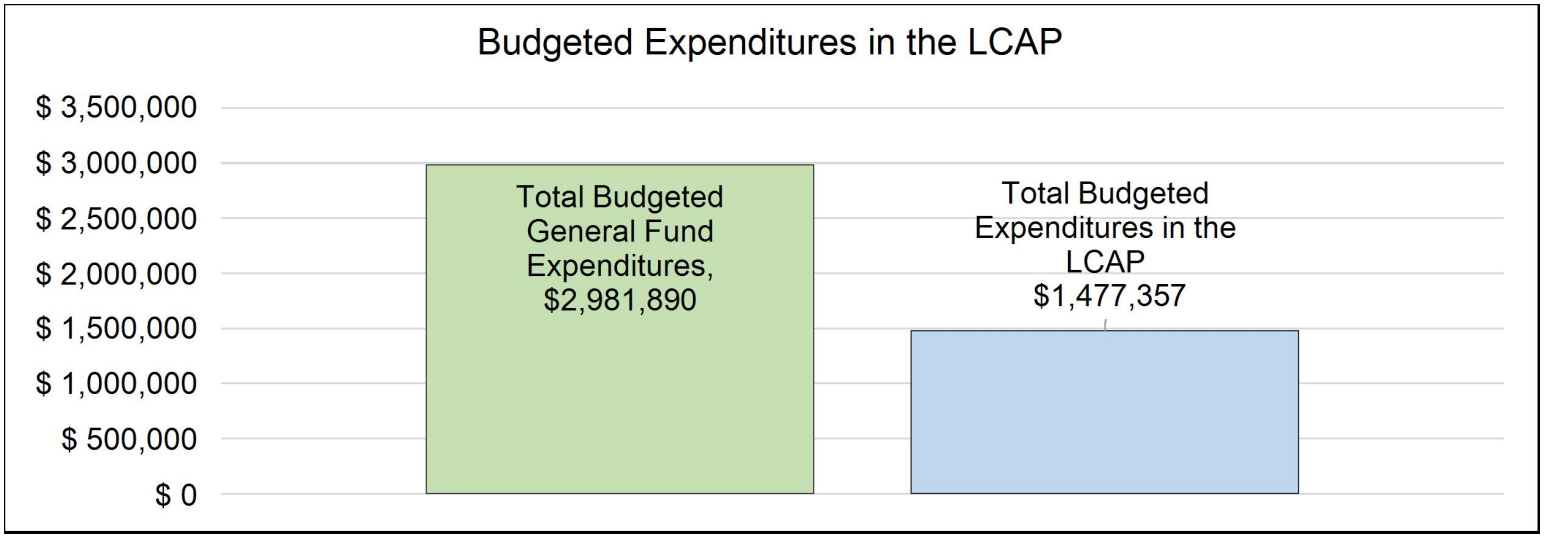


This chart shows the total general purpose revenue California Online Public Schools Central Coast expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Central Coast is $3,078,273, of which $2,674,230 is Local Control Funding Formula (LCFF), $321,761 is other state funds, $32,257 is local funds, and $50,025 is federal funds. Of the $2,674,230 in LCFF Funds, $374,399 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 $2,981,890 for the 2026-27 school year. Of that amount, $1,477,357 is tied to actions/services in the LCAP and $1,504,533 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

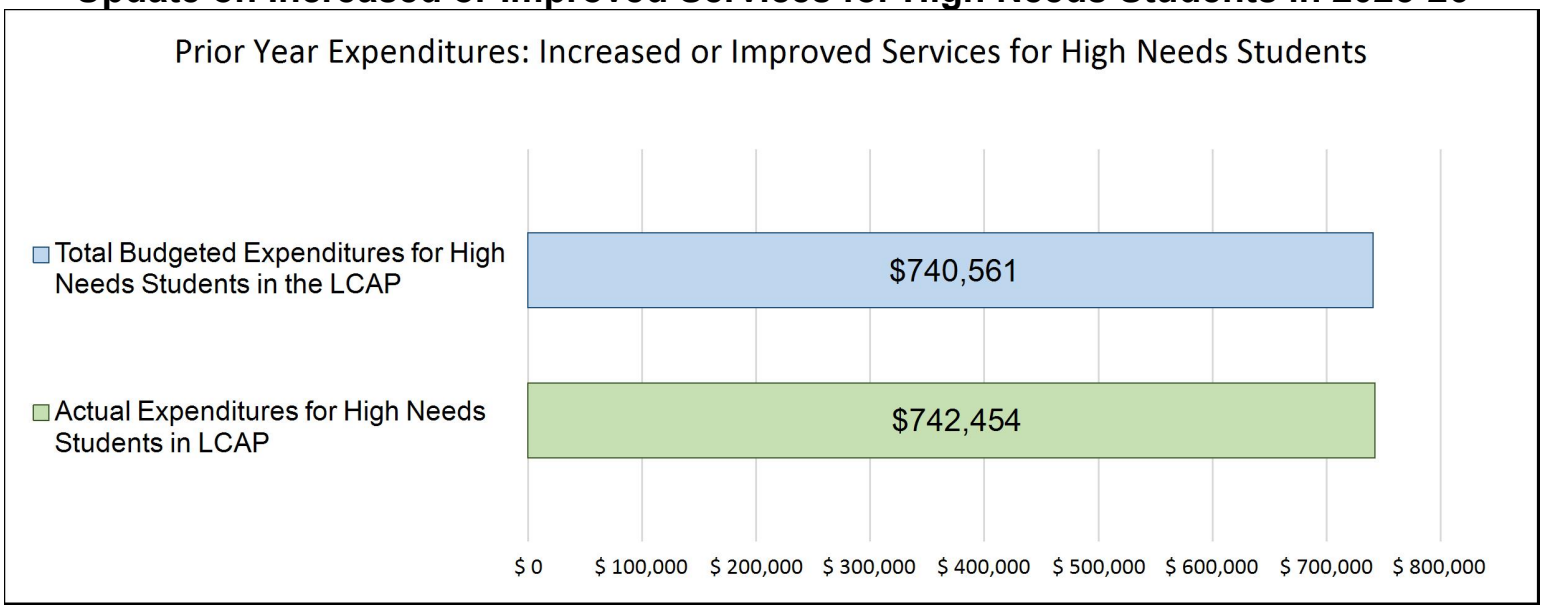
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 $374,399 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 $824,101 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 $742,454 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,893 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
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

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.	$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 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.	$190,349.12	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$5,222.75	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
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.	$1,102.91	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
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.	$37,586.24	Yes

Action #	Title	Description	Total Funds	Contributing
		Continued in house summer school program, allowing high school students to make up credits.		
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$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
$$374,399	$

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
16.279%	0.000%	$0.00	16.279%

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 leverage the collective expertise and efforts of	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide		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 curriculum, share effective

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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.	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: Monitoring network performance and 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
			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, assessment results, and student outcomes 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 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 indicators, and student feedback on digital

Goal and Action #	Identified Need(s)	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 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 allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering	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. Live Classroom Participation: Observing and tracking students' participation in live class

Goal and Action #	Identified Need(s)	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 creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		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-engagement strategies can provide valuable insights into their

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			effectiveness 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 feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 during parent-teacher meetings can indicate the level of caretaker engagement 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
			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 assess program completion and retention. Student Satisfaction Surveys: Administering

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

Goal and Action #	Identified Need(s)	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		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 admission to higher education institutions. Survey Data: Administering surveys 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
			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, 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	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. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating 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
		academic achievement, ensuring that all students have the chance to reach their full potential.	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 summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking

Goal and Action #	Identified Need(s)	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 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	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's	By monitoring the following metrics over time, we can assess the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	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 performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By	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	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:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes. Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate. Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 identify areas where additional support may be needed. Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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, and factors contributing to instability, such as housing transitions or placement changes.
2.7	**Action:** Foster and Homeless Youth Engagement Support	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous	Effectiveness in supporting foster and homeless youth engagement can be

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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	$2,299,830.76	$374,399	16.279%	0.000%	16.279%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,217,547.80	$230,338.59	$0.00	$29,470.65	$1,477,357.04	$1,326,357.25	$150,999.79

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	$5,222.75	$0.00	$5,222.75				$5,222.75	
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	$1,102.91	$1,102.91				$1,102.91	
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	$0.00	$37,586.24				$37,586.24	
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
$2,299,830.76	$374,399	16.279%	0.000%	16.279%	$824,100.69	0.000%	35.833 %	**Total:**	$824,100.69
								LEA-wide Total:	$792,941.47
								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	$5,222.75	
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	$1,102.91	
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	$37,586.24	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,318,099.92	$1,274,710.79

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)
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	248,338.83
1	**1.3**	Teacher Collaboration for Academic Achievement	Yes	$329,512.00	291,817.05
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	163,965.73
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	2,404.43
3	3.3	AVID Program Implementation	Yes	$349.29	1,695.85
3	3.4	Credit Recovery and Summer Intervention	Yes	$31,828.79	30,195.07
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	$742,453.56	($1,892.41)	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	208,446.46		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$261,852.00	243,946.22		
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	140,030.31		
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	2,404.43		

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	30,195.07		

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%	$742,453.56	0.000%	34.428%	$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).

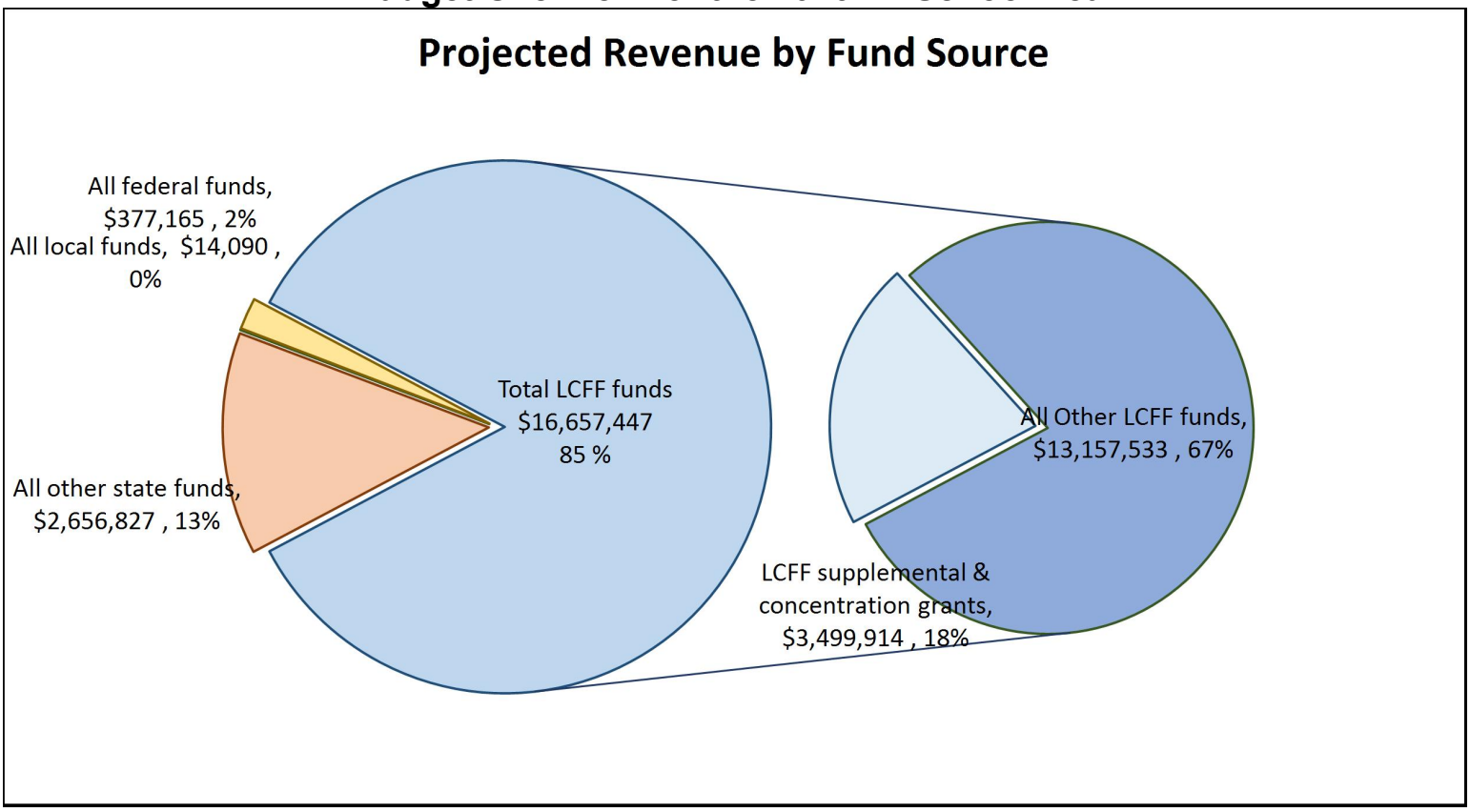
California Department of Education
November 2024

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

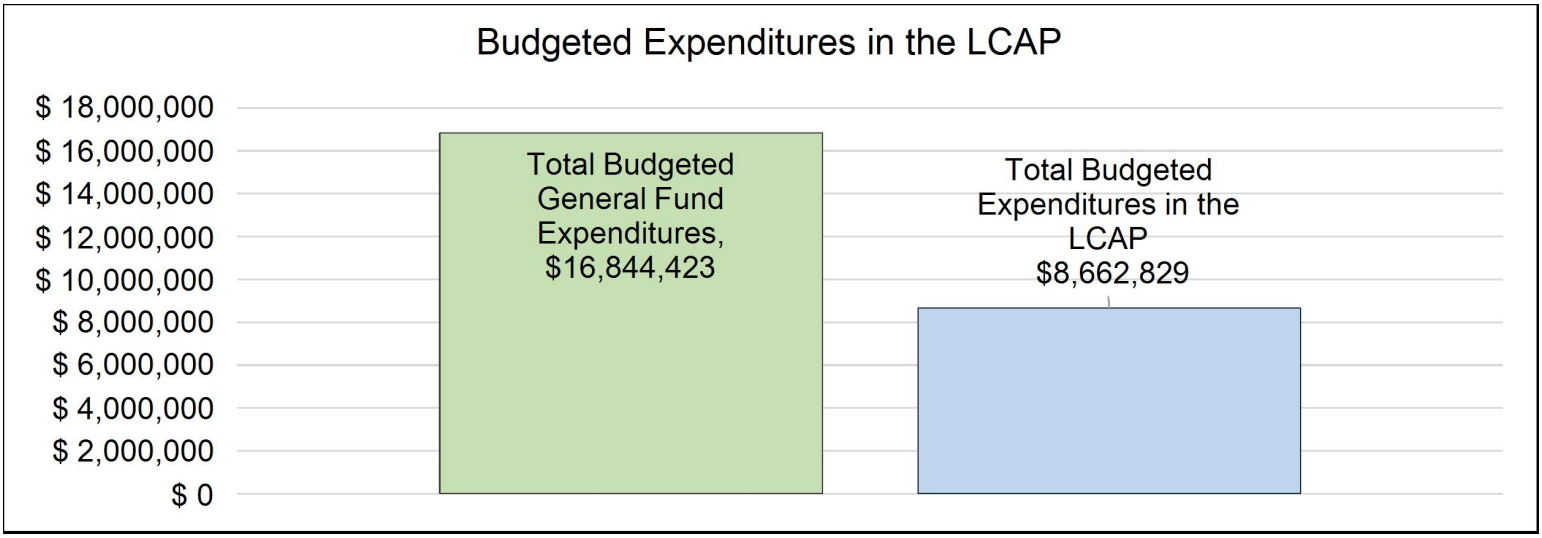


This chart shows the total general purpose revenue California Online Public Schools Central Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Central Valley is $19,705,529, of which $16,657,447 is Local Control Funding Formula (LCFF), $2,656,827 is other state funds, $14,090 is local funds, and $377,165 is federal funds. Of the $16,657,447 in LCFF Funds, $3,499,914 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 $16,844,423 for the 2026-27 school year. Of that amount, $8,662,829 is tied to actions/services in the LCAP and $8,181,594 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

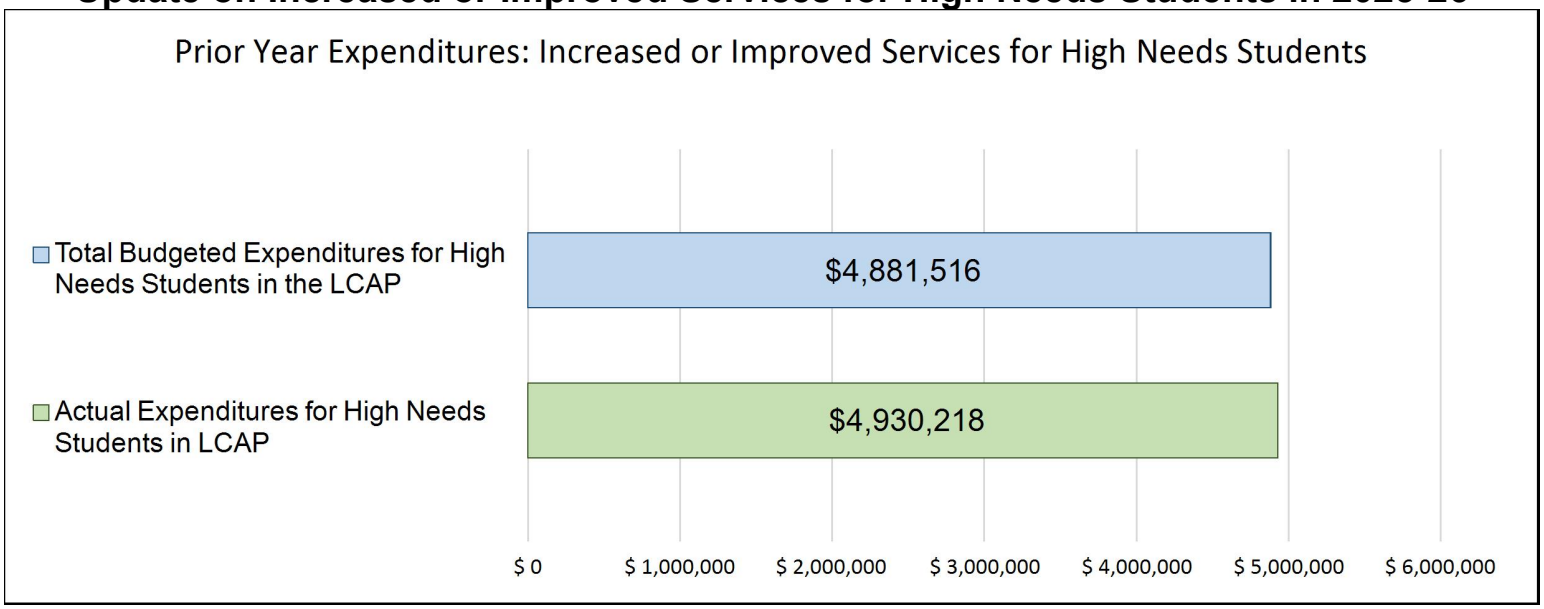
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 $3,499,914 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 $5,420,430 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 $4,930,218 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $48,702 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
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

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.	$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
2.3	Framework of Tiered Re-engagement	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully	$1,098,833.58	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$30,233.76	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 students providing tools such as WiFi hotspots and other such engagement support.	$157,115.01	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.	$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.	$13,880.13	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
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	$221,655.69	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$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
$$3,499,914	$

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
26.600%	0.000%	$0.00	26.600%

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

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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 leverage the collective expertise and efforts of	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development

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	our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide		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 curriculum, share effective

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			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 for the efficient use of

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			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, regardless of department,

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			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 objectives as decided on

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			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 essential for their success in and beyond high school.

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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: Monitoring network performance and usage

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			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, assessment results, and student outcomes to

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			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 indicators, and student feedback on digital

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			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 allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering	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. Live Classroom Participation: Observing and tracking students' participation in live class

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	equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		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-engagement strategies can provide valuable insights into their

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			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 feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived

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			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 during parent-teacher meetings can indicate the level of caretaker engagement and

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			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 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.	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	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.

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	Scope: LEA-wide	programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.	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.
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	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,	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates

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	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	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.	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 students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who

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			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 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	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

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		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.	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 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

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			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 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

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	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

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			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

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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.

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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.

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			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.

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			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	$13,157,533.00	$3,499,914	26.600%	0.000%	26.600%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,163,020.70	$1,329,681.94	$0.00	$170,125.97	$8,662,828.61	$7,656,782.96	$1,006,045.65

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	$30,233.76	$0.00	$30,233.76				$30,233.76	
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	$122,171.07	$157,115.01				$157,115.01	
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	$13,880.13	$13,880.13				$13,880.13	
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	$4,680.59	$221,655.69				$221,655.69	
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
$13,157,533.00	$3,499,914	26.600%	0.000%	26.600%	$5,420,430.33	0.000%	41.196 %	**Total:**	$5,420,430.33
								LEA-wide Total:	$5,118,385.60
								Limited Total:	$302,044.73
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		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	$30,233.76	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$157,115.01	
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	$13,880.13	
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	$221,655.69	
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	$7,831,033.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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	1,440,943.78
1	**1.3**	Teacher Collaboration for Academic Achievement	Yes	$1,977,072.00	1,886,666.64
1	**1.4**	Synchronous and Asynchronous Instructional Tools	Yes	$43,903.42	165,325.99
1	**1.5**	English Learner Student Achievement	Yes	$33,446.19	87,057.66
1	**1.6**	LTEL Support	Yes	$11,664.00	24,790.08
1	**1.7**	Foster and Homeless Academic Achievement	Yes	$13,141.00	15,735.29
2	**2.1**	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$302,188.12	577,064.97
2	**2.2**	Track and Record Daily Student Participation	No	$1,597,559.43	1,454,168.01
2	**2.3**	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,035,450.00	954,818.26
2	**2.4**	Caretaker Engagement Support	Yes	$102,070.47	96,793.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social Emotional / Mental Health Supports	No	$187,605.05	198,373.36
2	2.6	Increasing Diversity and Inclusion	No	$21,558.75	20,517.92
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$11,257.48	30,345.43
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$14,474.59	34,215.92
3	3.1	College Preparation	Yes	$207,135.55	200,766.14
3	3.2	Career Preparation (CTE)	Yes	$3,744.00	13,880.13
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	193,946.15
3	3.5	Transition Plans	No	$69,300.00	84,228.70
3	3.6	Graduation Rate Progress Monitoring	Yes	$337,350.00	310,320.15
3	3.7	Dual Enrollment Options	No	$8,099.13	7,952.60
3	3.8	Early Intervention Program Development	No	$16,830.00	15,978.86

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	$4,930,218.08	($48,702.10)	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	1,577,158.34		
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	13,880.13		
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	193,946.15		
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%	$4,930,218.08	0.000%	39.841%	$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.

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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).

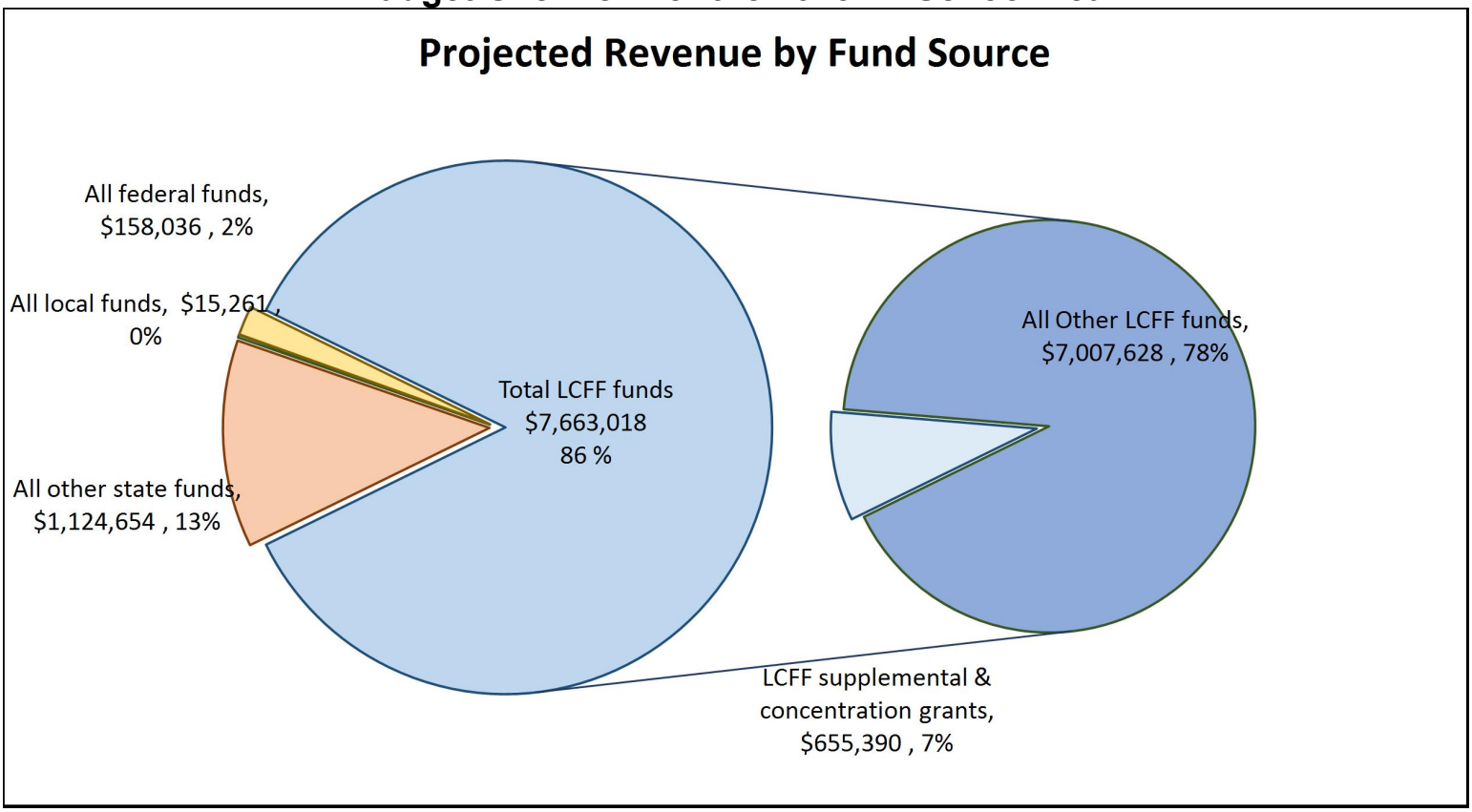
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools 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

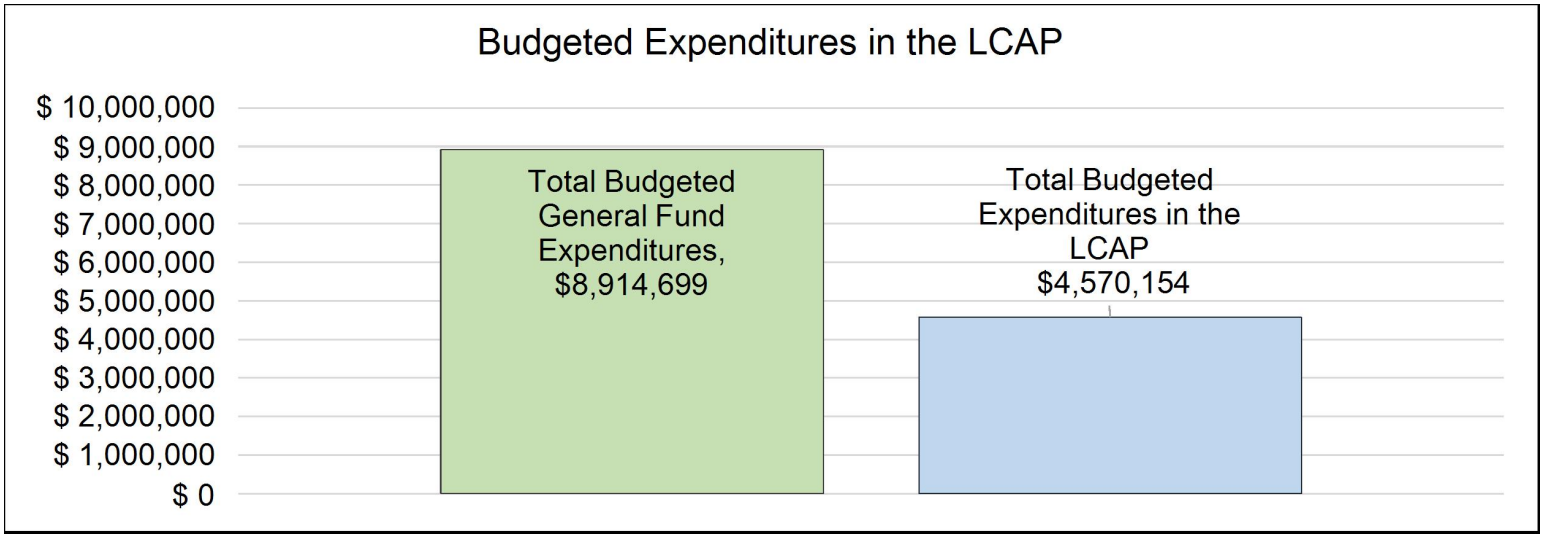


This chart shows the total general purpose revenue California Online Public Schools Monterey Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Monterey Bay is $8,960,969, of which $7,663,018 is Local Control Funding Formula (LCFF), $1,124,654 is other state funds, $15,261 is local funds, and $158,036 is federal funds. Of the $7,663,018 in LCFF Funds, $655,390 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 $8,914,699 for the 2026-27 school year. Of that amount, $4,570,154 is tied to actions/services in the LCAP and $4,344,545 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

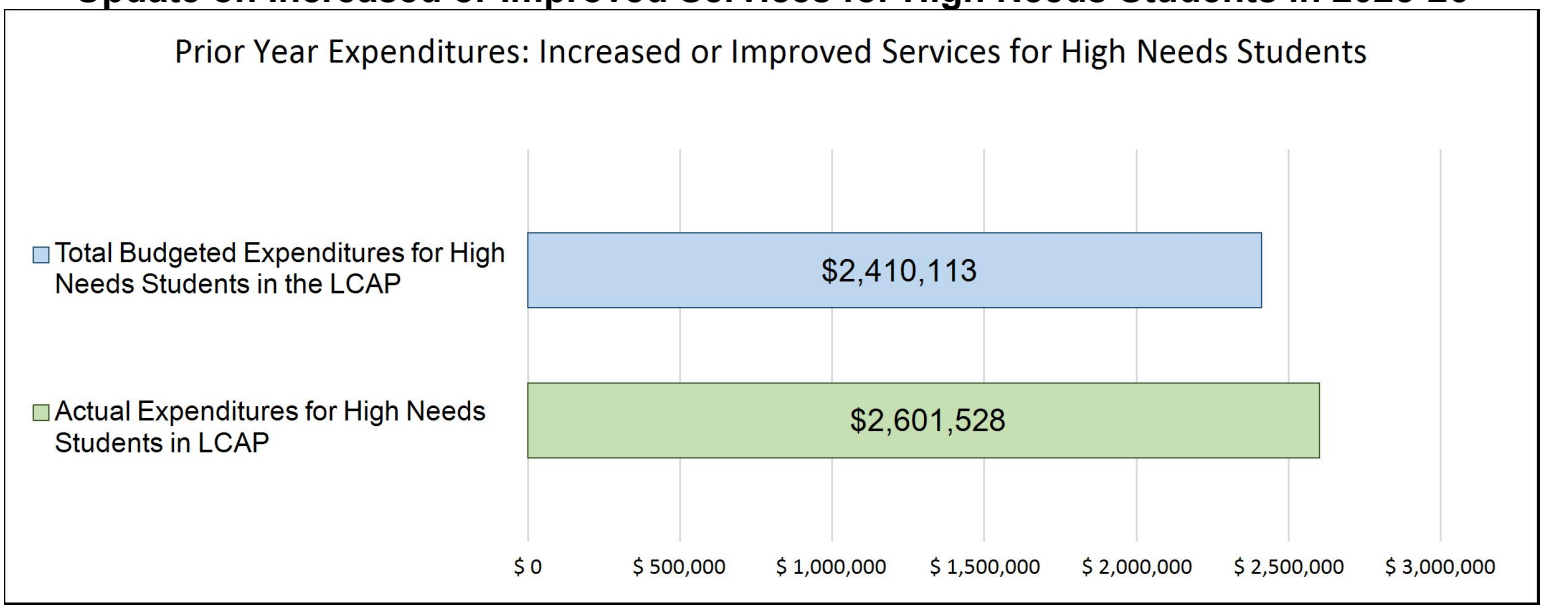
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 $655,390 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 $2,737,770 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 $2,601,528 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 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 Meetings, and Back to school 'All Staff' Meetings, Chronic Absenteeism survey

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, 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 tiers of interventions set up to assist students to find ways to engage fully	$579,699.60	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$15,950.09	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.	$82,887.45	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 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 11%

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 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.	$7,322.59	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.	$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	$116,936.47	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$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
$$655,390	$

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
9.353%	0.000%	$0.00	9.353%

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 leverage the collective expertise and efforts of	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our teachers and staff to support student success and continuous improvement at our school for all student groups. **Scope:** LEA-wide		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 curriculum, share effective

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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.	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: Monitoring network performance and 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
			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, assessment results, and student outcomes 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 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 indicators, and student feedback on digital

Goal and Action #	Identified Need(s)	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 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 allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering	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. Live Classroom Participation: Observing and tracking students' participation in live class

Goal and Action #	Identified Need(s)	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 creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		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-engagement strategies can provide valuable insights into their

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			effectiveness 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 feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 during parent-teacher meetings can indicate the level of caretaker engagement 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
			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 assess program completion and retention. Student Satisfaction Surveys: Administering

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

Goal and Action #	Identified Need(s)	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		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 admission to higher education institutions. Survey Data: Administering surveys 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
			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, 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	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. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating 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
		academic achievement, ensuring that all students have the chance to reach their full potential.	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 summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking

Goal and Action #	Identified Need(s)	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 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 **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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's	By monitoring the following metrics over time, we can assess the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	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 performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.
1.6	**Action:** LTEL Support **Need:** Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By	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	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:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes. Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate. Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 identify areas where additional support may be needed.

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: 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, and factors contributing to instability, such as housing

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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	$7,007,627.64	$655,390	9.353%	0.000%	9.353%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,778,916.45	$701,485.75	$0.00	$89,751.48	$4,570,153.68	$4,039,405.17	$530,748.51

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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	$15,950.09	$0.00	$15,950.09				$15,950.09	
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	$64,452.46	$82,887.45				$82,887.45	
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	$7,322.59	$7,322.59				$7,322.59	
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	$2,469.29	$116,936.47				$116,936.47	
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
$7,007,627.64	$655,390	9.353%	0.000%	9.353%	$2,737,770.12	0.000%	39.068 %	**Total:**	$2,737,770.12
								LEA-wide Total:	$2,578,423.68
								Limited Total:	$159,346.44
								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	$15,950.09	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$82,887.45	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,322.59	
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	$116,936.47	
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	$4,369,548.08

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	7,322.59
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	111,900.90
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	$2,601,528.36	($191,415.23)	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	7,322.59		

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	111,900.90		
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%	$2,601,528.36	0.000%	40.187%	$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).

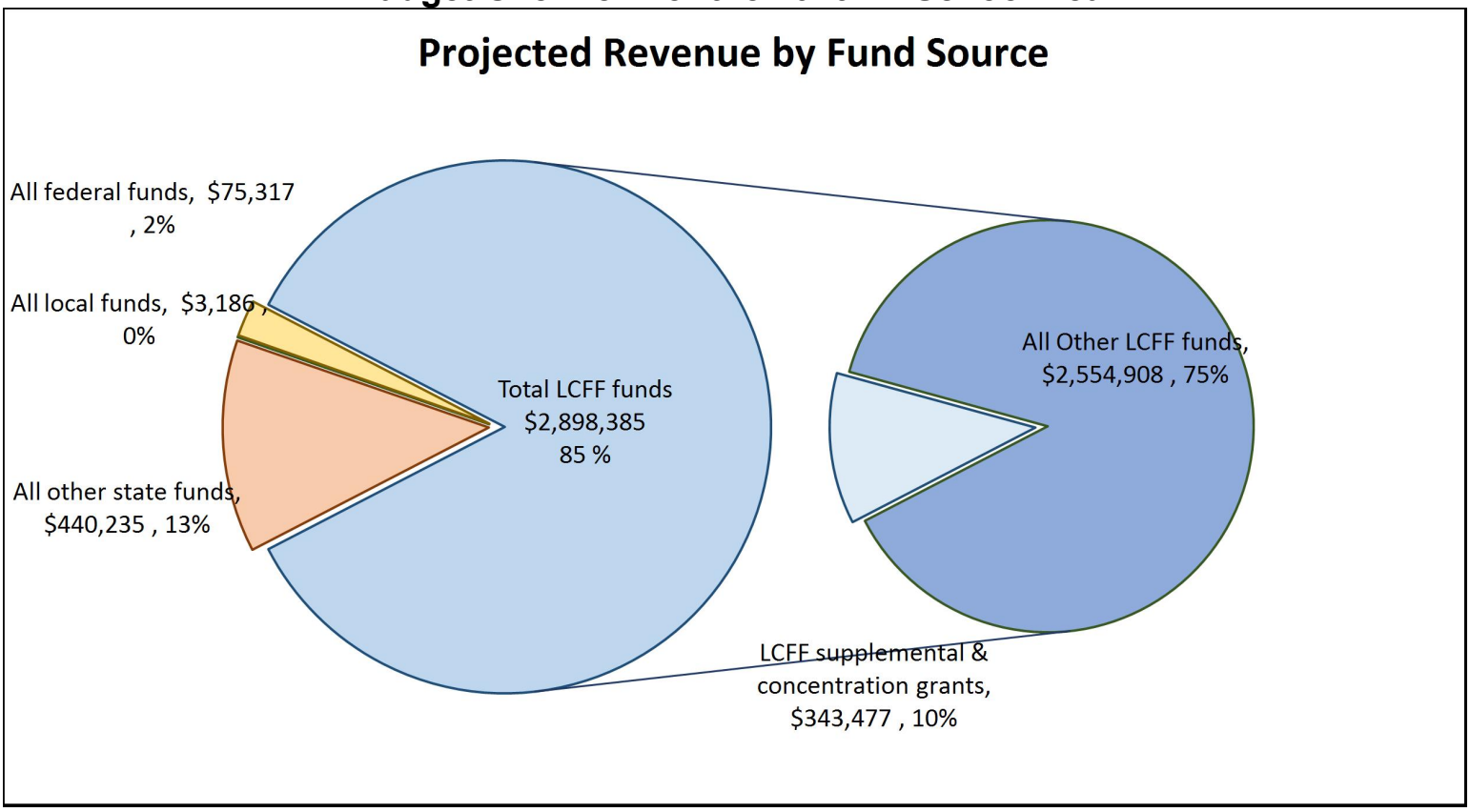
California Department of Education
November 2024

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

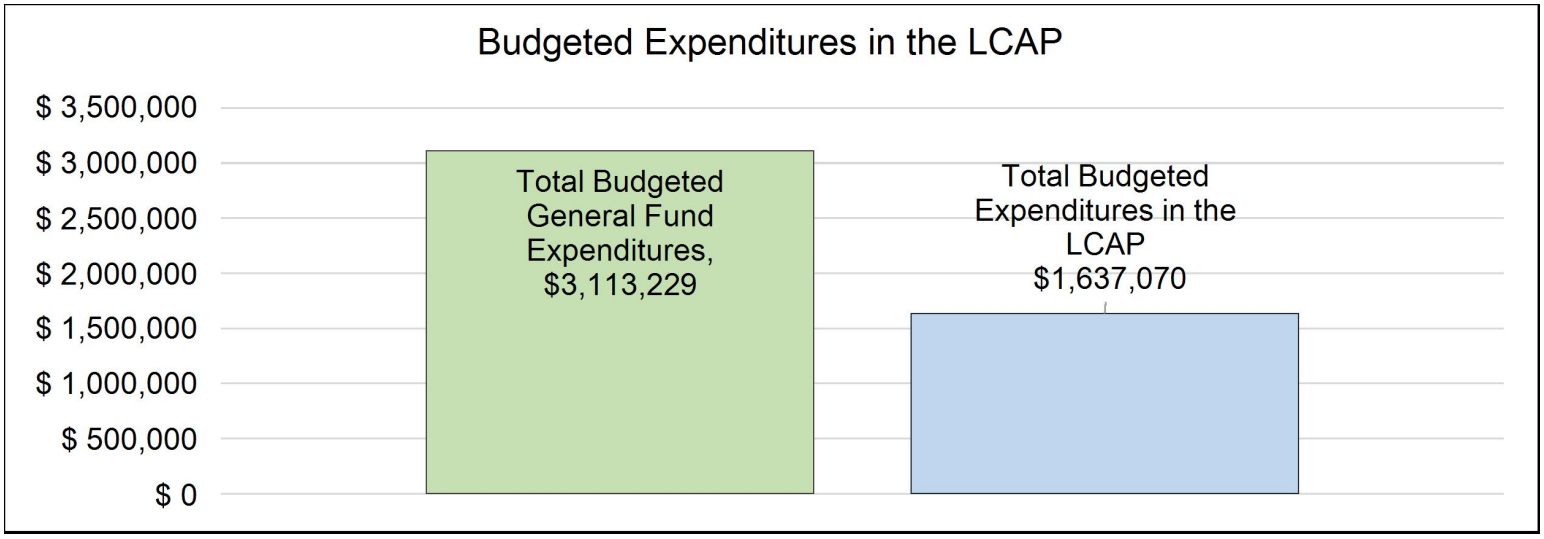


This chart shows the total general purpose revenue California Online Public Schools North Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools North Bay is $3,417,123, of which $2,898,385 is Local Control Funding Formula (LCFF), $440,235 is other state funds, $3,186 is local funds, and $75,317 is federal funds. Of the $2,898,385 in LCFF Funds, $343,477 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 $3,113,229 for the 2026-27 school year. Of that amount, $1,637,070 is tied to actions/services in the LCAP and $1,476,159 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

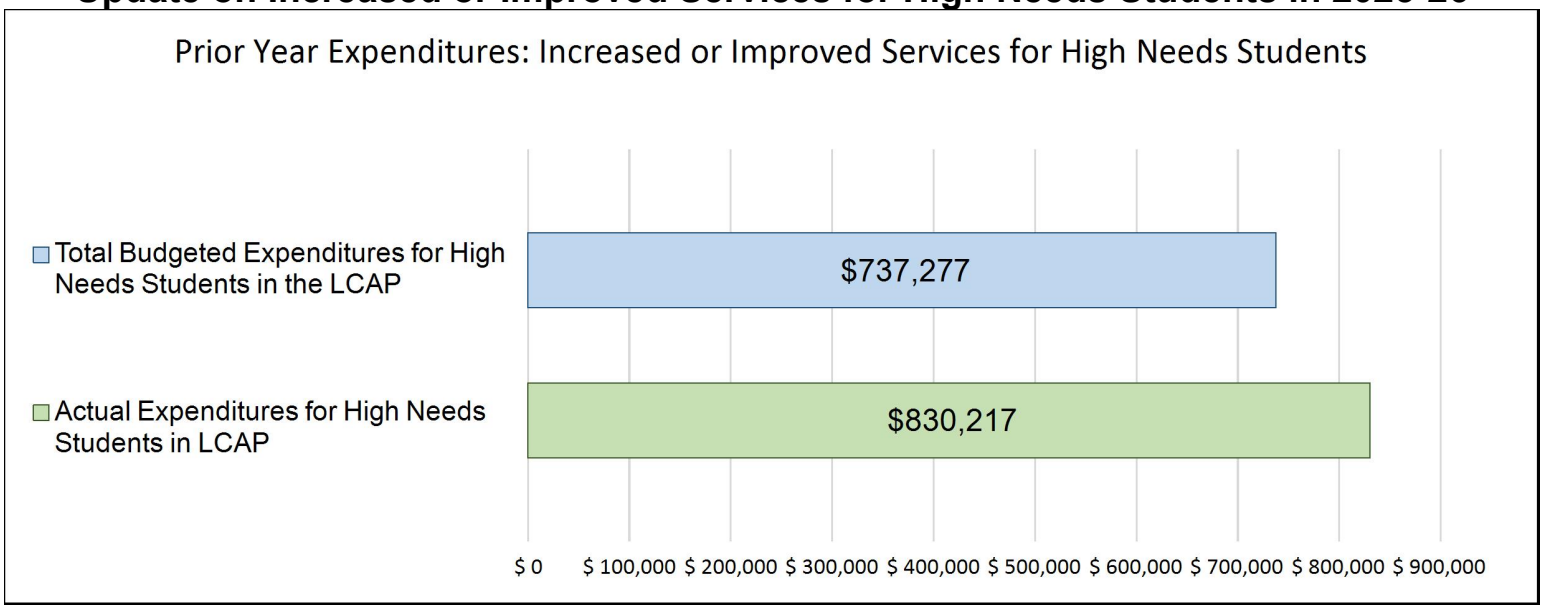
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 $343,477 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 $924,427 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 $830,217 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.
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 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
2.3	Framework of Tiered Re-engagement	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully	$207,653.59	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$5,713.47	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 students providing tools such as WiFi hotspots and other such engagement support.	$29,691.03	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.	$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.	$2,623.02	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 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.	$41,887.69	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$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
$$343,477	$

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
13.444%	0.000%	$0.00	13.444%

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, including improvements in

Goal and Action #	Identified Need(s)	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.	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 lower tiers as a result of intervention success.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 leverage the collective expertise and efforts of our teachers and staff to support student	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development and growth. By sharing expertise, exchanging

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and 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 objectives as decided on by our grad bands, professional 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
			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. Equity and Access: Synchronous and asynchronous instructional

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of	California Connections Academy will monitor these metrics by

Goal and Action #	Identified Need(s)	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: 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	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.	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: Monitoring network performance and usage statistics within the school's infrastructure

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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, assessment results, and student outcomes to assess the impact of

Goal and Action #	Identified Need(s)	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 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 indicators, and student feedback on digital learning resources through

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			the 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 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	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. Live Classroom Participation: Observing and tracking students' participation in live class discussions, group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		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-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates 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 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 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions,

Goal and Action #	Identified Need(s)	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 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, 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.	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. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			the 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 summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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,	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	By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student

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

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, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in

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 and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.
1.6	**Action:** LTEL Support **Need:** 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	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	environment where all students can reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	and opportunities for language development and academic achievement.	language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes. Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate. Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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, 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,	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	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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	$2,554,908.37	$343,477	13.444%	0.000%	13.444%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,353,641.72	$251,278.48	$0.00	$32,149.79	$1,637,069.99	$1,446,951.11	$190,118.88

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	$5,713.47	$0.00	$5,713.47				$5,713.47	
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	$23,087.45	$29,691.03				$29,691.03	
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	$2,623.02	$2,623.02				$2,623.02	
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	$884.52	$41,887.69				$41,887.69	
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
$2,554,908.37	$343,477	13.444%	0.000%	13.444%	$924,426.70	0.000%	36.182 %	**Total:**	$924,426.70
								LEA-wide Total:	$867,347.38
								Limited Total:	$57,079.32
								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		$5,713.47	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$29,691.03	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,623.02	
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	$41,887.69	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,327,893.49	$1,480,687.14

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)
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	2,623.02
3	3.3	AVID Program Implementation	Yes	$413.59	1,850.02
3	3.4	Credit Recovery and Summer Intervention	Yes	$31,828.79	37,686.04
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	$830,216.94	($92,939.86)	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	2,623.02		

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	37,686.04		

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%	$830,216.94	0.000%	33.805%	$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).

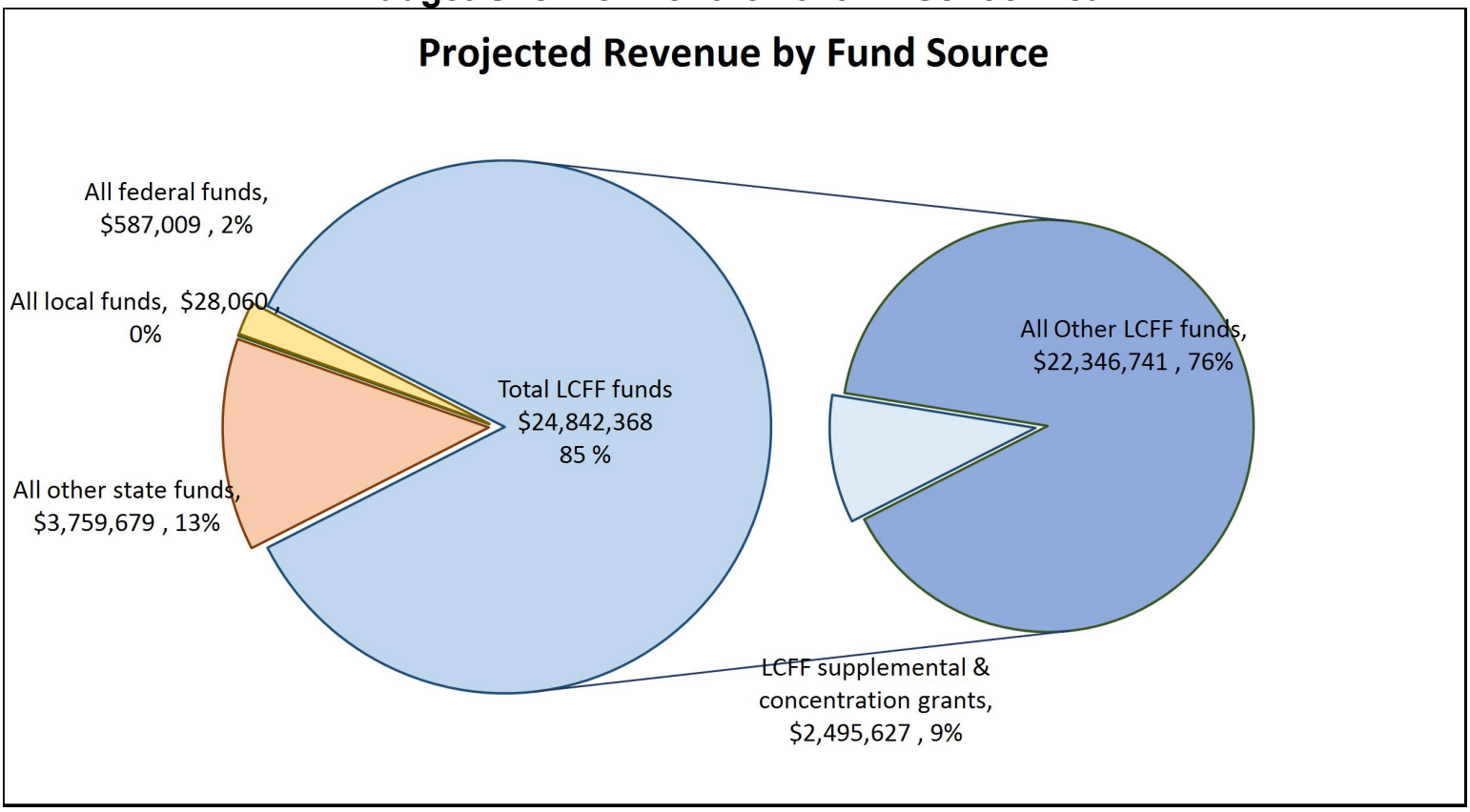
California Department of Education
November 2024

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

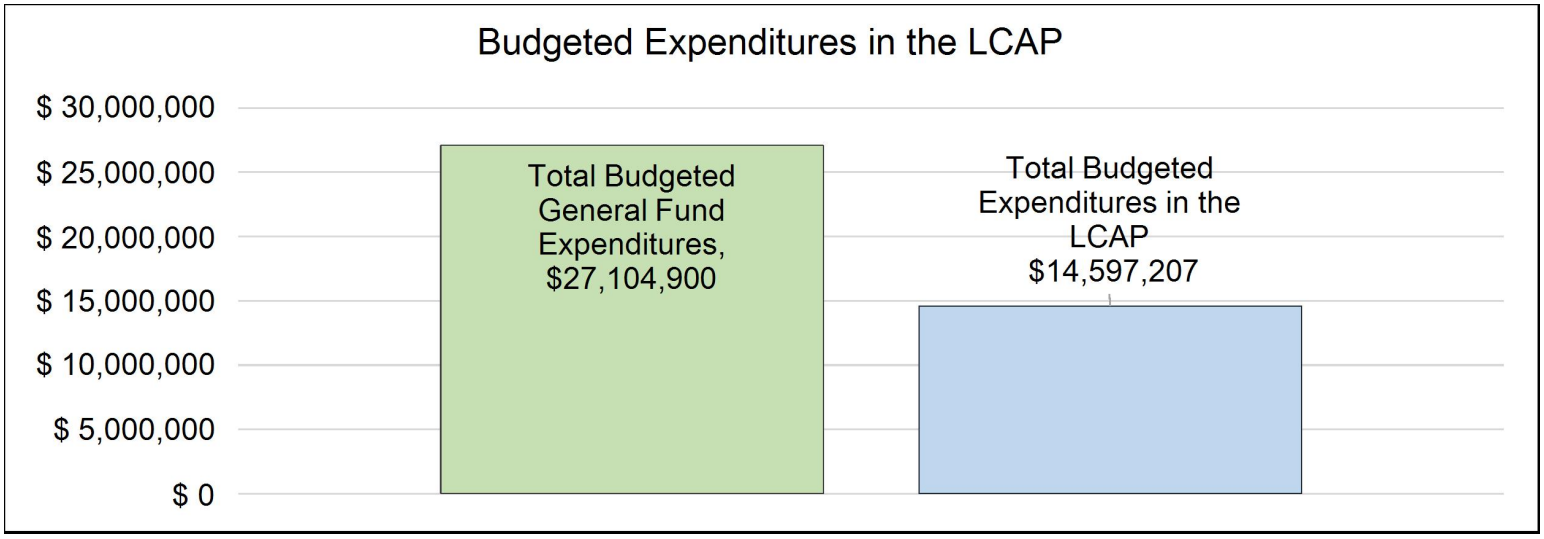


This chart shows the total general purpose revenue California Online Public Schools Northern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Northern California is $29,217,116, of which $24,842,368 is Local Control Funding Formula (LCFF), $3,759,679 is other state funds, $28,060 is local funds, and $587,009 is federal funds. Of the $24,842,368 in LCFF Funds, $2,495,627 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 $27,104,900 for the 2026-27 school year. Of that amount, $14,597,207 is tied to actions/services in the LCAP and $12,507,693 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

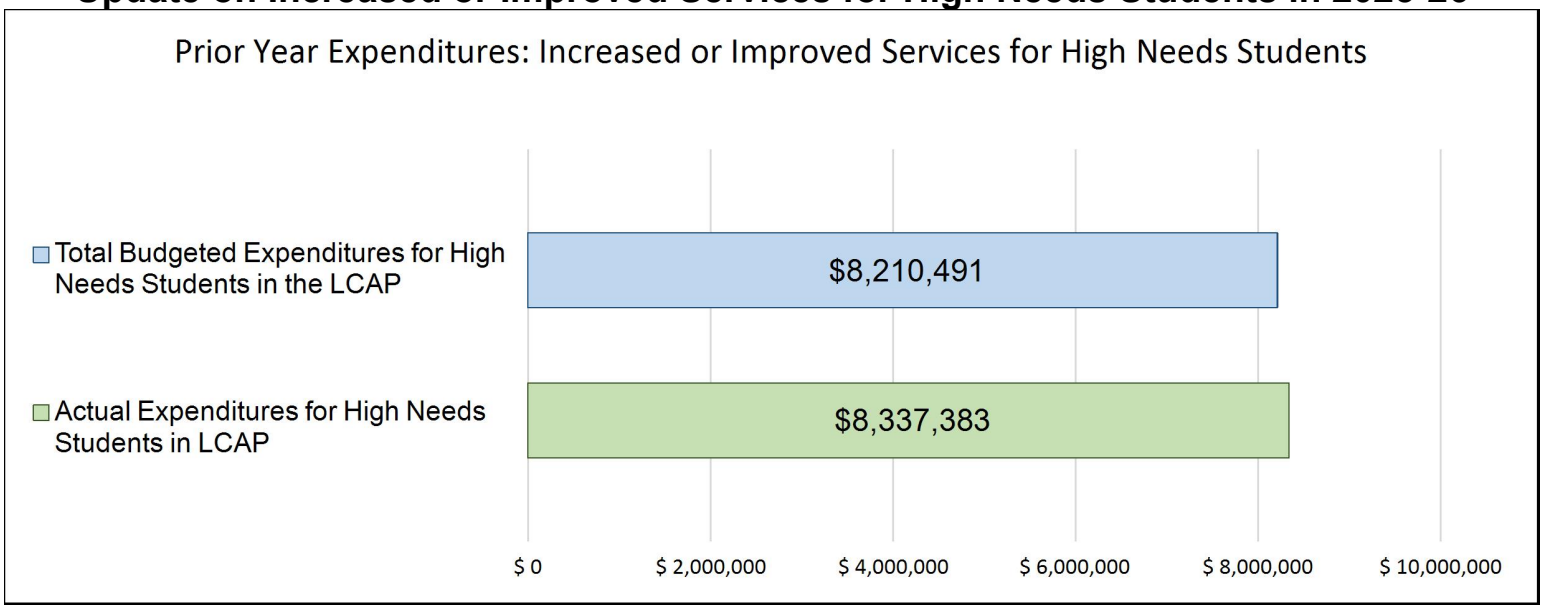
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 $2,495,627 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 $8,242,804 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 $8,337,383 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $126,892 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.

California Online Public Schools

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Online Public Schools Northern California	Dr. Richard Savage 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 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 diagnostics (through month 6)	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
					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
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

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.	$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
2.3	Framework of Tiered Re-engagement	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully	$1,851,577.85	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$50,945.07	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 focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	$264,744.98	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.	$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.	$23,388.57	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
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	$373,498.56	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$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
$$2,495,627	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.168%	0.000%	$0.00	11.168%

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, including improvements in

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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.	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 lower tiers as a result of intervention success.

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

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			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 leverage the collective expertise and efforts of our teachers and staff to support student	Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development and growth. By sharing expertise, exchanging

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

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

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

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			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 objectives as decided on by our grad bands, professional learning

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			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. Equity and Access: Synchronous and

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			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.
2.1	**Action:**	Providing teacher collaboration addresses the diverse needs of educators and students within	Monitoring the effectiveness of these

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	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	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.	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: Monitoring network performance and usage statistics within the school's infrastructure

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			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, assessment results, and student outcomes to assess the impact of

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			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 indicators, and student feedback on digital learning resources through

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			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 allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering	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. Live Classroom Participation: Observing and tracking students' participation in live class

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	equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		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-engagement strategies can provide valuable insights into their

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			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 feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived

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			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 during parent-teacher meetings can indicate the level of caretaker engagement and

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			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 assess program completion and retention. Student Satisfaction Surveys: Administering

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			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 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:**	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.

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	LEA-wide		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 admission to higher education institutions. Survey Data: Administering surveys to

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			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, 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	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. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit

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		academic achievement, ensuring that all students have the chance to reach their full potential.	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 summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking

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			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	Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's	By monitoring the following metrics over time, we can assess the effectiveness

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	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)	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.	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 performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor

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			progress will be crucial to improving and maintaining goals and outcomes. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities

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			will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.
1.6	**Action:** LTEL Support **Need:** 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	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-	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:

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	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)	based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.	English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC). Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes. Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on

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			one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate. Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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, 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	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,	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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	$22,346,741.23	$2,495,627	11.168%	0.000%	11.168%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,069,971.84	$2,240,566.43	$0.00	$286,668.95	$14,597,207.22	$12,901,980.72	$1,695,226.50

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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	

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	$50,945.07	$0.00	$50,945.07				$50,945.07	
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	$205,863.07	$264,744.98				$264,744.98	
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	$23,388.57	$23,388.57				$23,388.57	
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	$7,886.97	$373,498.56				$373,498.56	
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
$22,346,741.23	$2,495,627	11.168%	0.000%	11.168%	$8,242,804.44	0.000%	36.886 %	**Total:**	$8,242,804.44
								LEA-wide Total:	$7,733,847.19
								Limited Total:	$508,957.25
								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	$50,945.07	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$264,744.98	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,388.57	
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		$373,498.56	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,659,560.86	$14,736,232.05

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	2,046,144.15
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	23,388.57
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	371,760.06
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	$8,337,382.99	($126,891.87)	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	1,747,397.72		
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	23,388.57		

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	371,760.06		

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%	$8,337,382.99	0.000%	39.681%	$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

- 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).

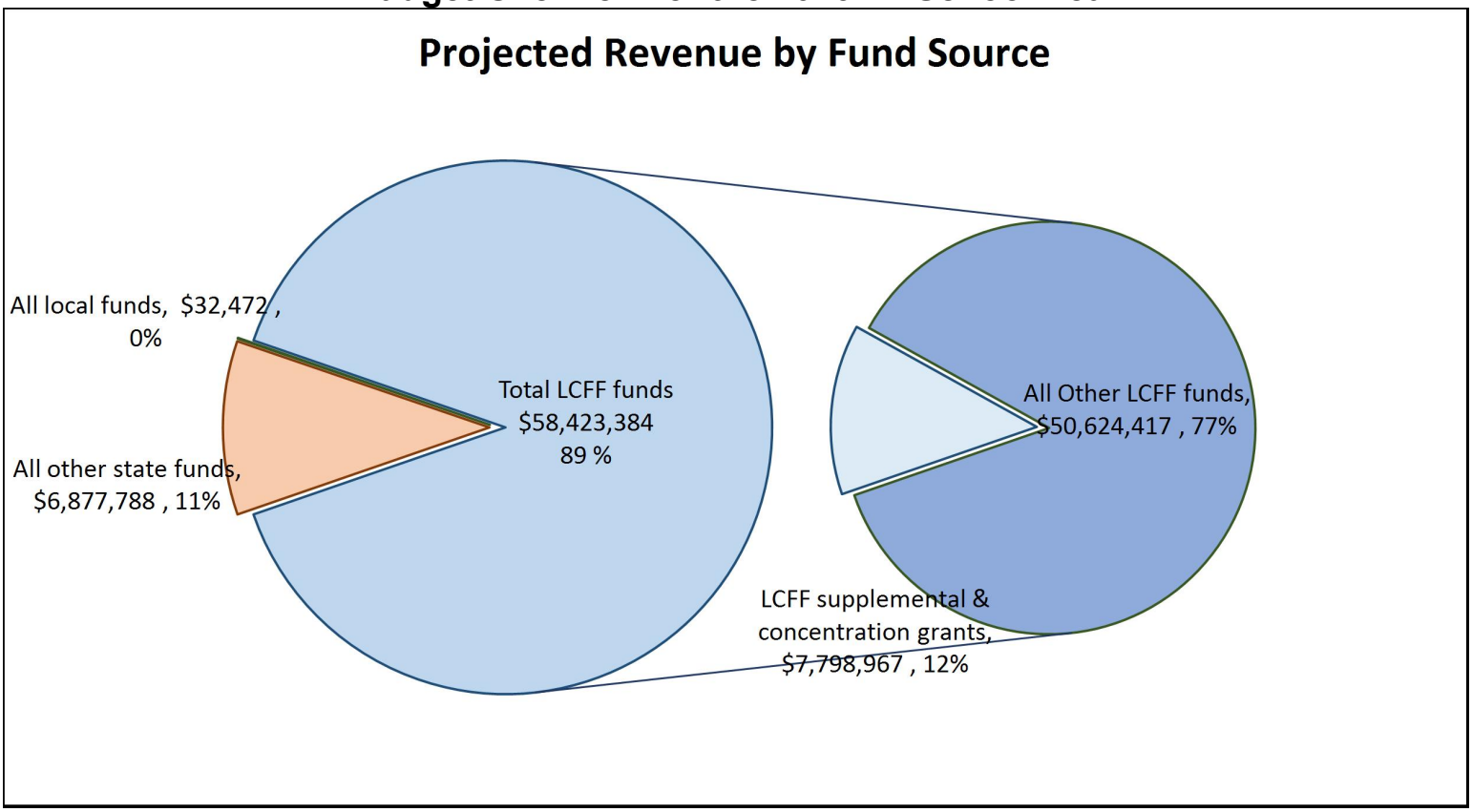
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools 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

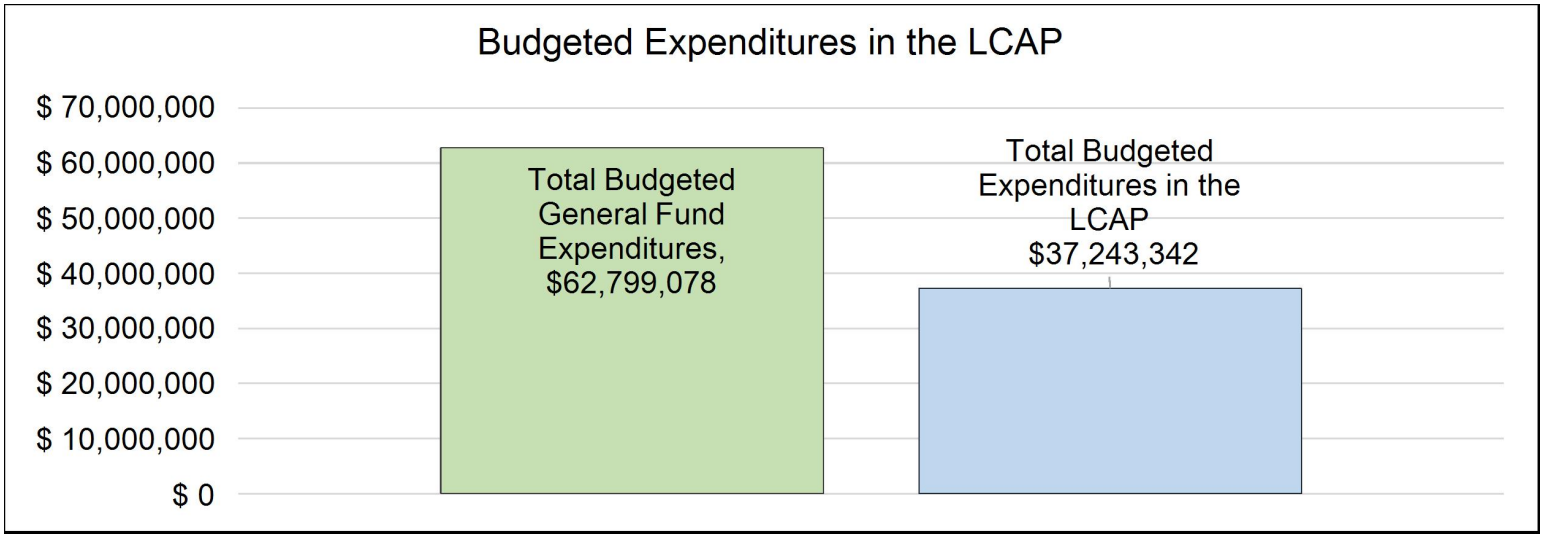


This chart shows the total general purpose revenue California Online Public Schools Southern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Southern California is $65,333,644, of which $58,423,384 is Local Control Funding Formula (LCFF), $6,877,788 is other state funds, $32,472 is local funds, and $0 is federal funds. Of the $58,423,384 in LCFF Funds, $7,798,967 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 $62,799,078 for the 2026-27 school year. Of that amount, $37,243,342 is tied to actions/services in the LCAP and $25,555,736 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

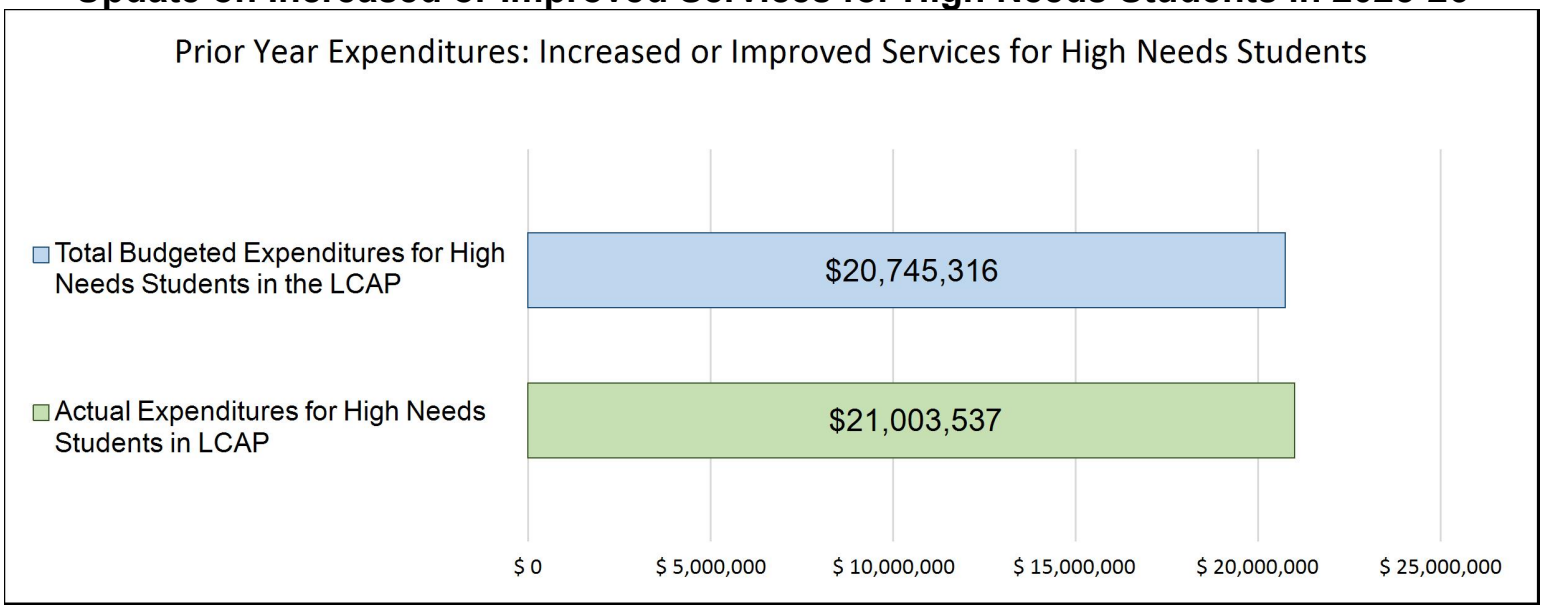
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, 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 $7,798,967 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 $21,030,707 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 $21,003,537 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.

Additional Information Related to California Dashboard Indicators and Local Priorities

California Online Public Schools Southern California (SoCal) provides the following additional information related to California Dashboard indicators and local priority requirements as part of the development of the 2026 LCAP. Data reflects the most current information available at the time of LCAP development, including verified 2024–25 outcomes and preliminary 2025–26 trend data where applicable.

Dashboard and Local Priority Snapshot
Indicator and Current Data
English Learners (EL): 252 students
Long-Term English Learners (LTEL): 36%
Reclassification Rate: 12.5%
AP Exam Success Rate: 66% scored a 3 or higher
EAP College Preparedness: ELA 56.34%
EAP College Preparedness: Mathematics 39.77%
EAP College Preparedness: Science 39.95%
High School Dropout Rate: 11.62% (Preliminary)
Middle School Dropout Rate: 5% (Preliminary)
Expulsion Rate: 0%

School Facilities and Student Access

Students are provided access to standards-aligned instructional materials, technology, and virtual learning platforms necessary for participation in the independent study model. SoCal will continue ensuring equitable access to instructional resources, technology, and virtual learning systems that support student engagement and participation.

Supports for SED, Foster Youth, EL, and SWD Students

Approximately 95 high-need students received targeted supports through counseling, intervention systems, attendance monitoring, McKinney-Vento support, foster youth coordination, and re-engagement outreach. Data continues to inform CalOPS SoCal's MTSS structures, subgroup monitoring systems, and intervention planning. SoCal will continue refining engagement, stabilization, and intervention supports for identified student groups.

CAASPP English Language Arts (ELA)

Most recently available CAASPP English Language Arts (ELA) assessment data demonstrated that 43.85% of students met or exceeded standards overall. Asian students demonstrated the highest proficiency rates, with 81.42% meeting or exceeding standards, while RFEP students demonstrated 58.1% proficiency. Students with Disabilities and Long-Term English Learners (LTELs) demonstrated the greatest identified areas of need. ELA trends continue to guide subgroup monitoring, PLC SMART goals, intervention planning, and targeted instructional supports for identified student groups.

CAASPP Mathematics

Most recently available CAASPP Mathematics assessment data demonstrated that 33.21% of students met or exceeded standards overall. IFEP students and Asian students demonstrated the strongest performance trends, while homeless students and socioeconomically disadvantaged Black/African American students continued to demonstrate lower levels of proficiency. Mathematics achievement remains a significant focus area. SoCal will continue strengthening intervention systems, diagnostics, and targeted instructional supports to improve overall proficiency and address persistent subgroup achievement gaps.

CAST Science

Current CAST science assessment data demonstrated that 36.95% of students met or exceeded standards, while 51.77% scored within the “Standard Nearly Met” category, indicating many students are approaching proficiency. Filipino students demonstrated strong science achievement, with 82.35% meeting or exceeding standards. Science data demonstrates an opportunity to move students from approaching proficiency to meeting standards through targeted instructional supports and intervention planning.

California Alternate Assessment (CAA)

California Alternate Assessment (CAA) data demonstrated strong foundational understanding across assessment areas, with socioeconomically disadvantaged students outperforming non-SED peers in several subjects. In mathematics, 27.45% of students demonstrated foundational understanding or understanding of standards. CAA performance data continues to inform individualized supports, accommodations, progress monitoring, and intervention planning for students participating in alternate assessments.

English Learner Performance

SoCal currently serves 252 English Learners. Overall, 13% are newcomers, 36% are Long-Term English Learners, 28.5% are dually identified students, and the reclassification rate is 12.5%. English Learner data continues to inform designated ELD supports, reclassification efforts, and intervention planning, with continued focus on LTEL outcomes and language acquisition growth.

AP Exam Performance

Most recently available AP assessment data demonstrated that 100 students participated in AP testing, with 66% scoring a 3 or higher on at least one AP examination. SoCal will continue expanding access to rigorous coursework and supporting student success through counseling and academic monitoring systems.

College Preparedness and Early Assessment

Early Assessment Program indicators demonstrated college preparedness rates of 56.34% in ELA, 39.77% in Mathematics, and 39.95% in Science. College and career readiness data continues to inform counseling supports, graduation monitoring systems, academic planning, and postsecondary preparation opportunities.

High School and Middle School Dropout Rates

Preliminary high school dropout data indicates a significant decrease from 20.46% in 2024–25 to 11.62% in 2025–26. Preliminary middle school dropout data also indicates a decrease from 8% in 2024–25 to 5% in 2025–26. SoCal continues prioritizing re-engagement systems, counseling supports, attendance monitoring, transition supports, and dropout recovery practices to improve retention and graduation outcomes. Finalized data will be confirmed following Fall 1 reporting.

Expulsion Rate

SoCal maintained a 0% expulsion rate based on currently available data. SoCal remains committed to proactive intervention systems and restorative approaches that prioritize student support, engagement, and early intervention practices.

Programs and Services for Students with Disabilities (SWD)

Students with disabilities are supported through IEPs, 504 Plans, accommodations, related services, and individualized support systems aligned with state and federal requirements. SoCal continues refining individualized support systems to ensure students receive appropriate accommodations, services, and instructional supports within the independent study setting.

Reflection and Continuous Improvement

Analysis of currently available local and Dashboard-aligned indicators demonstrates continued areas of strength in student engagement systems, subgroup monitoring, English Learner supports, AP achievement, and access to individualized interventions and services. Current trend data also identifies continued areas of need in mathematics achievement, Long-Term English Learner outcomes, and performance among Students with Disabilities and identified student groups.

These findings continue to inform CalOPS SoCal's PLC SMART goals, intervention systems, counseling supports, progress monitoring practices, and continuous improvement planning as part of the implementation of the 2026 LCAP.

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
2.3	Framework of Tiered Re-engagement	When students find difficulty engaging fully with our program, school staff will follow a well-outlined escalation process. This process consists of tiers	$4,724,119.18	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	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.		
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.	$129,981.36	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 students providing tools such as WiFi hotspots and other such engagement support.	$675,470.84	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.	$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 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 11%

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 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.	$59,673.64	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
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.	$952,944.91	Yes

Action #	Title	Description	Total Funds	Contributing
		Continued in-house summer school program, allowing high school students to make up credits.		
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$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
$$7,798,966.67	$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
15.406%	0.000%	$0.00	15.406%

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, including improvements in

Goal and Action #	Identified Need(s)	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.	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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:** Teacher collaboration is essential for promoting academic achievement, fostering	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	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
	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	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 evaluated by participation rates, frequency of logins,

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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, graduation rates, and post-secondary success. As a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 and access rates to inform decision-making and resource allocation.

Goal and Action #	Identified Need(s)	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 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 graduation rates through the school's learning management system.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 internet connectivity among student populations to guide equity

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 **Need:** Tiered re-engagement strategies for students are crucial because they allow educators to	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	Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include: Attendance Rates: Monitoring attendance can

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	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 assessments can indicate whether re-engagement strategies are positively impacting their 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
			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 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.	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	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.	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 reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.	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.
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	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,	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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.	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 students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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 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 such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services. Academic Achievement: Assessing changes in EL

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. Feedback and Surveys: Gathering feedback and insights directly from foster

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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	$50,624,417.33	$7,798,966.67	15.406%	0.000%	15.406%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$30,795,348.73	$5,716,585.36	$0.00	$731,407.66	$37,243,341.75	$32,918,137.68	$4,325,204.07

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	$129,981.36	$0.00	$129,981.36				$129,981.36	
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	$525,239.42	$675,470.84				$675,470.84	
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	$59,673.64	$59,673.64				$59,673.64	
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	$20,122.83	$952,944.91				$952,944.91	
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
$50,624,417.33	$7,798,966.67	15.406%	0.000%	15.406%	$21,030,706.66	0.000%	41.543 %	**Total:**	$21,030,706.66
								LEA-wide Total:	$19,732,152.16
								Limited Total:	$1,298,554.50
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$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		$129,981.36	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$675,470.84	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,673.64	
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	$952,944.91	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,578,562.15	$37,278,812.47

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	59,673.64
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	959,326.29
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	$21,003,536.61	($258,220.31)	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	59,673.64		

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	959,326.29		

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%	$21,003,536.61	0.000%	38.812%	$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

Coversheet

Approval of Declaration of Need 2026-27 School Year (attached)

Section:	VI. Action Items
Item:	M. Approval of Declaration of Need 2026-27 School Year (attached)
Purpose:	Vote
Submitted by:	
Related Material:	26-27 Declaration of Need BIM - CalOPS.pdf cl500_Declaration of Need_CalOPS 26-27.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Declaration of Need 2026-27 School Year

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: June 9, 2026
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): State Requirement
Decision Type (Action Item, Information Only, etc.): Action Item

Background (Brief Summary of Background Information): The Commission on Teacher Credentialing (CTC) requires school districts to submit their Declaration of Need (DON) at the start of each school year before allowing specific types of permits, such as Emergency CLAD for new hire teachers that don't yet have their EL Authorization, to be applied for by the district. The DON must be an Action Item approved by the Board. This DON is applicable for all CalOPS charters, although typically CTC permits are applied for under CalOPS SoCal.

Rationale (Why is this important and why is this coming to the Board): Approval needed before submission to the CTC.

Evidence of Due Diligence: The estimates provided are just that - estimates. The Commission acknowledges that school districts may or may not utilize the indicated types of permits in the school year.

Fiscal Impact: Not having the DON in place limits the organization's ability to hire highly qualified staff that may be still in process of obtaining an EL or Autism Authorization.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Prepared/Recommended/Approved By:
Prepared by Tracy Le, Assistant Director of Human Resources
Presented by Zana Kidd, Director of Human Resources.

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: California Online Public Schools District CDS Code: 66464-0106765

Name of County: Orange County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/9/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Richard Savage	DocuSigned by: Dr. Richard Savage 3E5D9F2CDCCC4...	Superintendent
Name	*Signature*	*Title*
949-240-7895	800-906-5166	05/24/2026
Fax Number	*Telephone Number*	*Date*

33272 Valle Road, San Juan Capistrano, CA 92675
Mailing Address

rsavage@californiaops.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	4
Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
Resource Specialist	0
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	1

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	2
Special Education	5
TOTAL	10

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	1
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 3-5

If yes, list each college or university with which you participate in an internship program.

Chico State School of Social Work, University of LaVerne (ULV), National University (NU)

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

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Coversheet

Approval of Leadership Coaching Contract (attached)

Section:	VI. Action Items
Item:	N. Approval of Leadership Coaching Contract (attached)
Purpose:	Vote
Submitted by:	
Related Material:	Leadership Coaching BIM (June 9, 2026) - CalOPS.pdf CalOPS Leadership Services Agreement.docx.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Leadership Development and Executive Coaching Services Agreement (2026-2027)

Category: Contract Approval

Date: June 9, 2026

Reason for Board Consideration: Fiscal Approval; Professional Services Agreement

Decision Type: Action Item

Background (Brief Summary of Background Information)

CalOPS's Leadership is requesting Board approval of a twelve-month leadership development and executive coaching agreement for the period of July 1, 2026 through June 30, 2027. The engagement includes executive leadership coaching, leadership development support, facilitated in-person meetings and leadership events, development of leadership accountability systems, and ongoing consultation designed to strengthen leadership effectiveness and organizational alignment. The proposed engagement also includes facilitation of up to three in-person meetings or leadership events aligned to organizational priorities and strategic goals.

Rationale (Why is this important and why is this coming to the Board)

As CalOPS continues to implement and strengthen its leadership structure, ongoing investment in leadership effectiveness, accountability, communication, and organizational alignment is essential to sustaining long-term success.

This engagement is intended to support leaders in strengthening collaborative leadership practices, decision-making, accountability, and strategic alignment while reinforcing the organization's vision and values. The work is designed to help ensure that the values of Believing, Connecting, and Empowering with Empathy are consistently reflected in leadership behaviors, organizational culture, and decision-making processes.

This engagement is also distinct from the organization's work with WestEd. While WestEd's support is focused on organizational systems, employee voice, stakeholder engagement, and continuous improvement processes, this engagement focuses specifically on leadership effectiveness, executive coaching, accountability, communication, and leadership development. Together, these efforts support both the systems of the organization and the leaders responsible for guiding them.

Evidence of Due Diligence

Leadership has reviewed the proposed scope of services, anticipated outcomes, deliverables, contract terms, and overall alignment with organizational priorities. The proposal includes:

- Executive leadership coaching and development
- Leadership accountability and alignment support
- Development of leadership working agreements and communication protocols
- Facilitated retreats(in-person meetings) and leadership events
- Ongoing consultation and support throughout the contract term
- Defined deliverables and reporting expectations to support accountability and progress monitoring

Leadership believes the proposed services align with CalOPS' commitment to continuous improvement, leadership effectiveness, and organizational excellence.

Fiscal Impact

The total cost of the twelve-month engagement is **$135,000**, exclusive of travel and related expenses associated with in-person retreats or events. Funding will be provided through the approved organizational budget.

Potential Conflicts of Interest

N/A

Recommendation/Board Action

Approval

Approve the Leadership Development and Executive Coaching Services Agreement for the period of July 1, 2026 through June 30, 2027.

Prepared/Recommended: Zana Kidd, Director of Human Resources

EXECUTIVE COACHING SERVICES AGREEMENT

California Online Public Schools

and

Jennifer Edwards

Effective Date: July 1, 2026

This Executive Coaching Services Agreement ("Agreement") is entered into as of July 1, 2026 ("Effective Date"), by and between California Online Public Schools, a California charter school ("CalOPS"), and Jennifer Edwards, an independent contractor ("Contractor"), collectively referred to as the "Parties."

WHEREAS, CalOPS desires to engage Contractor to provide executive coaching services for the 2026-2027 school year; and

WHEREAS, Contractor desires to provide such services on the terms and conditions set forth herein;

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

---

1. TERM

The term of this Agreement commences on July 1, 2026 and expires on June 30, 2027 (the "Term"), unless earlier terminated in accordance with Section 7 of this Agreement.

2. SERVICES

2.1 Scope. Contractor shall provide executive coaching services as described in Exhibit A attached hereto and incorporated herein by reference (the "Services"). Contractor shall perform the Services in a professional manner consistent with generally accepted executive coaching standards.

2.2 Scheduling. CalOPS and Contractor shall mutually agree on session dates and times. CalOPS agrees to ensure that designated participants are available and committed to attending all scheduled sessions and completing any agreed pre-work in advance of each session.

3. PROGRAM INVESTMENT AND PAYMENT

3.1 Program Fee. The total fee for the Services for the full Term is One Hundred Thirty-Five Thousand Dollars ($135,000.00). This engagement is offered as a single, integrated program for the full contract year.

3.2 Payment Schedule. The payment schedule shall be confirmed upon execution of this Agreement and set forth in Exhibit B. Travel and expenses for the three retreats or events described in Exhibit A are paid by CalOPS and are separate from the program fee.

3.3 Invoicing. Contractor shall invoice CalOPS in accordance with the agreed payment schedule. CalOPS shall pay all undisputed invoiced amounts within thirty (30) calendar days of receipt of a valid invoice.

4. CONFIDENTIALITY

Both parties agree to maintain strict confidentiality regarding all information shared during coaching sessions and throughout the engagement. Contractor shall not disclose the content of any coaching session, participant communications, or coaching materials to any person or entity without the express written consent of the individual participant, except as required by applicable law or in circumstances involving a risk of serious harm to the participant or others. CalOPS acknowledges that the confidentiality of coaching sessions is essential to the effectiveness of the Services and shall not seek to compel disclosure of protected coaching communications through internal or external means.

5. INTELLECTUAL PROPERTY

All frameworks, tools, and materials developed specifically for CalOPS during this engagement become the property of CalOPS upon full payment of the Program Fee. Contractor retains ownership of all pre-existing methodologies, tools, templates, and general coaching frameworks developed independently of this Agreement.

6. INDEPENDENT CONTRACTOR

Contractor is an independent contractor and not an employee, agent, or partner of CalOPS. Contractor is solely responsible for all federal, state, and local taxes, withholdings, and any other obligations applicable to independent contractors. Contractor has no authority to bind CalOPS contractually or otherwise.

7. TERMINATION

Either party may terminate this Agreement with thirty (30) days' written notice. In the event of early termination, fees will be prorated based on services delivered through the termination effective date. Any prepaid amounts for services not yet delivered will be refunded on a prorated basis within thirty (30) calendar days of termination.

8. RESCHEDULING AND CANCELLATION

Scheduled sessions may be rescheduled with at least seventy-two (72) hours' written notice. Sessions cancelled with fewer than seventy-two (72) hours' notice will be charged as if delivered, unless the Parties mutually agree in writing to reschedule the session within the same program month.

9. MODIFICATIONS

Any modifications to this Agreement must be made in writing and signed by authorized representatives of both Parties. Verbal modifications or course-of-conduct changes shall not be binding on either Party.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date first written above.

CALIFORNIA ONLINE PUBLIC SCHOOLS

Signature:

_____

Printed Name:

_____

Title:

_____

Date:

_____

_

JENNIFER EDWARDS

Signature:

_____

Printed Name:

_____

Title:

_____

Date:

_____

_

EXHIBIT A

SCOPE OF SERVICES AND DELIVERABLES

A.1 RETREATS AND EVENTS (UP TO THREE)

- Up to three (3) in-person retreats or events during the Term, at mutually agreed dates and locations.
- Each event will be designed collaboratively with CalOPS organizers and key stakeholders.
- A written post-event summary will be delivered within ten (10) business days of each event.
- All travel and related expenses are reimbursed by CalOPS and are separate from the Program Fee.

A.2 CO-SUPERINTENDENT TEAM COACHING

- Bi-monthly team coaching sessions, ninety (90) minutes each, for the two co-superintendents.
- Total sessions across the Term: six (6).
- Focus areas: accountability review; real-time problem-solving; communication and conflict skills; trust and team dynamics; strategic alignment.

A.3 CO-SUPERINTENDENT INDIVIDUAL COACHING

- Bi-monthly individual coaching sessions, sixty (60) minutes each, for each co-superintendent.
- Total sessions across the Term: six (6) per co-superintendent.
- Individual sessions are confidential between Contractor and the participant, subject to Section 4 of the Agreement.

A.4 PARTNERSHIP COVENANT AND WORKING AGREEMENTS

- Contractor will facilitate development of a written partnership covenant covering: shared goals; decision-making authority; communication protocols; conflict resolution; and success indicators.

A.5 CHRO EXECUTIVE COACHING

- Two (2) coaching sessions per month for the Director of Human Resources.
- Total sessions across the Term: twenty-four (24), plus reasonable email and check-in support between sessions.

- Focus areas: senior leadership impact; influence and executive presence; people and accountability systems; high-value conversations; role-specific decision support and support with organizational development.

A.6 ADDITIONAL INCLUSIONS

- Confidential individual assessments and personalized development plans for the co-superintendents.
- All materials, tools, and frameworks utilized during the engagement.
- Email and spot-coaching support between sessions as requested.

EXHIBIT B

PAYMENT SCHEDULE

Total Program Fee: $135,000.00

Payment Schedule: To be confirmed upon execution of this Agreement.

Invoices shall be submitted to: _____

Coversheet

Approval of Parchment Contract Addendum (attached)

Section: VI. Action Items
Item: O. Approval of Parchment Contract Addendum (attached)
Purpose: Vote
Submitted by:
Related Material:
BIM - CalOPS Scrib Order to Parchement Change.pdf
California Online Public Schools - DRAFT - Order Form - Document Management.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Scribbles Contract Addendum

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 10/9/2025
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Contract Changes
Decision Type (Action Item, Information Only, etc.): Action

Background (Brief Summary of Background Information): In 2023, CalOPS entered into a contract with Scribbles to have a digital student records system for incoming request, outgoing request and cume file storage overall. Since then, Scribbles was acquired by Instructure, the owners of Parchment. In October, the Board approved an updated contract as a result of this acquisition and the subsequent changes, none in which changed the pricing.

Since then we have been working with Parchment to help streamline some of the short falls we were experiencing prior to the acquisition and subsequent changes. As a solution, the company presented us with a new tool in their system, Document Management, that will save time and provide ongoing file management safeguards.

Currently, when we get incoming records for a student who hasn't fully enrolled yet, which happens most often with Special Education records, we would scan the records and store them on Google Drive. Later, as time permits, the team will go back to the Google Drive and move the incoming records to Folders.

With Document Management, we would be able to create an account for the student with the district ID, upload the records to Document Management, and once a student folder is created in Scribbles, the records will automatically integrate into the appropriate Scribfolder using the district ID as an identifier. In addition, if a request comes in before the folder is created, the documents will integrate to the Parchment Order or ScribTransfer service so we could easily fulfil requests, moving away from manually adding records to orders.

Overall, Document Management will streamline our process, reduce the need for multiple manual touches to a cumulative file and make our work more efficient.

Rationale (Why is this important and why is this coming to the Board): This contract is over $20,000 and is a multiyear contract which requires board approval based on the fiscal policy.

Evidence of Due Diligence: In discussing our relationship with Parchment and Scribbles, leadership and the departments that utilize the software do not foresee any future desires to switch vendors for services related to transcripts and student records. With that belief, it would not be possible to outsource this capability to another provider.

Fiscal Impact: This is a 3 year contract totaling $45,800.03. The non-recurring payment of $2,106.36 includes and implementation fee and the ability to add in a student's state identification number to the student's profile which will make it easier identify and merge records with the appropriate folders prior to a student enrolling and getting a school identification number assigned to them.

Billing Summary

Segment	Recurring	Non-Recurring	Total
Year 1	USD 14,564.55	USD 2,106.38	USD 16,670.93
Year 2	USD 14,564.55	USD 0.00	USD 14,564.55
Year 3	USD 14,564.55	USD 0.00	USD 14,564.55
Total	**USD 43,693.65**	**USD 2,106.38**	**USD 45,800.03**

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Prepared/Recommended/Approved By: LaChelle Carter

Instructure.

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

Order Form

Order: Q-587386-1
Date: 2026-05-06
Order Valid Through: 2026-06-30

Order Form for California Online Public Schools

Bill to Information

Entity Name: California Online Public Schools
Address: 33272 Valle Road
City: San Juan Capistrano

State/Province: California

Zip/Postal Code: 92675

Country: United States

Ship to Information

Entity Name: California Online Public Schools
Address: 33272 Valle Road
City: San Juan Capistrano

State/Province: California

Zip/Postal Code: 92675

Country: United States

Billing Contact

Name:

Email:

Phone:

Shipping Contact

Name: Richie Romero

Email: rromero@californiaops.org

Phone: +1 949 461 1667

Billing Information

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

Payment Terms: Net 30

Year 1

Ref	Description	Start Date	End Date	Invoice	Metric	Qty	Price	Amount
S3	Scribbles - Implementation Services - ScribOnline	2026-04-30	2027-04-29	Non-Recurring	Per Each	1	USD 606.38	USD 606.38
S5	Scribbles - Professional Services	2026-04-30	2027-04-29	Non-Recurring	Per Each	1	USD 1,500.00	USD 1,500.00
S2	ScribOnline	2026-04-30	2027-04-29	Recurring	Enrollment	1	USD 14,564.55	USD 14,564.55

Year 2

Ref	Description	Start Date	End Date	Invoice	Metric	Qty	Price	Amount
S2	ScribOnline	2027-04-30	2028-04-29	Recurring	Enrollment	1	USD 14,564.55	USD 14,564.55

Year 3

Ref	Description	Start Date	End Date	Invoice	Metric	Qty	Price	Amount
S2	ScribOnline	2028-04-30	2029-04-29	Recurring	Enrollment	1	USD 14,564.55	USD 14,564.55

Billing Summary			
Segment	**Recurring**	**Non-Recurring**	**Total**
Year 1	USD 14,564.55	USD 2,106.38	USD 16,670.93
Year 2	USD 14,564.55	USD 0.00	USD 14,564.55
Year 3	USD 14,564.55	USD 0.00	USD 14,564.55
Total	**USD 43,693.65**	**USD 2,106.38**	**USD 45,800.03**

Products	Description	Qty
Scribbles - Implementation Services - ScribOnline	A dedicated implementation team will guide you through the setup of your purchased service/s from Kickoff through configuration, testing, training and launch. Applicable documentation will be provided.	1.00

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

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

Non-Recurring Expiration: Unless otherwise stated in an applicable Statement of Work or this Order Form, Non-Recurring Products and 3rd Party Products must be completed within 12 months beginning on the later of the last date of signature or the Initial Start Date specified in this Order Form.

Overages: The annual subscription fee is non-refundable, and any credential requests included within the subscription must be used within each annual period of the Term. If the cumulative number of credential requests during an annual period exceeds the subscription's credential request limit, Customer will be charged an overage fee for each additional credential request at the rates specified in the applicable Order Form ("Overage Fee"). Overage Fees will be invoiced by Instructure monthly in arrears for the remainder of the then-current subscription period.

Pricing: Unless otherwise expressly specified in the Order Form, after the first twelve (12) months of the Agreement, Instructure, in its sole discretion, may increase the fees payable for Services under this Agreement annually. Instructure will provide at least sixty (60) days advance notice of such fees increase, which will be effective as of the date in such notice.

Terms and Conditions

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

Product Supplement Terms: Product Specific Supplements which can be found here: https://www.instructure.com/policies/product-supplements, govern the use of the applicable product and/or feature offerings listed in this Order Form and/or utilized by Customer, and are incorporated into the Master Terms and Conditions.

Notes:
5% Quote escalation has been divided evenly amongst the 36 months rather than occurring yearly.

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

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

DRAFT

Powered by BoardOnTrack

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

California Online Public Schools		**Instructure, Inc. (USA/CAN)**	
Signature:		Signature:	
Name:		Name:	
Title:		Title:	
Date:		Date:	m-ddd

DRAFT

Coversheet

Approval of 2026-27 Preliminary Budgets (attached)

Section:	VI. Action Items
Item:	P. Approval of 2026-27 Preliminary Budgets (attached)
Purpose:	Vote
Submitted by:	
Related Material:	260609 2026-27 Preliminary Budget BIM - CalOPS.pdf FY27_CalOps Original Budget Presentation_6.2.26.pdf

California Online Public Schools

Board Information Memo

SUBJECT: 2026-27 Preliminary Budgets

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Approval
Date: 6/5/25
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): State Requirement
Decision Type (Action Item, Information Only, etc.): Action

Background (Brief Summary of Background Information):

The Director of Finance, in consultation with the Superintendent, Deputy Superintendent and Assistant Superintendent, and with the support of the Financial Services Provider and other relevant staff members, prepares an annual budget of projected revenues and expenses for Board approval. Budgets can be reviewed and modified as necessary throughout the school.

The budget development process starts with a review of the Governor's proposed state budget for the upcoming fiscal year. This is typically shared in January and identifies the likely range of revenues for the school's upcoming fiscal year, as well as any cost of living adjustments. Once the revenue estimates are complete, projected school growth and expenditures are discussed and prepared for the remainder of the budget. This process includes a concise examination of staffing levels, fixed costs, discretionary spending, legal, and facilities. Additional data from the department leaders such as usage, success rates, ease of use, department goals, and needs should also be considered for key program expenditures such as curriculum, professional development, systems, and supplies. Decisions should be finalized during the Leadership Retreat in March/April annually. The Financial Service Provider will input the financial decisions made by CalOPS into the agreed-upon budget template to be approved by the Board.

The Governor's annual "May Revise" budget is made public in the spring and outlines the funding projection that will likely be included in the final state budget for the next fiscal year. With this information, the Director of Finance, Executive Cabinet, and all other key parties will work together and make any adjustments to the budget draft. This process involves a thorough review of the budget in its draft form to make sure all spending requirements set by law, contractual agreement, or otherwise are met. Finally, a five-year budget projection is developed in accordance with the schools' established strategic and growth plans before providing it to the Board for approval by July 1.

CalOPS will work to maintain a minimum of 3% reserve at the end of every current school year and two subsequent fiscal years. The board is notified immediately with a plan and/or explanation when the reserve is projected to drop below this threshold. Reserves in excess of 10% will be taken into consideration to fulfill school needs outlined in the Components of the End Fund Balance section of the budget.

A couple call outs to the preliminary budgets represented this year compared to last year. Due to the approval of a new CalOPS Southern California by the Orange County Department of Education, we are closing the old charter. As a result, the fund balance resets and revenue will be delayed to our Southern California school. This will lead to larger end of year accruals than normal.

Rationale (Why is this important and why is this coming to the Board):

The budget must be presented at the same public meeting as the LCAP and approved by the Board. The approved preliminary budgets should act as a living document and be used as a guide to aid in the financial oversight of the schools by board members.

Charter Schools are required to submit their approved preliminary budgets to their authorizer by the authorizer's imposed deadline, no later than July 1st. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations.

Evidence of Due Diligence:
The Director of Finance, Superintendent , Deputy Superintendent and Assistant Superintendent had designated Budget meetings through the months of March, April and May. The meetings included a thorough review of the general ledgers for the last 2 years, data supporting the need for additional projects and resources, and consideration of growth and development needs for the school's success. Revenues and expenses plans were shared with Charter Impact for input into the budget format and talked through to ensure appropriate spending as it relates to financial test and compliance.

Fiscal Impact:
None.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Prepared/Recommended/Approved By: LaChelle Carter

CHARTER IMPACT

CALIFORNIA ONLINE PUBLIC SCHOOLS

Original Budget – June 2026

Common Acronyms

ADA - Average Daily Attendance

AP - Accounts Payable

COE - County Office of Education

CDE - California Department of Education

EPA - Education Protection Account

ERC - Employee Retention Credit

Fav / (Unf) - Gain / (Reduction)

FY - Fiscal Year

LCAP - Local Control & Accountability Plan

LCFF - Local Control Funding Formula

MYP - Multi-Year Projection

P-1 / P-2 / P-A - First Principal Apportionment / Second Principal Apportionment / Annual Apportionment

SACS - Standardized Account Code Structure

STRS - State Teachers' Retirement System

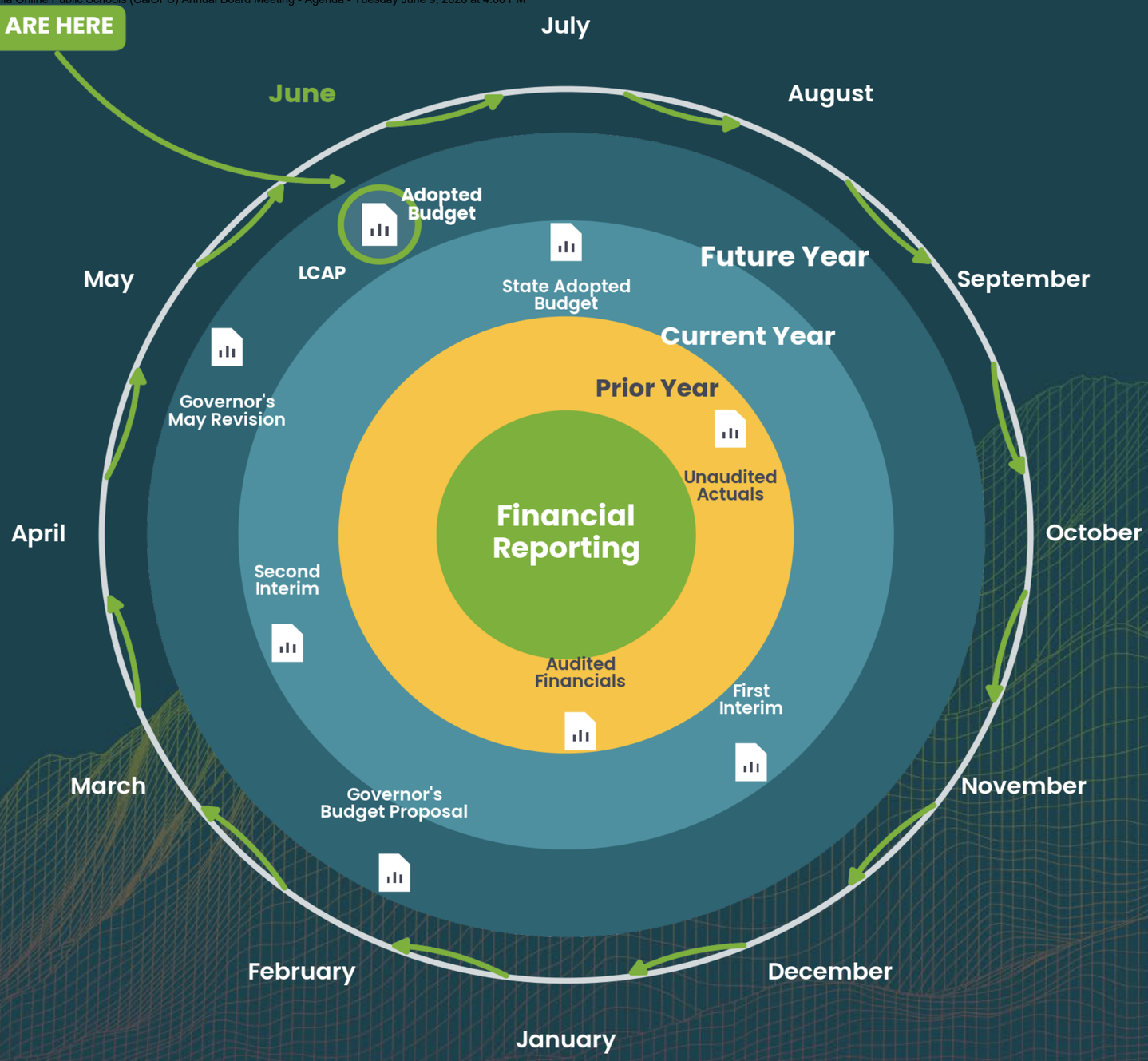
YTD - Year-to-Date

Budget Cycle

The financial reporting lifecycle runs continuously across the prior, current, and future fiscal years.

We are here: Adopted Budget

The board-approved spending plan for the upcoming fiscal year, adopted & submitted by July 1.



Summary

Highlights

- **4.31% State COLA** assumed for FY 2026-27 (**3.08% expense** COLA)
- Average Enrollment: 8,077 | Budgeted **ADA: 7,914.71** (98.0% attendance)
- Total Revenue: **$130.5M** ($16,484 per ADA)
- Total Expenses: **$124.2M** ($15,689 per ADA)
- Budget balanced with a **$6.3M surplus** (5.1% of expenses)
- Ending Fund Balance: **$25.5M** (20.5% of expenses)

	TOTAL		
	Enrollment	**8,077**	**7,968**	**109**
	ADA	**7,915**	**8,007**	**-92**
		FY27 Budget	**FY26 2nd Interim**	**$ Variance**
Revenue	State Aid-Rev Limit	$ 112,818,321	$ 108,796,132	$4,022,189
	Federal Revenue	2,341,168	2,924,784	($583,615)
	Other State Revenue	15,180,953	14,564,163	$616,790
	Other Local Revenue	125,326	160,054	($34,729)
	Total Revenue	**$ 130,465,768**	**$ 126,445,133**	**$4,020,635**
Expenses	Certificated Salaries	$ 56,890,421	$ 50,726,867	$6,163,554
	Classified Salaries	3,317,287	2,768,215	$549,073
	Benefits	24,009,479	20,604,672	$3,404,807
	Books and Supplies	10,716,081	13,167,602	($2,451,521)
	Subagreement Services	13,277,800	11,293,472	$1,984,328
	Operations	2,137,437	2,231,665	($94,227)
	Facilities	1,560,400	1,610,493	($50,093)
	Professional Services	12,207,347	11,698,524	$508,823
	Depreciation	59,700	59,772	($72)
	Interest	0	0	$0
	Total Expenses	**$ 124,175,952**	**$ 114,161,281**	**$10,014,671**
Full Year	**Total Surplus(Deficit)**	**$ 6,289,816**	**$ 12,283,852**	**($5,994,036)**
	As a % of Annual Expenses	5.1%	10.8%	
	Beginning Fund Balance (as of 7/1)	$ 19,168,845	27,648,218	($8,479,373)
	Ending Fund Balance (as of 6/30)	**$ 25,458,661**	**$ 39,932,070**	**($14,473,409)**
	As a % of Annual Expenses	20.5%	35%	
	YE Cash	**$ 31,770,658**	**$ 39,143,746**	**($7,373,087)**

Attendance Data and Metrics

- Average Enrollment: 8,077 | Budgeted ADA: 7,914.71 (**98.0%** attendance rate)
- Average Unduplicated Pupil Percentage: **60.3%**
- OC Enrollment projects growth of **15%** in FY28 & **12%** in FY29
- All other Schools project **1.5%** growth in FY27 & flat growth in FY28 & FY29

TOTAL

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	8,077	8,077
ADA	7,915	7,915
Attendance Rate	98.0%	98.0%
Unduplicated %	60.3%	60.3%
Revenue per ADA	$16,484	$16,484
Expenses per ADA	$15,689	$15,689

OC

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	4,186	4,186
ADA	4,101	4,102
Attendance Rate	98.0%	98.0%
Unduplicated %	60.3%	60.3%
Revenue per ADA	$16,197	$16,197
Expenses per ADA	$15,610	$15,610

Central Valley

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	1,087	1,087
ADA	1,065	1,065
Attendance Rate	98.0%	98.0%
Unduplicated %	73.7%	73.7%
Revenue per ADA	$18,508	$18,508
Expenses per ADA	$15,820	$15,820

NorCal

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	1,832	1,832
ADA	1,795	1,795
Attendance Rate	98.0%	98.0%
Unduplicated %	56.2%	56.2%
Revenue per ADA	$16,085	$16,085
Expenses per ADA	$15,694	$15,694

North Bay

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	207	207
ADA	204	203
Attendance Rate	98.3%	98.0%
Unduplicated %	62.6%	62.6%
Revenue per ADA	$16,790	$16,790
Expenses per ADA	$15,922	$15,922

Monterey Bay

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	574	574
ADA	563	563
Attendance Rate	98.1%	98.0%
Unduplicated %	46.9%	46.9%
Revenue per ADA	$15,916	$15,916
Expenses per ADA	$15,834	$15,834

Central Coast

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	191	191
ADA	187	187
Attendance Rate	97.9%	98.0%
Unduplicated %	61.2%	61.2%
Revenue per ADA	$16,470	$16,470
Expenses per ADA	$15,954	$15,954

Revenue

- FY 2026-27 budgeted revenue: **$130.5M** ($16,484 per ADA)
- State Aid (LCFF): **$112.8M** — **86.5%** of revenue; reflects 4.31% statutory COLA
  - **Nor Cal COLA** set at **2.87%** per the request of Ripon USD
- Other State Revenue: $15.2M | Federal: $2.3M | Other Local: $0.1M
- **State SPED** funding set at **$1,340** per ADA
- Total revenue **up ~$4.0M (+3.2%)** vs FY26 2nd Interim, primarily the LCFF COLA

TOTAL

	Annual/Full Year		
	Forecast	**Budget**	**Fav/(Unf)**
Revenue			
State Aid-Rev Limit	$ 112,818,321	$ 112,818,321	$ -
Federal Revenue	2,341,168	2,341,168	-
Other State Revenue	15,180,953	15,180,953	-
Other Local Revenue	125,326	125,326	-
Total Revenue	**$ 130,465,768**	**$ 130,465,768**	**$ -**

Revenue

OC · Central Valley · NorCal

OC

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 58,423,384	$ 58,423,384	$ -
Federal Revenue	1,093,616	1,093,616	-
Other State Revenue	6,877,796	6,877,796	-
Other Local Revenue	32,472	32,472	-
Total Revenue	**$ 66,427,268**	**$ 66,427,268**	**$ -**

Central Valley

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 16,657,447	$ 16,657,447	$ -
Federal Revenue	377,165	377,165	-
Other State Revenue	2,656,827	2,656,827	-
Other Local Revenue	14,090	14,090	-
Total Revenue	**$ 19,705,529**	**$ 19,705,529**	**$ -**

NorCal

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 24,501,857	$ 24,501,857	$ -
Federal Revenue	587,009	587,009	-
Other State Revenue	3,759,679	3,759,679	-
Other Local Revenue	28,060	28,060	-
Total Revenue	**$ 28,876,604**	**$ 28,876,604**	**$ -**

North Bay · Monterey Bay · Central Coast

North Bay

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	$ 2,898,385	$ 2,898,385	$ -
Federal Revenue	75,317	75,317	-
Other State Revenue	440,235	440,235	-
Other Local Revenue	3,186	3,186	-
Total Revenue	**$ 3,417,124**	**$ 3,417,124**	**$ -**

Monterey Bay

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 7,663,018	$ 7,663,018	$ -
Federal Revenue	158,036	158,036	-
Other State Revenue	1,124,654	1,124,654	-
Other Local Revenue	15,261	15,261	-
Total Revenue	**$ 8,960,969**	**$ 8,960,969**	**$ -**

Central Coast

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 2,674,230	$ 2,674,230	$ -
Federal Revenue	50,025	50,025	-
Other State Revenue	321,761	321,761	-
Other Local Revenue	32,257	32,257	-
Total Revenue	**$ 3,078,273**	**$ 3,078,273**	**$ -**

Expenses

- FY 2026-27 budgeted expenses: **$124.2M** ($15,689 per ADA)
- Salaries & Benefits: **$84.2M** — **68%** of total expenses
  - Current vacancies set at **16.0 FTE** for FY27
  - Includes **25% increase** in **Health & Welfare**
- Subagreement Services $13.3M | Professional Services $12.2M | Books & Supplies $10.7M
  - **500k** set aside for a Staff & Student Technology Refresh
- Total expenses **up ~$10.0M (+8.8%)** vs FY26 2nd Interim, compressing the operating margin

TOTAL

	Annual/Full Year		
	Forecast	**Budget**	**Fav/(Unf)**
Expenses			
Certificated Salaries	$ 56,890,421	$ 56,890,421	$ -
Classified Salaries	3,317,287	3,317,287	-
Benefits	24,009,479	24,009,479	-
Books and Supplies	10,716,081	10,716,081	-
Subagreement Services	13,277,800	13,277,800	-
Operations	2,137,437	2,137,437	-
Facilities	1,560,400	1,560,400	-
Professional Services	12,207,347	12,207,347	-
Depreciation	59,700	59,700	-
Total Expenses	**$ 124,175,952**	**$ 124,175,952**	**$ -**

Expenses

OC · Central Valley · NorCal

OC

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 29,725,001	$ 29,725,001	$ -
Classified Salaries	1,698,011	1,698,011	-
Benefits	12,075,230	12,075,230	-
Books and Supplies	5,552,869	5,552,869	-
Subagreement Services	6,881,556	6,881,556	-
Operations	1,107,404	1,107,404	-
Facilities	808,570	808,570	-
Professional Services	6,140,318	6,140,318	-
Depreciation	30,935	30,935	-
Total Expenses	**$ 64,019,894**	**$ 64,019,894**	**$ -**

Central Valley

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 7,592,579	$ 7,592,579	$ -
Classified Salaries	452,105	452,105	-
Benefits	3,327,643	3,327,643	-
Books and Supplies	1,441,579	1,441,579	-
Subagreement Services	1,785,845	1,785,845	-
Operations	287,587	287,587	-
Facilities	209,913	209,913	-
Professional Services	1,739,140	1,739,140	-
Depreciation	8,031	8,031	-
Total Expenses	**$ 16,844,423**	**$ 16,844,423**	**$ -**

NorCal

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 12,773,835	$ 12,773,835	$ -
Classified Salaries	762,319	762,319	-
Benefits	5,533,467	5,533,467	-
Books and Supplies	2,430,727	2,430,727	-
Subagreement Services	3,011,211	3,011,211	-
Operations	484,917	484,917	-
Facilities	353,945	353,945	-
Professional Services	2,810,776	2,810,776	-
Depreciation	13,542	13,542	-
Total Expenses	**$ 28,174,739**	**$ 28,174,739**	**$ -**

Expenses

North Bay · Monterey Bay · Central Coast

North Bay

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 1,451,289	$ 1,451,289	$ -
Classified Salaries	86,418	86,418	-
Benefits	659,701	659,701	-
Books and Supplies	275,552	275,552	-
Subagreement Services	341,357	341,357	-
Operations	54,971	54,971	-
Facilities	40,124	40,124	-
Professional Services	329,361	329,361	-
Depreciation	1,535	1,535	-
Total Expenses	**$ 3,240,308**	**$ 3,240,308**	**$ -**

Monterey Bay

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 4,014,913	$ 4,014,913	$ -
Classified Salaries	239,071	239,071	-
Benefits	1,807,510	1,807,510	-
Books and Supplies	762,299	762,299	-
Subagreement Services	944,345	944,345	-
Operations	152,075	152,075	-
Facilities	111,001	111,001	-
Professional Services	879,239	879,239	-
Depreciation	4,247	4,247	-
Total Expenses	**$ 8,914,699**	**$ 8,914,699**	**$ -**

Central Coast

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	$ 1,332,804	$ 1,332,804	$ -
Classified Salaries	79,363	79,363	-
Benefits	605,927	605,927	-
Books and Supplies	253,055	253,055	-
Subagreement Services	313,488	313,488	-
Operations	50,483	50,483	-
Facilities	36,848	36,848	-
Professional Services	308,512	308,512	-
Depreciation	1,410	1,410	-
Total Expenses	**$ 2,981,890**	**$ 2,981,890**	**$ -**

Fund Balance

- Fund balance and surplus within the state and authorizer requirements
- Fund balance subject to change pending the June 2026 financial close

TOTAL

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 6,289,816	$ 6,289,816	$ -
Beginning Fund Balance	19,168,845	19,168,845	
Ending Fund Balance	$ 25,458,660	$ 25,458,660	
	20.5%	20.5%	

OC

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 2,407,374	$ 2,407,374	$ -
Beginning Fund Balance	-	-	
Ending Fund Balance	$ 2,407,374	$ 2,407,374	
As a % of Annual Expenses	3.8%	3.8%	

Central Valley

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 2,861,106	$ 2,861,106	$ -
Beginning Fund Balance	8,983,491	8,983,491	
Ending Fund Balance	$ 11,844,597	$ 11,844,597	
As a % of Annual Expenses	70.3%	70.3%	

NorCal

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 701,866	$ 701,866	$ -
Beginning Fund Balance	6,875,015	6,875,015	
Ending Fund Balance	$ 7,576,880	$ 7,576,880	
As a % of Annual Expenses	26.9%	26.9%	

North Bay

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 176,816	$ 176,816	$ -
Beginning Fund Balance	1,756,679	1,756,679	
Ending Fund Balance	$ 1,933,495	$ 1,933,495	
As a % of Annual Expenses	59.7%	59.7%	

Monterey Bay

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 46,271	$ 46,271	$ -
Beginning Fund Balance	812,680	812,680	
Ending Fund Balance	$ 858,950	$ 858,950	
As a % of Annual Expenses	9.6%	9.6%	

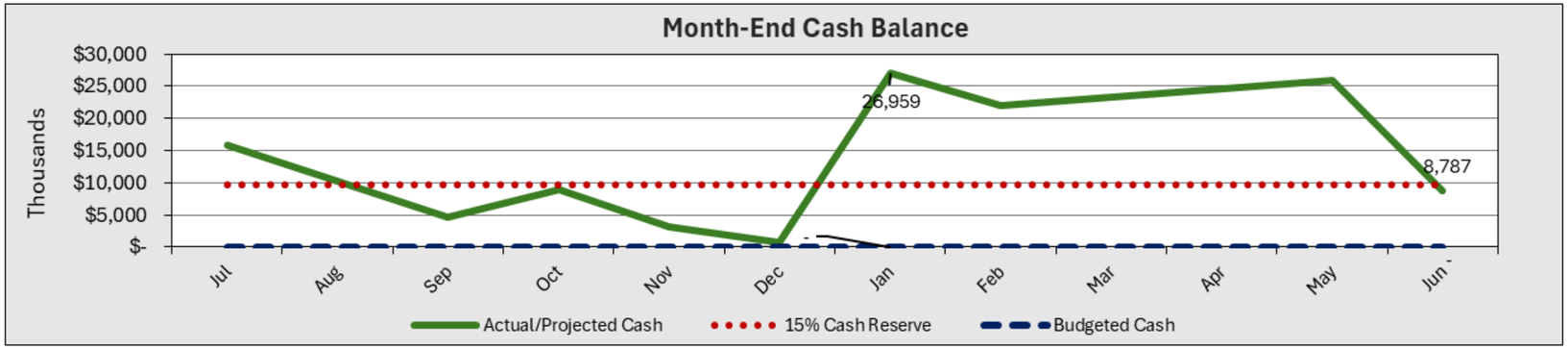
Central Coast

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 96,383	$ 96,383	$ -
Beginning Fund Balance	740,981	740,981	
Ending Fund Balance	$ 837,364	$ 837,364	
As a % of Annual Expenses	28.1%	28.1%	

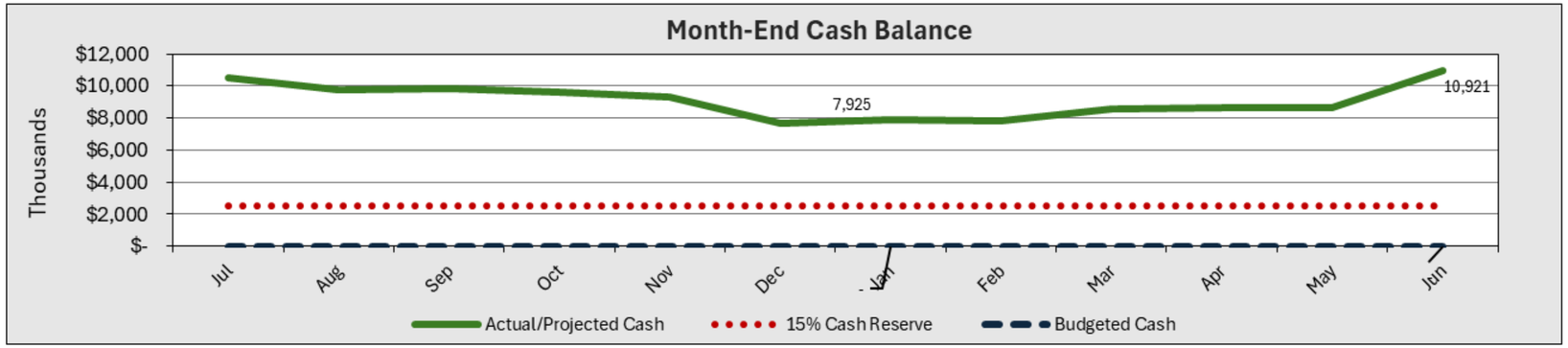
Cash Balance

- TOTAL year-end cash projected at **$31.7M**; seasonal low of **$18.0M** in December
- We will be monitoring OC closely until they receive their first apportionment
- OC will start the year with a **20M** interfund transfer
- Two more scheduled OC transfers will ensure fiscal stability until the first apportionment

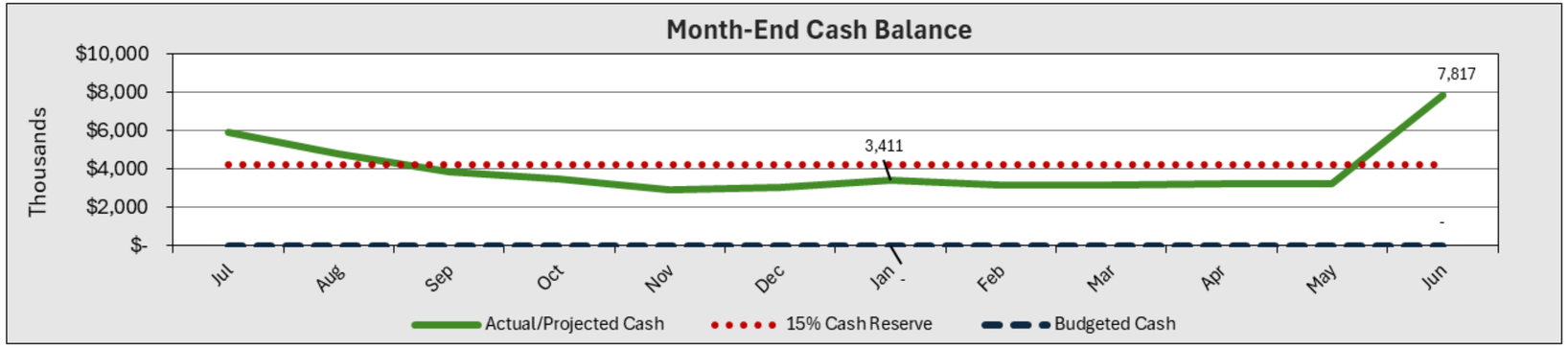
OC



Central Valley

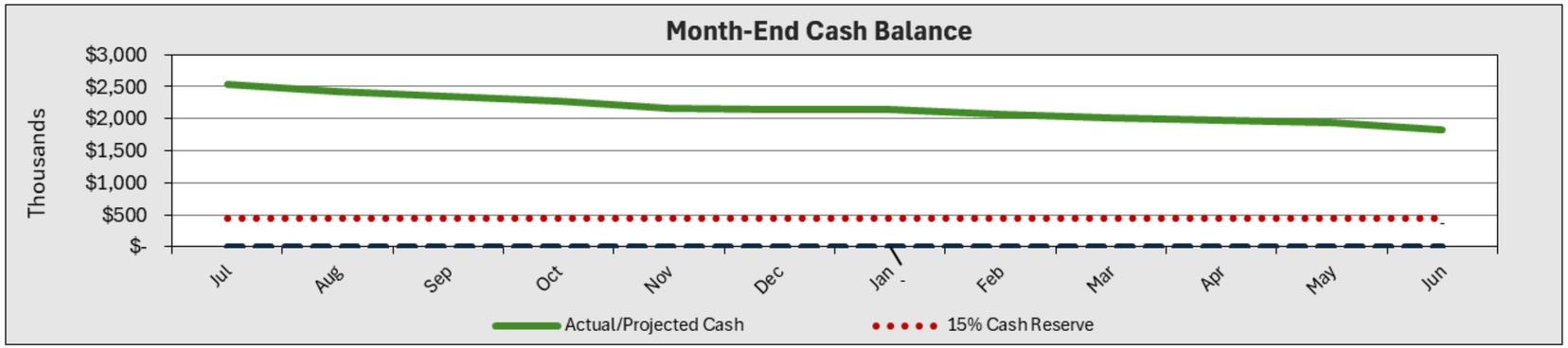


NorCal

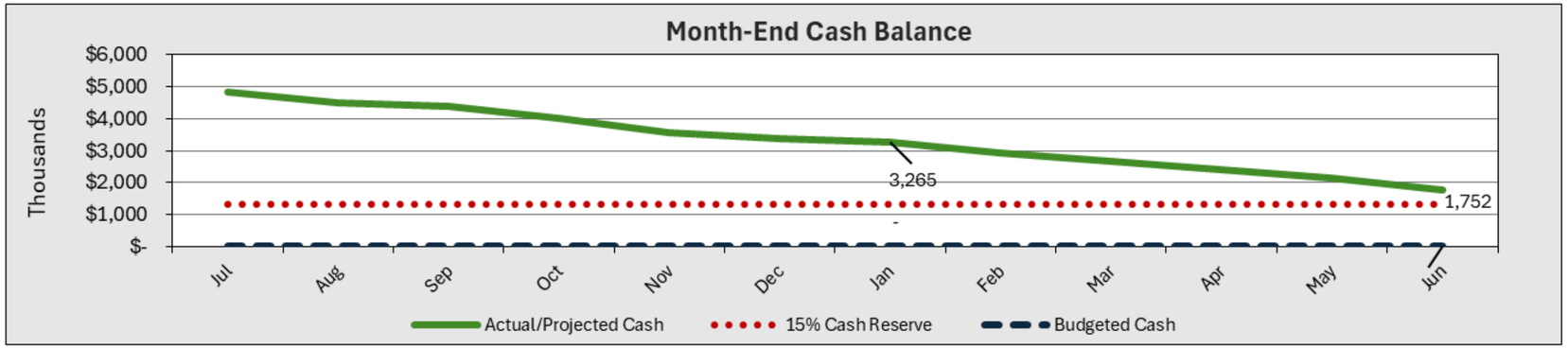


Cash Balance

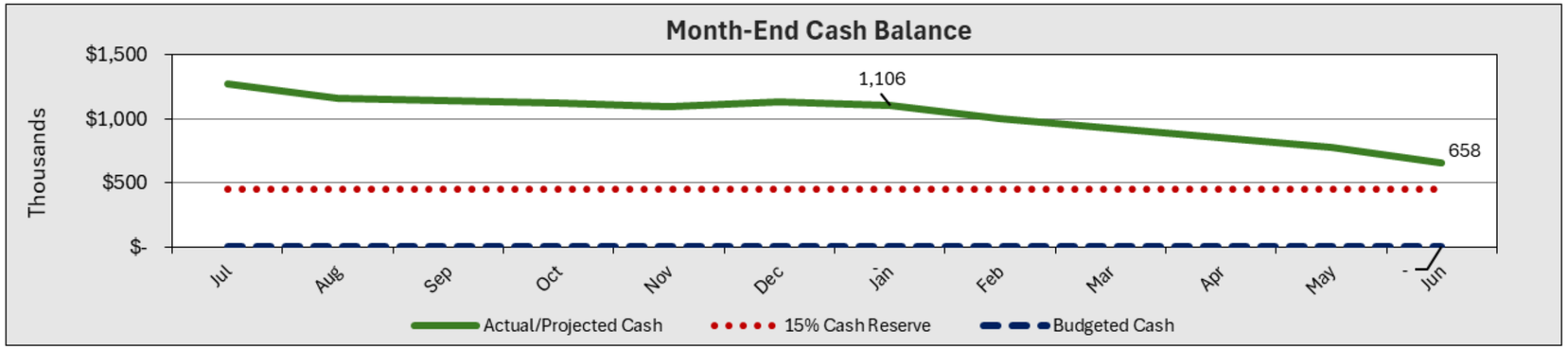
North Bay



Monterey Bay



Central Coast



Appendix

- **Multi-Year Projection**
- **Monthly Cash Flow**

CHARTER IMPACT

APPENDIX 01

Multi - Year Projection

FY26-27 California Online Public Schools - Central Valley

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*1,086.00*	*1,086.45*	*1,086.45*
Average Daily Attendance	*1,064.72*	*1,064.72*	*1,064.72*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 12,681,252	$ 13,268,939	$ 13,707,340
8012 Education Protection Account	3,073,579	3,175,009	3,273,118
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	902,616	902,616	902,616
	16,657,447	17,346,564	17,883,074
Federal Revenue			
8181 Special Education - Entitlement	102,060	152,040	152,040
8290 Title I, Part A - Basic Low Income	230,101	230,101	230,101
8291 Title II, Part A - Teacher Quality	27,129	27,129	27,129
8294 Title V, Part B - PCSG	17,875	17,875	17,875
	377,165	427,145	427,145
Other State Revenue			
8311 State Special Education	1,426,725	1,473,807	1,519,347
8550 Mandated Cost	41,432	43,441	44,783
8560 State Lottery	289,605	289,605	289,605
8599 Other State Revenue	899,066	113,095	314,725
	2,656,827	1,919,948	2,168,461
Other Local Revenue			
	14,090	14,090	14,090
Total Revenue	**$ 19,705,529**	**$ 19,707,747**	**$ 20,492,770**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	6,078,848	6,246,456	6,413,957
1175 Teachers' Extra Duty/Stipends	252,554	260,333	267,492
1200 Pupil Support Salaries	738,882	759,257	779,617
1300 Administrators' Salaries	522,295	536,698	551,090
	7,592,579	7,802,744	8,012,156
Classified Salaries			
2200 Support Salaries	33,574	34,500	35,425
2300 Classified Administrators' Salaries	233,689	240,133	246,573
2400 Clerical and Office Staff Salaries	184,841	189,938	195,032
	452,105	464,572	477,030
Benefits			
3101 STRS	1,450,183	1,490,324	1,530,322
3301 OASDI	56,061	57,607	59,152
3311 Medicare	116,648	119,876	123,093
3401 Health and Welfare	1,203,281	1,236,371	1,269,506
3501 State Unemployment	107,281	107,293	107,304
3601 Workers' Compensation	112,626	115,742	118,849
3901 Other Benefits	281,564	289,356	297,122
	3,327,643	3,416,570	3,505,347
Books and Supplies			
4100 Textbooks and Core Curricula	628,783	646,074	663,389
4200 Books and Other Materials	794	816	837
4302 School Supplies	32,380	33,271	34,162
4305 Software	516,492	530,696	544,918
4310 Office Expense	20,690	21,259	21,829
4311 Business Meals	7,493	7,699	7,905
4400 Noncapitalized Equipment	234,948	241,409	247,878
	1,441,579	1,481,223	1,520,920

FY26-27 California Online Public Schools - Central Valley

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Subagreement Services			
5102 Special Education	1,745,366	1,793,364	1,841,426
5105 Security	484	498	511
5106 Other Educational Consultants	39,994	41,094	42,195
	1,785,845	1,834,955	1,884,132
Operations and Housekeeping			
5201 Auto and Travel	67,801	69,665	71,532
5300 Dues & Memberships	41,393	42,532	43,671
5400 Insurance	53,527	54,999	56,473
5501 Utilities	1,507	1,548	1,590
5502 Janitorial Services	3,471	3,566	3,662
5900 Communications	116,794	120,006	123,223
5901 Postage and Shipping	3,000	3,082	3,165
	287,587	295,496	303,415
Facilities, Repairs and Other Leases			
5601 Rent	68,621	68,621	68,621
5602 Additional Rent	34,089	35,026	35,965
5603 Equipment Leases	2,529	2,599	2,668
5604 Other Leases	103,517	106,364	109,214
5610 Repairs and Maintenance	1,157	1,189	1,221
	209,913	213,798	217,689
Professional/Consulting Services			
5801 IT	526,490	540,968	555,466
5802 Audit & Taxes	13,170	13,532	13,895
5803 Legal	164,726	169,256	173,792
5804 Professional Development	78,401	80,557	82,716
5805 General Consulting	66,536	68,366	70,198
5806 Special Activities/Field Trips	75,832	77,917	80,005
5807 Bank Charges	3,188	3,276	3,364
5808 Printing	27	28	28
5809 Other taxes and fees	7,278	7,478	7,678
5810 Payroll Service Fee	605	622	639
5811 Management Fee	394,111	404,949	415,801
5812 District Oversight Fee	166,574	173,466	178,831
5814 SPED Encroachment	45,864	48,775	50,142
5815 Public Relations/Recruitment	196,339	201,738	207,145
	1,739,140	1,790,928	1,839,700
Depreciation			
6900 Depreciation Expense	8,031	8,252	8,473
	8,031	8,252	8,473
Interest			
	-	-	-
Total Expenses	**$ 16,844,423**	**$ 17,308,537**	**$ 17,768,862**
Surplus (Deficit)	**$ 2,861,106**	**$ 2,399,209**	**$ 2,723,907**
	17.0%	13.9%	15.3%
Fund Balance, Beginning of Year	$ 8,983,491	$ 11,844,597	$ 14,243,806
Fund Balance, End of Year	**$ 11,844,597**	**$ 14,243,806**	**$ 16,967,713**
	70.3%	***82.3%***	***95.5%***

FY26-27 California Online Public Schools - Central Valley

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	2,861,106	2,399,209	2,723,907
Cash Flows From Operating Activities			
Depreciation/Amortization	8,031	8,252	8,473
Public Funding Receivables	942,388	(40,269)	(163,169)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	33,712	3,734	1,499
Accrued Expenses	-	-	-
Deferred Revenue	(622,394)	-	(32,916)
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	3,222,843	2,370,926	2,537,794
Cash, Beginning of Year	7,698,392	10,921,235	13,292,161
Cash, End of Year	**$ 10,921,235**	**$ 13,292,161**	**$ 15,829,955**

FY26-27 California Online Public Schools - NorCal

Multi-Year Forecast

Revised 4/21/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*2.87%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*1,832.00*	*1,831.92*	*1,831.92*
Average Daily Attendance	*1,795.28*	*1,795.28*	*1,795.28*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 15,837,836	$ 16,516,847	$ 17,108,021
8012 Education Protection Account	5,148,737	5,318,643	5,482,988
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	3,515,284	3,515,284	3,515,284
	24,501,857	25,350,774	26,106,293
Federal Revenue			
8181 Special Education - Entitlement	210,980	256,480	256,480
8290 Title I, Part A - Basic Low Income	306,798	306,798	306,798
8291 Title II, Part A - Teacher Quality	43,948	43,948	43,948
8294 Title V, Part B - PCSG	25,284	25,284	25,284
8299 Prior Year Federal Revenue	-	-	-
	587,009	632,509	632,509
Other State Revenue			
8311 State Special Education	2,405,675	2,485,062	2,561,851
8550 Mandated Cost	70,430	78,216	80,633
8560 State Lottery	488,319	488,319	488,319
8599 Other State Revenue	795,254	729,000	597,329
	3,759,679	3,780,598	3,728,132
Other Local Revenue			
	28,060	28,060	28,060
Total Revenue	**$ 28,876,604**	**$ 29,791,940**	**$ 30,494,994**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	10,249,881	10,532,494	10,814,927
1175 Teachers' Extra Duty/Stipends	425,845	438,961	451,033
1200 Pupil Support Salaries	1,217,437	1,280,225	1,314,556
1300 Administrators' Salaries	880,671	904,957	929,224
	12,773,835	13,156,637	13,509,740
Classified Salaries			
2200 Support Salaries	56,612	58,173	59,733
2300 Classified Administrators' Salaries	394,037	404,902	415,760
2400 Clerical and Office Staff Salaries	311,671	320,266	328,854
	762,319	783,341	804,347
Benefits			
3101 STRS	2,445,233	2,512,918	2,580,360
3301 OASDI	94,528	97,134	99,739
3311 Medicare	196,687	202,130	207,554
3401 Health and Welfare	2,024,869	2,080,553	2,136,312
3501 State Unemployment	107,486	107,492	107,497
3601 Workers' Compensation	189,904	195,160	200,397
3901 Other Benefits	474,761	487,899	500,993
	5,533,467	5,683,285	5,832,852
Books and Supplies			
4100 Textbooks and Core Curricula	1,060,225	1,089,381	1,118,577
4200 Books and Other Materials	1,338	1,375	1,412
4302 School Supplies	54,598	56,099	57,603
4305 Software	870,886	894,835	918,817
4310 Office Expense	34,886	35,846	36,806
4311 Business Meals	12,634	12,982	13,330
4400 Noncapitalized Equipment	396,158	407,053	417,962
	2,430,727	2,497,572	2,564,507

FY26-27 California Online Public Schools - NorCal

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Subagreement Services			
5102 Special Education	2,942,958	3,023,889	3,104,930
5105 Security	817	839	862
5106 Other Educational Consultants	67,437	69,291	71,148
	3,011,211	3,094,019	3,176,939
Operations and Housekeeping			
5201 Auto and Travel	114,322	117,466	120,614
5300 Dues & Memberships	69,796	71,715	73,637
5400 Insurance	90,256	92,738	95,223
5501 Utilities	2,540	2,610	2,680
5502 Janitorial Services	5,852	6,013	6,174
5900 Communications	196,934	202,349	207,772
5901 Postage and Shipping	5,058	5,197	5,337
	484,917	498,252	511,605
Facilities, Repairs and Other Leases			
5601 Rent	115,706	115,706	115,706
5602 Additional Rent	57,479	59,059	60,642
5603 Equipment Leases	4,264	4,382	4,499
5604 Other Leases	174,546	179,346	184,152
5610 Repairs and Maintenance	1,951	2,004	2,058
	353,945	360,497	367,057
Professional/Consulting Services			
5801 IT	887,744	912,157	936,603
5802 Audit & Taxes	22,207	22,817	23,429
5803 Legal	277,753	285,391	293,040
5804 Professional Development	132,196	135,832	139,472
5805 General Consulting	112,190	115,275	118,365
5806 Special Activities/Field Trips	127,864	131,380	134,901
5807 Bank Charges	5,376	5,524	5,672
5808 Printing	45	47	48
5809 Other taxes and fees	12,271	12,609	12,947
5810 Payroll Service Fee	1,021	1,049	1,077
5811 Management Fee	577,532	593,414	609,318
5812 District Oversight Fee	245,019	253,508	261,063
5814 SPED Encroachment	78,500	82,246	84,550
5815 Public Relations/Recruitment	331,058	340,162	349,279
	2,810,776	2,891,411	2,969,762
Depreciation			
6900 Depreciation Expense	13,542	13,914	14,287
	13,542	13,914	14,287
Interest			
	-	-	-
Total Expenses	**$ 28,174,739**	**$ 28,978,928**	**$ 29,751,095**
Surplus (Deficit)	**$ 701,866**	**$ 813,012**	**$ 743,899**
	2.5%	2.8%	2.5%
Fund Balance, Beginning of Year	$ 6,875,015	$ 7,576,880	$ 8,389,893
Fund Balance, End of Year	**$ 7,576,880**	**$ 8,389,893**	**$ 9,133,791**
	26.9%	***29.0%***	***30.7%***

FY26-27 California Online Public Schools - NorCal

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	(5,091,477)	813,012	743,899
Cash Flows From Operating Activities			
Depreciation/Amortization	13,542	13,914	14,287
Public Funding Receivables	6,855,562	(1,328,259)	(213,711)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	-	15,939	2,383
Accrued Expenses	-	-	-
Deferred Revenue	(508,921)	-	(612,307)
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	1,268,706	(485,394)	(65,450)
Cash, Beginning of Year	6,548,378	7,817,084	7,331,690
Cash, End of Year	**$ 7,817,084**	**$ 7,331,690**	**$ 7,266,240**

FY26-27 California Online Public Schools - NorBay

Multi-Year Forecast

Revised 3/21/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*208.00*	*207.67*	*207.67*
Average Daily Attendance	*203.52*	*203.52*	*203.52*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,858,257	$ 1,964,579	$ 2,057,893
8012 Education Protection Account	40,704	40,704	40,704
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	999,424	999,424	999,424
	2,898,385	3,004,707	3,098,021
Federal Revenue			
8181 Special Education - Entitlement	23,520	29,120	29,120
8290 Title I, Part A - Basic Low Income	37,088	37,088	37,088
8291 Title II, Part A - Teacher Quality	4,494	4,494	4,494
8294 Title V, Part B - PCSG	10,216	10,216	10,216
	75,317	80,917	80,917
Other State Revenue			
8311 State Special Education	272,727	281,716	290,421
8550 Mandated Cost	8,495	8,897	9,172
8560 State Lottery	55,357	55,357	55,357
8599 Other State Revenue	103,657	70,848	61,206
	440,235	416,818	416,156
Other Local Revenue			
	3,186	3,186	3,186
Total Revenue	**$ 3,417,124**	**$ 3,505,629**	**$ 3,598,281**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,161,946	1,193,984	1,226,001
1175 Teachers' Extra Duty/Stipends	48,275	49,761	51,130
1200 Pupil Support Salaries	141,234	145,129	149,021
1300 Administrators' Salaries	99,835	102,588	105,339
	1,451,289	1,491,461	1,531,490
Classified Salaries			
2200 Support Salaries	6,418	6,595	6,771
2300 Classified Administrators' Salaries	44,669	45,900	47,131
2400 Clerical and Office Staff Salaries	35,332	36,306	37,280
	86,418	88,801	91,182
Benefits			
3101 STRS	277,196	284,869	292,515
3301 OASDI	10,716	11,011	11,307
3311 Medicare	22,297	22,914	23,529
3401 Health and Welfare	229,543	235,855	242,176
3501 State Unemployment	44,601	45,800	47,000
3601 Workers' Compensation	21,528	22,124	22,717
3901 Other Benefits	53,820	55,309	56,794
	659,701	677,883	696,037
Books and Supplies			
4100 Textbooks and Core Curricula	120,189	123,494	126,804
4200 Books and Other Materials	152	156	160
4302 School Supplies	6,189	6,360	6,530
4305 Software	98,725	101,440	104,159
4310 Office Expense	3,955	4,064	4,172
4311 Business Meals	1,432	1,472	1,511
4400 Noncapitalized Equipment	44,909	46,144	47,381
	275,552	283,129	290,717

FY26-27 California Online Public Schools - NorBay

Multi-Year Forecast

Revised 3/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Subagreement Services			
5102 Special Education	333,619	342,794	351,981
5105 Security	93	95	98
5106 Other Educational Consultants	7,645	7,855	8,065
	341,357	350,744	360,144
Operations and Housekeeping			
5201 Auto and Travel	12,960	13,316	13,673
5300 Dues & Memberships	7,912	8,130	8,348
5400 Insurance	10,232	10,513	10,795
5501 Utilities	288	296	304
5502 Janitorial Services	663	682	700
5900 Communications	22,325	22,939	23,553
5901 Postage and Shipping	573	589	605
	54,971	56,483	57,997
Facilities, Repairs and Other Leases			
5601 Rent	13,117	13,117	13,117
5602 Additional Rent	6,516	6,695	6,875
5603 Equipment Leases	483	497	510
5604 Other Leases	19,787	20,331	20,876
5610 Repairs and Maintenance	221	227	233
	40,124	40,867	41,610
Professional/Consulting Services			
5801 IT	100,636	103,404	106,175
5802 Audit & Taxes	2,517	2,587	2,656
5803 Legal	31,487	32,353	33,220
5804 Professional Development	14,986	15,398	15,811
5805 General Consulting	12,718	13,068	13,418
5806 Special Activities/Field Trips	14,495	14,894	15,293
5807 Bank Charges	609	626	643
5808 Printing	5	5	5
5809 Other taxes and fees	1,391	1,429	1,468
5810 Payroll Service Fee	116	119	122
5811 Management Fee	75,000	77,063	79,128
5812 District Oversight Fee	28,984	30,047	30,980
5814 SPED Encroachment	8,887	9,325	9,586
5815 Public Relations/Recruitment	37,529	38,561	39,595
	329,361	338,878	348,099
Depreciation			
6900 Depreciation Expense	1,535	1,577	1,620
	1,535	1,577	1,620
Interest			
	-	-	-
Total Expenses	**$ 3,240,308**	**$ 3,329,824**	**$ 3,418,896**
Surplus (Deficit)	**$ 176,816**	**$ 175,805**	**$ 179,385**
	5.5%	5.3%	5.2%
Fund Balance, Beginning of Year	$ 1,756,679	$ 1,933,494	$ 2,109,300
Fund Balance, End of Year	**$ 1,933,494**	**$ 2,109,300**	**$ 2,288,684**
	59.7%	***63.3%***	***66.9%***

FY26-27 California Online Public Schools - NorBay

Multi-Year Forecast

Revised 3/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	176,816	175,805	179,385
Cash Flows From Operating Activities			
Depreciation/Amortization	1,535	1,577	1,620
Public Funding Receivables	(560,307)	(163,909)	(8,492)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	11,512	1,987	107
Accrued Expenses	-	-	-
Deferred Revenue	(67,821)	(22,607)	(43,214)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(438,266)	(7,146)	129,405
Cash, Beginning of Year	2,273,125	1,834,859	1,827,713
Cash, End of Year	**$ 1,834,859**	**$ 1,827,713**	**$ 1,957,117**

FY26-27 California Online Public Schools - MonBay

Multi-Year Forecast

Revised 3/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*575.00*	*574.51*	*574.51*
Average Daily Attendance	*563.02*	*563.02*	*563.02*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 3,609,951	$ 3,881,877	$ 4,127,467
8012 Education Protection Account	112,603	112,603	112,603
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	3,940,464	3,940,464	3,940,464
	7,663,018	7,934,944	8,180,534
Federal Revenue			
8181 Special Education - Entitlement	61,600	80,500	80,500
8290 Title I, Part A - Basic Low Income	75,427	75,427	75,427
8291 Title II, Part A - Teacher Quality	10,768	10,768	10,768
8294 Title V, Part B - PCSG	10,241	10,241	10,241
	158,036	176,936	176,936
Other State Revenue			
8311 State Special Education	754,447	779,344	803,425
8550 Mandated Cost	22,685	25,046	25,820
8560 State Lottery	153,142	153,142	153,142
8599 Other State Revenue	194,380	52,138	36,596
	1,124,654	1,009,670	1,018,983
Other Local Revenue			
	15,261	15,261	15,261
Total Revenue	**$ 8,960,969**	**$ 9,136,811**	**$ 9,391,715**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	3,214,461	3,303,091	3,391,664
1175 Teachers' Extra Duty/Stipends	133,549	137,662	141,448
1200 Pupil Support Salaries	390,717	401,491	412,257
1300 Administrators' Salaries	276,187	283,803	291,414
	4,014,913	4,126,047	4,236,783
Classified Salaries			
2200 Support Salaries	17,754	18,244	18,733
2300 Classified Administrators' Salaries	123,574	126,981	130,386
2400 Clerical and Office Staff Salaries	97,743	100,438	103,132
	239,071	245,663	252,251
Benefits			
3101 STRS	766,848	788,075	809,226
3301 OASDI	29,645	30,462	31,279
3311 Medicare	61,683	63,390	65,091
3401 Health and Welfare	635,018	652,481	669,968
3501 State Unemployment	105,871	106,172	106,380
3601 Workers' Compensation	59,556	61,204	62,846
3901 Other Benefits	148,889	153,010	157,116
	1,807,510	1,854,794	1,901,906
Books and Supplies			
4100 Textbooks and Core Curricula	332,497	341,640	350,796
4200 Books and Other Materials	420	431	443
4302 School Supplies	17,122	17,593	18,065
4305 Software	273,118	280,629	288,150
4310 Office Expense	10,941	11,242	11,543
4311 Business Meals	3,962	4,071	4,180
4400 Noncapitalized Equipment	124,239	127,656	131,077
	762,299	783,262	804,254

FY26-27 California Online Public Schools - MonBay

Multi-Year Forecast

Revised 3/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Subagreement Services			
5102 Special Education	922,940	948,321	973,736
5105 Security	256	263	270
5106 Other Educational Consultants	21,149	21,730	22,313
	944,345	970,314	996,318
Operations and Housekeeping			
5201 Auto and Travel	35,853	36,838	37,826
5300 Dues & Memberships	21,889	22,490	23,093
5400 Insurance	28,305	29,083	29,863
5501 Utilities	797	819	841
5502 Janitorial Services	1,835	1,886	1,936
5900 Communications	61,760	63,459	65,159
5901 Postage and Shipping	1,586	1,630	1,674
	152,075	156,257	160,444
Facilities, Repairs and Other Leases			
5601 Rent	36,286	36,286	36,286
5602 Additional Rent	18,026	18,522	19,018
5603 Equipment Leases	1,337	1,374	1,411
5604 Other Leases	54,739	56,244	57,752
5610 Repairs and Maintenance	612	629	645
	111,001	113,055	115,113
Professional/Consulting Services			
5801 IT	278,405	286,061	293,728
5802 Audit & Taxes	6,964	7,156	7,348
5803 Legal	87,106	89,501	91,900
5804 Professional Development	41,458	42,598	43,740
5805 General Consulting	35,184	36,151	37,120
5806 Special Activities/Field Trips	40,099	41,202	42,306
5807 Bank Charges	1,686	1,732	1,779
5808 Printing	14	15	15
5809 Other taxes and fees	3,848	3,954	4,060
5810 Payroll Service Fee	320	329	338
5811 Management Fee	179,219	184,148	189,083
5812 District Oversight Fee	76,630	79,349	81,805
5814 SPED Encroachment	24,481	25,795	26,518
5815 Public Relations/Recruitment	103,823	106,678	109,537
	879,239	904,671	929,276
Depreciation			
6900 Depreciation Expense	4,247	4,364	4,481
	4,247	4,364	4,481
Interest			
	-	-	-
Total Expenses	**$ 8,914,699**	**$ 9,158,426**	**$ 9,400,826**
Surplus (Deficit)	**$ 46,271**	**$ (21,615)**	**$ (9,111)**
	0.5%	-0.2%	-0.1%
Fund Balance, Beginning of Year	$ 812,680	$ 858,950	$ 837,335
Fund Balance, End of Year	**$ 858,950**	**$ 837,335**	**$ 828,224**
	9.6%	***9.1%***	***8.8%***

FY26-27 California Online Public Schools - MonBay

Multi-Year Forecast

Revised 3/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	46,271	(21,615)	(9,111)
Cash Flows From Operating Activities			
Depreciation/Amortization	4,247	4,364	4,481
Public Funding Receivables	(1,902,643)	(676,990)	(23,490)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	40,046	7,653	286
Accrued Expenses	-	-	-
Deferred Revenue	(118,338)	-	(15,542)
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	(1,930,417)	(686,588)	(43,377)
Cash, Beginning of Year	3,682,584	1,752,166	1,065,578
Cash, End of Year	**$ 1,752,166**	**$ 1,065,578**	**$ 1,022,201**

FY26-27 California Online Public Schools - Central Coast

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*191.00*	*190.71*	*190.71*
Average Daily Attendance	*186.90*	*186.90*	*186.90*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,313,269	$ 1,474,939	$ 1,563,696
8012 Education Protection Account	37,380	37,380	37,380
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,323,581	1,323,581	1,323,581
	2,674,230	2,835,900	2,924,657
Federal Revenue			
8181 Special Education - Entitlement	14,700	26,740	26,740
8290 Title I, Part A - Basic Low Income	22,229	22,229	22,229
8291 Title II, Part A - Teacher Quality	2,867	2,867	2,867
8294 Title V, Part B - PCSG	10,228	10,228	10,228
	50,025	62,065	62,065
Other State Revenue			
8311 State Special Education	250,449	258,711	266,705
8550 Mandated Cost	7,944	7,919	8,164
8560 State Lottery	50,837	50,837	50,837
8599 Other State Revenue	12,531	20,619	48,473
	321,761	338,086	374,178
Other Local Revenue			
	32,257	32,257	32,257
Total Revenue	**$ 3,078,273**	**$ 3,268,307**	**$ 3,393,157**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	1,067,083	1,096,505	1,125,908
1175 Teachers' Extra Duty/Stipends	44,333	45,699	46,956
1200 Pupil Support Salaries	129,704	133,280	136,854
1300 Administrators' Salaries	91,684	94,212	96,739
	1,332,804	1,369,696	1,406,456
Classified Salaries			
2200 Support Salaries	5,894	6,056	6,219
2300 Classified Administrators' Salaries	41,022	42,153	43,283
2400 Clerical and Office Staff Salaries	32,447	33,342	34,236
	79,363	81,551	83,738
Benefits			
3101 STRS	254,565	261,612	268,633
3301 OASDI	9,841	10,112	10,384
3311 Medicare	20,476	21,043	21,608
3401 Health and Welfare	210,803	216,600	222,405
3501 State Unemployment	41,046	42,147	43,248
3601 Workers' Compensation	19,770	20,317	20,863
3901 Other Benefits	49,426	50,794	52,157
	605,927	622,625	639,297
Books and Supplies			
4100 Textbooks and Core Curricula	110,377	113,412	116,451
4200 Books and Other Materials	139	143	147
4302 School Supplies	5,684	5,840	5,997
4305 Software	90,665	93,158	95,655
4310 Office Expense	3,632	3,732	3,832
4311 Business Meals	1,315	1,352	1,388
4400 Noncapitalized Equipment	41,243	42,377	43,513
	253,055	260,014	266,983

FY26-27 California Online Public Schools - Central Coast

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Subagreement Services			
5102 Special Education	306,382	314,808	323,244
5105 Security	85	87	90
5106 Other Educational Consultants	7,021	7,214	7,407
	313,488	322,109	330,741
Operations and Housekeeping			
5201 Auto and Travel	11,902	12,229	12,557
5300 Dues & Memberships	7,266	7,466	7,666
5400 Insurance	9,396	9,655	9,913
5501 Utilities	264	272	279
5502 Janitorial Services	609	626	643
5900 Communications	20,502	21,066	21,631
5901 Postage and Shipping	527	541	556
	50,483	51,871	53,262
Facilities, Repairs and Other Leases			
5601 Rent	12,046	12,046	12,046
5602 Additional Rent	5,984	6,148	6,313
5603 Equipment Leases	444	456	468
5604 Other Leases	18,171	18,671	19,171
5610 Repairs and Maintenance	203	209	214
	36,848	37,530	38,213
Professional/Consulting Services			
5801 IT	92,420	94,962	97,507
5802 Audit & Taxes	2,312	2,375	2,439
5803 Legal	28,916	29,711	30,507
5804 Professional Development	13,763	14,141	14,520
5805 General Consulting	11,680	12,001	12,323
5806 Special Activities/Field Trips	13,312	13,678	14,044
5807 Bank Charges	560	575	590
5808 Printing	5	5	5
5809 Other taxes and fees	1,278	1,313	1,348
5810 Payroll Service Fee	106	109	112
5811 Management Fee	75,000	77,063	79,128
5812 District Oversight Fee	26,742	28,359	29,247
5814 SPED Encroachment	7,954	8,564	8,803
5815 Public Relations/Recruitment	34,465	35,413	36,362
	308,512	318,268	326,935
Depreciation			
6900 Depreciation Expense	1,410	1,449	1,487
	1,410	1,449	1,487
Interest			
	-	-	-
Total Expenses	**$ 2,981,890**	**$ 3,065,113**	**$ 3,147,112**
Surplus (Deficit)	**$ 96,383**	**$ 203,194**	**$ 246,044**
	3.2%	6.6%	7.8%
Fund Balance, Beginning of Year	$ 740,981	$ 837,364	$ 1,040,559
Fund Balance, End of Year	**$ 837,364**	**$ 1,040,559**	**$ 1,286,603**
	28.1%	***33.9%***	***40.9%***

FY26-27 California Online Public Schools - Central Coast

Multi-Year Forecast

Revised 4/21/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	96,383	203,194	246,044
Cash Flows From Operating Activities			
Depreciation/Amortization	1,410	1,449	1,487
Public Funding Receivables	(816,307)	(562,585)	(11,738)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	10,244	5,913	101
Accrued Expenses	-	-	-
Deferred Revenue	(287)	-	(8,470)
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	(708,557)	(352,029)	227,426
Cash, Beginning of Year	1,366,692	658,135	306,106
Cash, End of Year	**$ 658,135**	**$ 306,106**	**$ 533,532**

FY26-27 California Online Public Schools - Orange County

Multi-Year Forecast

Revised 2/19/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions			
State COLA	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*3.08%*	*2.75%*	*2.68%*
Enrollment	*4,185.00*	*4,825.00*	*5,400.00*
Average Daily Attendance	*4,101.25*	*4,728.50*	*5,292.00*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 57,584,965	$ 68,610,368	$ 79,198,101
8012 Education Protection Account	820,250	945,700	1,058,400
8096 In Lieu of Property Taxes	18,169	20,947	23,444
	58,423,384	69,577,015	80,279,945
Federal Revenue			
8181 Special Education - Entitlement	-	585,900	655,722
8290 Title I, Part A - Basic Low Income	906,597	1,045,253	1,169,817
8291 Title II, Part A - Teacher Quality	115,408	133,058	148,915
8294 Title V, Part B - PCSG	71,611	82,563	92,402
	1,093,616	1,846,775	2,066,857
Other State Revenue			
8311 State Special Education	5,495,675	6,545,284	7,551,644
8550 Mandated Cost	-	-	-
8560 State Lottery	1,115,540	1,286,152	1,439,424
8599 Other State Revenue	266,581	307,353	343,980
	6,877,796	8,138,789	9,335,048
Other Local Revenue			
	32,472	37,439	41,900
Total Revenue	**$ 66,427,268**	**$ 79,600,017**	**$ 91,723,750**
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	23,415,322	27,204,112	31,219,746
1175 Teachers' Extra Duty/Stipends	972,821	1,138,295	1,311,368
1200 Pupil Support Salaries	2,981,265	3,151,215	3,852,195
1300 Administrators' Salaries	2,355,593	2,426,990	2,787,706
	29,725,001	33,920,612	39,171,015
Classified Salaries			
2200 Support Salaries	127,912	131,850	135,817
2300 Classified Administrators' Salaries	926,532	954,941	1,270,299
2400 Clerical and Office Staff Salaries	643,568	663,583	886,870
	1,698,011	1,750,374	2,292,986
Benefits			
3101 STRS	5,677,475	6,478,837	7,481,664
3301 OASDI	210,553	217,046	284,330
3311 Medicare	455,634	517,229	601,228
3401 Health and Welfare	4,082,971	4,761,210	5,523,833
3501 State Unemployment	108,869	120,644	136,619
3601 Workers' Compensation	439,922	499,394	580,496
3901 Other Benefits	1,099,805	1,248,485	1,451,240
	12,075,230	13,842,844	16,059,411
Books and Supplies			
4100 Textbooks and Core Curricula	2,422,029	2,869,250	3,297,241
4200 Books and Other Materials	3,057	3,622	4,162
4302 School Supplies	124,726	147,756	169,797
4305 Software	1,989,494	2,356,848	2,708,407
4310 Office Expense	79,696	94,412	108,495
4311 Business Meals	28,863	34,192	39,292
4400 Noncapitalized Equipment	905,003	1,472,109	1,691,696
	5,552,869	6,978,190	8,019,090

FY26-27 California Online Public Schools - Orange County

Multi-Year Forecast

Revised 2/19/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Subagreement Services			
5102 Special Education	6,723,035	7,964,423	9,152,435
5103 Substitute Teacher	2,600	3,080	3,540
5105 Security	1,865	2,210	2,540
5106 Other Educational Consultants	154,055	182,501	209,724
	6,881,556	8,152,215	9,368,238
Operations and Housekeeping			
5201 Auto and Travel	261,163	309,386	355,536
5300 Dues & Memberships	159,444	188,885	217,060
5400 Insurance	206,184	244,255	280,690
5501 Utilities	5,804	6,875	7,901
5502 Janitorial Services	13,369	15,838	18,200
5900 Communications	449,885	532,955	612,453
5901 Postage and Shipping	11,555	13,689	15,731
	1,107,404	1,311,883	1,507,570
Facilities, Repairs and Other Leases			
5601 Rent	264,324	264,324	264,324
5602 Additional Rent	131,307	155,553	178,755
5603 Equipment Leases	9,742	11,541	13,262
5604 Other Leases	398,740	472,366	542,827
5610 Repairs and Maintenance	4,456	5,279	6,067
	808,570	909,063	1,005,235
Professional/Consulting Services			
5801 IT	2,028,005	2,402,470	2,760,834
5802 Audit & Taxes	50,730	52,125	53,522
5803 Legal	334,513	396,279	455,390
5804 Professional Development	301,996	357,758	411,123
5805 General Consulting	256,292	303,616	348,905
5806 Special Activities/Field Trips	292,099	346,034	397,650
5807 Bank Charges	12,281	14,549	16,719
5808 Printing	104	123	141
5809 Other taxes and fees	28,034	33,210	38,164
5810 Payroll Service Fee	2,332	2,762	3,174
5811 Back Office Service Fee	1,328,545	1,573,857	1,808,621
5812 District Oversight Fee	584,234	695,770	802,799
5814 SPED Encroachment	164,870	213,936	246,221
5815 Public Relations/Recruitment	756,285	895,931	1,029,572
	6,140,318	7,288,420	8,372,836
Depreciation			
6900 Depreciation Expense	30,935	31,786	32,638
	30,935	31,786	32,638
Interest			
	-	-	-
Total Expenses	**$ 64,019,894**	**$ 74,185,387**	**$ 85,829,019**
Surplus (Deficit)	**$ 2,407,374**	**$ 5,414,630**	**$ 5,894,731**
	3.8%	7.3%	6.9%
Fund Balance, Beginning of Year	$ -	$ 2,407,374	$ 7,822,004
Fund Balance, End of Year	**$ 2,407,374**	**$ 7,822,004**	**$ 13,716,735**
	3.8%	***10.5%***	***16.0%***

FY26-27 California Online Public Schools - Orange County

Multi-Year Forecast

Revised 2/19/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments			
Surplus (Deficit)	2,407,374	5,414,630	5,894,731
Cash Flows From Operating Activities			
Depreciation/Amortization	30,935	31,786	32,638
Public Funding Receivables	(8,738,163)	(838,658)	(1,270,385)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	15,000,000	(1,500,000)	(1,500,000)
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	87,033	22,551	14,758
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	8,787,179	3,130,309	3,171,742
Cash, Beginning of Year	-	8,787,179	11,917,488
Cash, End of Year	**$ 8,787,179**	**$ 11,917,488**	**$ 15,089,230**

CHARTER IMPACT

APPENDIX 02

Monthly Cash Flow

FY26-27 CalOps

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

ADA = 7914.69

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 7914.71	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	1,968,849	1,968,849	3,543,928	3,543,928	3,543,928	35,215,658	3,543,928	8,869,238	8,869,238	8,869,238	8,869,238	4,079,511	**92,885,530**	92,885,530	-
8012	Education Protection Account	-	-	1,110,893	-	-	1,110,893	-	-	1,110,893	-	-	-	5,900,573	**9,233,253**	9,233,253	-
8096	In Lieu of Property Taxes	-	627,671	1,255,342	103,523	103,523	103,523	-	-	-	-	-	-	8,505,956	**10,699,538**	10,699,538	-
		-	2,596,520	4,335,085	3,647,451	3,647,451	4,758,344	35,215,658	3,543,928	9,980,131	8,869,238	8,869,238	8,869,238	18,486,040	**112,818,321**	**112,818,321**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	412,860	**412,860**	412,860	-
8290	Title I, Part A - Basic Low Income	-	-	-	167,911	-	-	167,911	-	-	-	167,911	-	1,074,508	**1,578,241**	1,578,241	-
8291	Title II, Part A - Teacher Quality	-	-	-	22,301	-	-	22,301	-	-	-	22,301	-	137,709	**204,613**	204,613	-
8294	Title IV	-	-	-	12,140	-	-	12,140	-	-	-	12,140	-	109,035	**145,455**	145,455	-
		-	-	-	202,352	-	-	202,352	-	-	-	202,352	-	1,734,112	**2,341,168**	**2,341,168**	**-**
Other State Revenue																	
8311	State Special Education	-	250,820	250,820	451,475	451,475	451,475	451,475	451,475	1,569,337	1,569,337	1,569,337	1,569,337	1,569,337	**10,605,698**	10,605,698	-
8550	Mandated Cost	-	-	-	-	-	150,986	-	-	-	-	-	-	-	**150,986**	150,986	-
8560	State Lottery	-	-	-	-	-	-	254,563	-	-	254,563	-	-	1,643,674	**2,152,800**	2,152,800	-
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599	Other State Revenue	-	25,723	25,723	485,555	46,301	46,301	485,555	46,301	46,301	485,555	46,301	46,301	485,555	**2,271,469**	2,271,469	-
		-	276,542	276,542	937,030	497,776	648,762	1,191,593	497,776	1,615,638	2,309,454	1,615,638	1,615,638	3,698,565	**15,180,953**	**15,180,953**	**-**
Other Local Revenue																	
8660	Interest Revenue	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	-	**125,326**	125,326	-
8690	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	-	**125,326**	**125,326**	**-**
Total Revenue		**10,444**	**2,883,506**	**4,622,071**	**4,797,277**	**4,155,671**	**5,417,550**	**36,620,047**	**4,052,148**	**11,606,212**	**11,189,136**	**10,697,671**	**10,495,319**	**23,918,717**	**130,465,768**	**130,465,768**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	3,683,123	3,683,123	3,683,123	3,683,123	3,683,123	3,683,123	3,683,123	3,683,123	3,683,123	3,683,123	3,683,123	4,673,190	-	**45,187,540**	45,187,540	-
1175	Teachers' Extra Duty/Stipends	156,448	156,448	156,448	156,448	156,448	156,448	156,448	156,448	156,448	156,448	156,448	156,448	-	**1,877,377**	1,877,377	-
1200	Pupil Support Salaries	458,527	458,527	458,527	458,527	458,527	458,527	458,527	458,527	458,527	458,527	458,527	555,444	-	**5,599,238**	5,599,238	-
1300	Administrators' Salaries	344,725	344,725	344,725	344,725	344,725	344,725	344,725	344,725	344,725	344,725	344,725	434,288	-	**4,226,265**	4,226,265	-
		4,642,823	4,642,823	4,642,823	4,642,823	4,642,823	4,642,823	4,642,823	4,642,823	4,642,823	4,642,823	4,642,823	5,819,369	-	**56,890,421**	**56,890,421**	**-**
Classified Salaries															**-**	-	-
2200	Support Salaries	20,206	20,206	20,206	20,206	20,206	20,206	20,206	20,206	20,206	20,206	20,206	25,901	-	**248,163**	248,163	-
2300	Classified Administrators' Salaries	143,656	143,656	143,656	143,656	143,656	143,656	143,656	143,656	143,656	143,656	143,656	183,301	-	**1,763,522**	1,763,522	-
2400	Clerical and Office Staff Salaries	106,187	106,187	106,187	106,187	106,187	106,187	106,187	106,187	106,187	106,187	106,187	137,545	-	**1,305,602**	1,305,602	-
		270,049	270,049	270,049	270,049	270,049	270,049	270,049	270,049	270,049	270,049	270,049	346,748	-	**3,317,287**	**3,317,287**	**-**
Benefits															**-**	-	-
3101	STRS	887,223	887,223	887,223	887,223	887,223	887,223	887,223	887,223	887,223	887,223	887,223	1,112,047	-	**10,871,501**	10,871,501	-
3301	OASDI	33,486	33,486	33,486	33,486	33,486	33,486	33,486	33,486	33,486	33,486	33,486	42,997	-	**411,344**	411,344	-
3311	Medicare	71,270	71,270	71,270	71,270	71,270	71,270	71,270	71,270	71,270	71,270	71,270	89,450	-	**873,424**	873,424	-
3401	Health and Welfare	698,874	698,874	698,874	698,874	698,874	698,874	698,874	698,874	698,874	698,874	698,874	698,874	-	**8,386,485**	8,386,485	-
3501	State Unemployment	25,758	25,758	25,758	25,758	25,758	25,758	128,788	103,031	51,515	25,758	25,758	25,758	-	**515,154**	515,154	-
3601	Workers' Compensation	68,813	68,813	68,813	68,813	68,813	68,813	68,813	68,813	68,813	68,813	68,813	86,366	-	**843,306**	843,306	-
3901	Other Benefits	172,032	172,032	172,032	172,032	172,032	172,032	172,032	172,032	172,032	172,032	172,032	215,915	-	**2,108,265**	2,108,265	-
		1,957,455	1,957,455	1,957,455	1,957,455	1,957,455	1,957,455	2,060,486	2,034,729	1,983,213	1,957,455	1,957,455	2,271,407	-	**24,009,479**	**24,009,479**	**-**
Books and Supplies															**-**	-	-
4100	Textbooks and Core Curricula	-	1,168,525	1,168,525	1,168,525	1,168,525	-	-	-	-	-	-	-	-	**4,674,100**	4,674,100	-
4200	Books and Other Materials	1,180	1,180	1,180	1,180	1,180	-	-	-	-	-	-	-	-	**5,900**	5,900	-
4302	School Supplies	20,058	20,058	20,058	20,058	20,058	20,058	20,058	20,058	20,058	20,058	20,058	20,058	-	**240,700**	240,700	-
4305	Software	319,948	319,948	319,948	319,948	319,948	319,948	319,948	319,948	319,948	319,948	319,948	319,948	-	**3,839,381**	3,839,381	-
4310	Office Expense	12,817	12,817	12,817	12,817	12,817	12,817	12,817	12,817	12,817	12,817	12,817	12,817	-	**153,800**	153,800	-
4311	Business Meals	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642	-	**55,700**	55,700	-
4400	Noncapitalized Equipment	-	349,300	349,300	349,300	349,300	349,300	-	-	-	-	-	-	-	**1,746,500**	1,746,500	-
		358,645	1,876,470	1,876,470	1,876,470	1,876,470	706,765	357,465	357,465	357,465	357,465	357,465	357,465	-	**10,716,081**	**10,716,081**	**-**

FY26-27 CalOps

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

ADA = 7914.69

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services															-	-	-
5102	Special Education	-	1,179,482	1,179,482	1,179,482	1,179,482	1,179,482	1,179,482	1,179,482	1,179,482	1,179,482	1,179,482	1,179,482	-	**12,974,300**	12,974,300	-
5103	Substitute Teacher	-	236	236	236	236	236	236	236	236	236	236	236	-	**2,600**	2,600	-
5105	Security	-	327	327	327	327	327	327	327	327	327	327	327	-	**3,600**	3,600	-
5106	Other Educational Consultants	-	-	29,730	29,730	29,730	29,730	29,730	29,730	29,730	29,730	29,730	29,730	-	**297,300**	297,300	-
		-	1,180,045	1,209,775	1,209,775	1,209,775	1,209,775	1,209,775	1,209,775	1,209,775	1,209,775	1,209,775	1,209,775	-	**13,277,800**	**13,277,800**	**-**
Operations and Housekeeping		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5201	Auto and Travel	-	45,818	45,818	45,818	45,818	45,818	45,818	45,818	45,818	45,818	45,818	45,818	-	**504,000**	504,000	-
5300	Dues & Memberships	25,642	25,642	25,642	25,642	25,642	25,642	25,642	25,642	25,642	25,642	25,642	25,642	-	**307,700**	307,700	-
5400	Insurance	33,158	33,158	33,158	33,158	33,158	33,158	33,158	33,158	33,158	33,158	33,158	33,158	-	**397,900**	397,900	-
5501	Utilities	933	933	933	933	933	933	933	933	933	933	933	933	-	**11,200**	11,200	-
5502	Janitorial Services	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	-	**25,800**	25,800	-
5516	Miscellaneous Expense	-	-	34	34	34	34	34	34	34	34	34	34	-	**337**	337	-
5900	Communications	72,350	72,350	72,350	72,350	72,350	72,350	72,350	72,350	72,350	72,350	72,350	72,350	-	**868,200**	868,200	-
5901	Postage and Shipping	-	-	2,230	2,230	2,230	2,230	2,230	2,230	2,230	2,230	2,230	2,230	-	**22,300**	22,300	-
		134,233	180,052	182,315	182,315	182,315	182,315	182,315	182,315	182,315	182,315	182,315	182,315	-	**2,137,437**	**2,137,437**	**-**
Facilities, Repairs and Other Leases		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	Rent	42,508	42,508	42,508	42,508	42,508	42,508	42,508	42,508	42,508	42,508	42,508	42,508	-	**510,100**	510,100	-
5602	Additional Rent	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	21,117	-	**253,400**	253,400	-
5603	Equipment Leases	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	-	**18,800**	18,800	-
5604	Other Leases	64,125	64,125	64,125	64,125	64,125	64,125	64,125	64,125	64,125	64,125	64,125	64,125	-	**769,500**	769,500	-
5610	Repairs and Maintenance	717	717	717	717	717	717	717	717	717	717	717	717	-	**8,600**	8,600	-
		130,033	130,033	130,033	130,033	130,033	130,033	130,033	130,033	130,033	130,033	130,033	130,033	-	**1,560,400**	**1,560,400**	**-**
Professional/Consulting Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5801	IT	326,142	326,142	326,142	326,142	326,142	326,142	326,142	326,142	326,142	326,142	326,142	326,142	-	**3,913,700**	3,913,700	-
5802	Audit & Taxes	-	-	-	32,633	32,633	32,633	-	-	-	-	-	-	-	**97,900**	97,900	-
5803	Legal	77,042	77,042	77,042	77,042	77,042	77,042	77,042	77,042	77,042	77,042	77,042	77,042	-	**924,500**	924,500	-
5804	Professional Development	-	-	58,280	58,280	58,280	58,280	58,280	58,280	58,280	58,280	58,280	58,280	-	**582,800**	582,800	-
5805	General Consulting	-	-	49,460	49,460	49,460	49,460	49,460	49,460	49,460	49,460	49,460	49,460	-	**494,600**	494,600	-
5806	Special Activities/Field Trips	-	-	-	-	-	187,900	187,900	187,900	-	-	-	-	-	**563,700**	563,700	-
5807	Bank Charges	-	-	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	-	**23,700**	23,700	-
5808	Printing	-	-	20	20	20	20	20	20	20	20	20	20	-	**200**	200	-
5809	Other taxes and fees	-	-	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	-	**54,100**	54,100	-
5810	Payroll Service Fee	375	375	375	375	375	375	375	375	375	375	375	375	-	**4,500**	4,500	-
5811	Back Office Service Fee	219,117	219,117	219,117	219,117	219,117	219,117	219,117	219,117	219,117	219,117	219,117	219,117	-	**2,629,407**	2,629,407	-
5812	District Oversight Fee	-	25,965	43,351	36,475	36,475	47,583	352,157	35,439	99,801	88,692	88,692	88,692	184,860	**1,128,183**	1,128,183	-
5814	SPED Encroachment	-	7,525	7,525	13,544	13,544	13,544	13,544	13,544	47,080	47,080	47,080	47,080	59,466	**330,557**	330,557	-
5815	Public Relations/Recruitment	-	-	145,950	145,950	145,950	145,950	145,950	145,950	145,950	145,950	145,950	145,950	-	**1,459,500**	1,459,500	-
		622,676	656,165	935,041	966,818	966,818	1,165,827	1,437,766	1,121,049	1,031,047	1,019,938	1,019,938	1,019,938	244,326	**12,207,347**	**12,207,347**	**-**
Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation Expense	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	-	**59,700**	59,700	-
		4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	-	**59,700**	**59,700**	**-**
Interest		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**8,120,890**	**10,898,068**	**11,208,938**	**11,240,714**	**11,240,714**	**10,270,018**	**10,295,689**	**9,953,214**	**9,811,696**	**9,774,830**	**9,774,830**	**11,342,026**	**244,326**	**124,175,952**	**124,175,952**	**-**
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monthly Surplus (Deficit)		**(8,110,446)**	**(8,014,562)**	**(6,586,867)**	**(6,443,438)**	**(7,085,044)**	**(4,852,468)**	**26,324,358**	**(5,901,066)**	**1,794,516**	**1,414,306**	**922,842**	**(846,707)**	**23,674,391**	**6,289,816**	**6,289,816**	**-**
		-	-	-	-	-	-	-	-	-	-	-	-	-	-		

FY26-27 CalOps

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

ADA = 7914.69

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Monthly Surplus (Deficit)	(8,110,446)	(8,014,562)	(6,586,867)	(6,443,438)	(7,085,044)	(4,852,468)	26,324,358	(5,901,066)	1,794,516	1,414,306	922,842	(846,707)	23,674,391	**6,289,816**		
Cash flows from operating activities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Depreciation/Amortization	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	4,975	-	**59,700**		
Public Funding Receivables	12,404,213	-	-	-	-	552,264	887,647	-	-	-	-	-	(23,918,717)	**(10,074,593)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	15,000,000	-	-	10,000,000	-	-	-	-	-	-	-	(10,000,000)	-	**15,000,000**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	244,326	**244,326**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(439,254)	-	-	(439,254)	-	-	(439,254)	-	-	(439,254)	**(1,757,015)**		
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	19,298,742	(8,009,587)	(6,581,892)	3,122,284	(7,080,069)	(4,295,230)	26,777,727	(5,896,091)	1,799,491	980,028	927,817	(10,841,732)				
	-	-	-	-	-	-	-	-	-	-	-	-				
Cash, Beginning of Month	21,569,170	40,867,912	32,858,325	26,276,433	29,398,717	22,318,648	18,023,419	44,801,145	38,905,054	40,704,545	41,684,573	42,612,390				
	-	-	-	-	-	-	-	-	-	-	-	-				
Cash, End of Month	**40,867,912**	**32,858,325**	**26,276,433**	**29,398,717**	**22,318,648**	**18,023,419**	**44,801,145**	**38,905,054**	**40,704,545**	**41,684,573**	**42,612,390**	**31,770,658**				

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 1064.72

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	624,695	624,695	1,124,451	1,124,451	1,124,451	1,124,451	1,124,451	1,161,921	1,161,921	1,161,921	1,161,921	1,161,923	**12,681,252**
8012	Education Protection Account	-	-	768,395	-	-	768,395	-	-	768,395	-	-	-	768,395	**3,073,579**
8096	In Lieu of Property Taxes	-	53,357	106,714	-	-	-	-	-	-	-	-	-	742,545	**902,616**
		-	678,052	1,499,804	1,124,451	1,124,451	1,892,846	1,124,451	1,124,451	1,930,316	1,161,921	1,161,921	1,161,921	2,672,863	**16,657,447**
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	102,060	**102,060**
8290	Title I, Part A - Basic Low Income	-	-	-	57,525	-	-	57,525	-	-	-	57,525	-	57,525	**230,101**
8291	Title II, Part A - Teacher Quality	-	-	-	6,782	-	-	6,782	-	-	-	6,782	-	6,782	**27,129**
8294	Title IV, Part A	-	-	-	4,469	-	-	4,469	-	-	-	4,469	-	4,469	**17,875**
		-	-	-	68,776	-	-	68,776	-	-	-	68,776	-	170,836	**377,165**
Other State Revenue															
8311	State Special Education	-	70,282	70,282	126,508	126,508	126,508	126,508	126,508	130,724	130,724	130,724	130,724	130,724	**1,426,725**
8550	Mandated Cost	-	-	-	-	-	41,432	-	-	-	-	-	-	-	**41,432**
8560	State Lottery	-	-	-	-	-	-	71,331	-	-	71,331	-	-	146,943	**289,605**
8599	Other State Revenue	-	3,460	3,460	213,693	6,229	6,229	213,693	6,229	6,229	213,693	6,229	6,229	213,693	**899,066**
		-	73,743	73,743	340,202	132,737	174,169	411,533	132,737	136,952	415,749	136,952	136,952	491,360	**2,656,827**
Other Local Revenue															
8660	Interest Revenue	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	-	**14,090**
		1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	-	**14,090**
Total Revenue		**1,174**	**752,969**	**1,574,720**	**1,534,603**	**1,258,362**	**2,068,188**	**1,605,934**	**1,258,362**	**2,068,442**	**1,578,844**	**1,368,824**	**1,300,048**	**3,335,059**	**19,705,529**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	495,472	495,472	495,472	495,472	495,472	495,472	495,472	495,472	495,472	495,472	495,472	628,660	-	**6,078,848**
1175	Teachers' Extra Duty/Stipends	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	21,046	-	**252,554**
1200	Pupil Support Salaries	60,168	60,168	60,168	60,168	60,168	60,168	60,168	60,168	60,168	60,168	60,168	77,031	-	**738,882**
1300	Administrators' Salaries	42,521	42,521	42,521	42,521	42,521	42,521	42,521	42,521	42,521	42,521	42,521	54,569	-	**522,295**
		619,207	619,207	619,207	619,207	619,207	619,207	619,207	619,207	619,207	619,207	619,207	781,306	-	**7,592,579**
Classified Salaries															
2200	Support Salaries	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	2,734	3,500	-	**33,574**
2300	Classified Administrators'	19,030	19,030	19,030	19,030	19,030	19,030	19,030	19,030	19,030	19,030	19,030	24,363	-	**233,689**
2400	Clerical and Office Staff Salaries	15,052	15,052	15,052	15,052	15,052	15,052	15,052	15,052	15,052	15,052	15,052	19,270	-	**184,841**
		36,816	36,816	36,816	36,816	36,816	36,816	36,816	36,816	36,816	36,816	36,816	47,134	-	**452,105**
Benefits															
3101	STRS	118,268	118,268	118,268	118,268	118,268	118,268	118,268	118,268	118,268	118,268	118,268	149,230	-	**1,450,183**
3301	OASDI	4,565	4,565	4,565	4,565	4,565	4,565	4,565	4,565	4,565	4,565	4,565	5,845	-	**56,061**
3311	Medicare	9,512	9,512	9,512	9,512	9,512	9,512	9,512	9,512	9,512	9,512	9,512	12,012	-	**116,648**
3401	Health and Welfare	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	-	**1,203,281**
3501	State Unemployment	5,364	5,364	5,364	5,364	5,364	5,364	26,820	21,456	10,728	5,364	5,364	5,364	-	**107,281**
3601	Workers' Compensation	9,184	9,184	9,184	9,184	9,184	9,184	9,184	9,184	9,184	9,184	9,184	11,598	-	**112,626**
3901	Other Benefits	22,961	22,961	22,961	22,961	22,961	22,961	22,961	22,961	22,961	22,961	22,961	28,995	-	**281,564**
		270,128	270,128	270,128	270,128	270,128	270,128	291,585	286,221	275,493	270,128	270,128	313,317	-	**3,327,643**
Books and Supplies															
4100	Textbooks and Core Curricula	-	157,196	157,196	157,196	157,196	-	-	-	-	-	-	-	-	**628,783**
4200	Books and Other Materials	159	159	159	159	159	-	-	-	-	-	-	-	-	**794**
4302	School Supplies	2,698	2,698	2,698	2,698	2,698	2,698	2,698	2,698	2,698	2,698	2,698	2,698	-	**32,380**
4305	Software	43,041	43,041	43,041	43,041	43,041	43,041	43,041	43,041	43,041	43,041	43,041	43,041	-	**516,492**
4310	Office Expense	1,724	1,724	1,724	1,724	1,724	1,724	1,724	1,724	1,724	1,724	1,724	1,724	-	**20,690**
4311	Business Meals	624	624	624	624	624	624	624	624	624	624	624	624	-	**7,493**
4400	Noncapitalized Equipment	-	46,990	46,990	46,990	46,990	46,990	-	-	-	-	-	-	-	**234,948**
		48,247	252,432	252,432	252,432	252,432	95,077	48,088	48,088	48,088	48,088	48,088	48,088	-	**1,441,579**

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 1064.72

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	-	158,670	158,670	158,670	158,670	158,670	158,670	158,670	158,670	158,670	158,670	158,670	-	**1,745,366**
5105	Security	-	44	44	44	44	44	44	44	44	44	44	44	-	**484**
5106	Other Educational Consultants	-	-	3,999	3,999	3,999	3,999	3,999	3,999	3,999	3,999	3,999	3,999	-	**39,994**
		-	158,714	162,713	162,713	162,713	162,713	162,713	162,713	162,713	162,713	162,713	162,713	-	**1,785,845**
Operations and Housekeeping															
5201	Auto and Travel	-	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	-	**67,801**
5300	Dues & Memberships	3,449	3,449	3,449	3,449	3,449	3,449	3,449	3,449	3,449	3,449	3,449	3,449	-	**41,393**
5400	Insurance	4,461	4,461	4,461	4,461	4,461	4,461	4,461	4,461	4,461	4,461	4,461	4,461	-	**53,527**
5501	Utilities	126	126	126	126	126	126	126	126	126	126	126	126	-	**1,507**
5502	Janitorial Services	289	289	289	289	289	289	289	289	289	289	289	289	-	**3,471**
5516	Miscellaneous Expense	-	-	9	9	9	9	9	9	9	9	9	9	-	**94**
5900	Communications	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	9,733	-	**116,794**
5901	Postage and Shipping	-	-	300	300	300	300	300	300	300	300	300	300	-	**3,000**
		18,058	24,221	24,531	24,531	24,531	24,531	24,531	24,531	24,531	24,531	24,531	24,531	-	**287,587**
Facilities, Repairs and Other Leases															
5601	Rent	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	-	**68,621**
5602	Additional Rent	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	2,841	-	**34,089**
5603	Equipment Leases	211	211	211	211	211	211	211	211	211	211	211	211	-	**2,529**
5604	Other Leases	8,626	8,626	8,626	8,626	8,626	8,626	8,626	8,626	8,626	8,626	8,626	8,626	-	**103,517**
5610	Repairs and Maintenance	96	96	96	96	96	96	96	96	96	96	96	96	-	**1,157**
		17,493	17,493	17,493	17,493	17,493	17,493	17,493	17,493	17,493	17,493	17,493	17,493	-	**209,913**
Professional/Consulting Services															
5801	IT	43,874	43,874	43,874	43,874	43,874	43,874	43,874	43,874	43,874	43,874	43,874	43,874	-	**526,490**
5802	Audit & Taxes	-	-	-	4,390	4,390	4,390	-	-	-	-	-	-	-	**13,170**
5803	Legal	13,727	13,727	13,727	13,727	13,727	13,727	13,727	13,727	13,727	13,727	13,727	13,727	-	**164,726**
5804	Professional Development	-	-	7,840	7,840	7,840	7,840	7,840	7,840	7,840	7,840	7,840	7,840	-	**78,401**
5805	General Consulting	-	-	6,654	6,654	6,654	6,654	6,654	6,654	6,654	6,654	6,654	6,654	-	**66,536**
5806	Special Activities/Field Trips	-	-	-	-	-	25,277	25,277	25,277	-	-	-	-	-	**75,832**
5807	Bank Charges	-	-	319	319	319	319	319	319	319	319	319	319	-	**3,188**
5808	Printing	-	-	3	3	3	3	3	3	3	3	3	3	-	**27**
5809	Other taxes and fees	-	-	728	728	728	728	728	728	728	728	728	728	-	**7,278**
5810	Payroll Service Fee	50	50	50	50	50	50	50	50	50	50	50	50	-	**605**
5811	Management Fee	32,843	32,843	32,843	32,843	32,843	32,843	32,843	32,843	32,843	32,843	32,843	32,843	-	**394,111**
5812	District Oversight Fee	-	6,781	14,998	11,245	11,245	18,928	11,245	11,245	19,303	11,619	11,619	11,619	26,729	**166,574**
5814	SPED Encroachment	-	2,108	2,108	3,795	3,795	3,795	3,795	3,795	3,922	3,922	3,922	3,922	6,984	**45,864**
5815	Public Relations/Recruitment	-	-	19,634	19,634	19,634	19,634	19,634	19,634	19,634	19,634	19,634	19,634	-	**196,339**
		90,494	99,383	142,778	145,101	145,101	178,062	165,988	165,988	148,896	141,212	141,212	141,212	33,712	**1,739,140**
Depreciation															
6900	Depreciation Expense	669	669	669	669	669	669	669	669	669	669	669	669	-	**8,031**
		669	669	669	669	669	669	669	669	669	669	669	669	-	**8,031**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**1,101,111**	**1,479,063**	**1,526,766**	**1,529,089**	**1,529,089**	**1,404,696**	**1,367,089**	**1,361,725**	**1,333,905**	**1,320,857**	**1,320,857**	**1,536,463**	**33,712**	**16,844,423**
Monthly Surplus (Deficit)		**(1,099,937)**	**(726,094)**	**47,954**	**5,513**	**(270,728)**	**663,492**	**238,845**	**(103,363)**	**734,538**	**257,987**	**47,967**	**(236,416)**	**3,301,347**	**2,861,106**

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 1064.72

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(1,099,937)	(726,094)	47,954	5,513	(270,728)	663,492	238,845	(103,363)	734,538	257,987	47,967	(236,416)	3,301,347	**2,861,106**
Cash flows from operating activities														
Depreciation/Amortization	669	669	669	669	669	669	669	669	669	669	669	669	-	**8,031**
Public Funding Receivables	3,894,104	-	-	-	-	167,320	216,023	-	-	-	-	-	(3,335,059)	**942,388**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	(2,500,000)	-	-	-	-	-	2,500,000	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	33,712	**33,712**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	(207,465)	-	-	(207,465)	-	-	(207,465)	-	-	(207,465)	**(829,859)**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	2,794,836	(725,425)	48,623	(201,282)	(270,058)	(1,668,519)	248,072	(102,694)	735,207	51,192	48,637	2,264,254		
Cash, Beginning of Month	7,698,392	10,493,228	9,767,803	9,816,427	9,615,145	9,345,086	7,676,568	7,924,640	7,821,946	8,557,153	8,608,345	8,656,981		
Cash, End of Month	**10,493,228**	**9,767,803**	**9,816,427**	**9,615,145**	**9,345,086**	**7,676,568**	**7,924,640**	**7,821,946**	**8,557,153**	**8,608,345**	**8,656,981**	**10,921,235**		

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY27-28

Revised 4/21/26

ADA = 1064.72

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 1064.72	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	663,447	663,447	1,194,205	1,194,205	1,194,205	1,194,205	1,194,205	1,194,205	1,194,205	1,194,205	1,194,205	1,194,205	**13,268,939**	12,681,252	587,687
8012 Education Protection Account	-	-	-	768,395	-	-	768,395	-	-	844,467	-	-	793,752	**3,175,009**	3,073,579	101,430
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	902,616	**902,616**	902,616	-
	-	663,447	663,447	1,962,599	1,194,205	1,194,205	1,962,599	1,194,205	1,194,205	2,038,672	1,194,205	1,194,205	2,890,573	**17,346,564**	**16,657,447**	**689,117**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	152,040	**152,040**	102,060	49,980
8290 Title I, Part A - Basic Low Income	-	-	57,525	-	-	57,525	-	-	57,525	-	-	-	57,525	**230,101**	230,101	-
8291 Title II, Part A - Teacher Quality	-	-	6,782	6,782	-	6,782	6,782	-	6,782	-	6,782	-	(13,564)	**27,129**	27,129	-
8294 Title IV, Part A	-	-	4,469	-	-	4,469	-	-	4,469	-	-	4,469	-	**17,875**	17,875	-
	-	-	68,776	6,782	-	68,776	6,782	-	68,776	-	6,782	4,469	196,001	**427,145**	**377,165**	**49,980**
Other State Revenue																
8311 State Special Education	-	73,690	73,690	132,643	132,643	132,643	132,643	132,643	132,643	132,643	132,643	132,643	132,643	**1,473,807**	1,426,725	47,082
8550 Mandated Cost	-	-	-	-	-	43,441	-	-	-	-	-	-	-	**43,441**	41,432	2,009
8560 State Lottery	-	-	-	-	-	-	72,401	-	-	72,401	-	-	144,803	**289,605**	289,605	-
8599 Other State Revenue	-	-	-	-	73,512	-	-	-	-	28,274	-	-	11,309	**113,095**	899,066	(785,971)
	-	73,690	73,690	132,643	206,154	176,084	205,044	132,643	132,643	233,318	132,643	132,643	288,755	**1,919,948**	2,656,827	(736,880)
Other Local Revenue																
8660 Interest Revenue	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	-	**14,090**	14,090	-
	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	-	**14,090**	**14,090**	**-**
Total Revenue	**1,174**	**738,311**	**807,088**	**2,103,198**	**1,401,533**	**1,440,239**	**2,175,599**	**1,328,021**	**1,396,798**	**2,273,163**	**1,334,803**	**1,332,490**	**3,375,328**	**19,707,747**	**19,705,529**	**2,217**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	509,133	509,133	509,133	509,133	509,133	509,133	509,133	509,133	509,133	509,133	509,133	645,994	-	**6,246,456**	6,078,848	(167,608)
1175 Teachers' Extra Duty/Stipends	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694	21,694	-	**260,333**	252,554	(7,779)
1200 Pupil Support Salaries	61,827	61,827	61,827	61,827	61,827	61,827	61,827	61,827	61,827	61,827	61,827	79,155	-	**759,257**	738,882	(20,375)
1300 Administrators' Salaries	43,693	43,693	43,693	43,693	43,693	43,693	43,693	43,693	43,693	43,693	43,693	56,074	-	**536,698**	522,295	(14,403)
	636,348	636,348	636,348	636,348	636,348	636,348	636,348	636,348	636,348	636,348	636,348	802,917	-	**7,802,744**	**7,592,579**	**(210,164)**
Classified Salaries																
2200 Support Salaries	2,809	2,809	2,809	2,809	2,809	2,809	2,809	2,809	2,809	2,809	2,809	3,597	-	**34,500**	33,574	(926)
2300 Classified Administrators'	19,554	19,554	19,554	19,554	19,554	19,554	19,554	19,554	19,554	19,554	19,554	25,035	-	**240,133**	233,689	(6,444)
2400 Clerical and Office Staff Salaries	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	15,467	19,802	-	**189,938**	184,841	(5,097)
	37,831	37,831	37,831	37,831	37,831	37,831	37,831	37,831	37,831	37,831	37,831	48,433	-	**464,572**	**452,105**	**(12,467)**
Benefits																
3101 STRS	121,542	121,542	121,542	121,542	121,542	121,542	121,542	121,542	121,542	121,542	121,542	153,360	-	**1,490,324**	1,450,183	(40,141)
3301 OASDI	4,691	4,691	4,691	4,691	4,691	4,691	4,691	4,691	4,691	4,691	4,691	6,006	-	**57,607**	56,061	(1,546)
3311 Medicare	9,776	9,776	9,776	9,776	9,776	9,776	9,776	9,776	9,776	9,776	9,776	12,345	-	**119,876**	116,648	(3,228)
3401 Health and Welfare	103,031	103,031	103,031	103,031	103,031	103,031	103,031	103,031	103,031	103,031	103,031	103,031	-	**1,236,371**	1,203,281	(33,090)
3501 State Unemployment	5,365	5,365	5,365	5,365	5,365	5,365	26,823	21,459	10,729	5,365	5,365	5,365	-	**107,293**	107,281	(12)
3601 Workers' Compensation	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	11,919	-	**115,742**	112,626	(3,117)
3901 Other Benefits	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	29,798	-	**289,356**	281,564	(7,792)
	277,439	277,439	277,439	277,439	277,439	277,439	298,898	293,533	282,804	277,439	277,439	321,823	-	**3,416,570**	**3,327,643**	**(88,927)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	161,519	161,519	161,519	161,519	-	-	-	-	-	-	-	-	**646,074**	628,783	(17,292)
4200 Books and Other Materials	163	163	163	163	163	-	-	-	-	-	-	-	-	**816**	794	(22)
4302 School Supplies	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	2,773	-	**33,271**	32,380	(890)
4305 Software	44,225	44,225	44,225	44,225	44,225	44,225	44,225	44,225	44,225	44,225	44,225	44,225	-	**530,696**	516,492	(14,204)
4310 Office Expense	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	-	**21,259**	20,690	(569)
4311 Business Meals	642	642	642	642	642	642	642	642	642	642	642	642	-	**7,699**	7,493	(206)
4400 Noncapitalized Equipment	-	48,282	48,282	48,282	48,282	48,282	-	-	-	-	-	-	-	**241,409**	234,948	(6,461)
	49,573	259,374	259,374	259,374	259,374	97,692	49,410	49,410	49,410	49,410	49,410	49,410	-	**1,481,223**	**1,441,579**	**(39,643)**

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY27-28

Revised 4/21/26

ADA = 1064.72

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	163,033	163,033	163,033	163,033	163,033	163,033	163,033	163,033	163,033	163,033	163,033	-	**1,793,364**	1,745,366	(47,998)
5105 Security	-	45	45	45	45	45	45	45	45	45	45	45	-	**498**	484	(13)
5106 Other Educational Consultants	-	-	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	-	**41,094**	39,994	(1,100)
	-	163,078	167,188	167,188	167,188	167,188	167,188	167,188	167,188	167,188	167,188	167,188	-	**1,834,955**	**1,785,845**	**(49,111)**
Operations and Housekeeping																
5201 Auto and Travel	-	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	-	**69,665**	67,801	(1,865)
5300 Dues & Memberships	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	-	**42,532**	41,393	(1,138)
5400 Insurance	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-	**54,999**	53,527	(1,472)
5501 Utilities	129	129	129	129	129	129	129	129	129	129	129	129	-	**1,548**	1,507	(41)
5502 Janitorial Services	297	297	297	297	297	297	297	297	297	297	297	297	-	**3,566**	3,471	(95)
5516 Miscellaneous Expense	-	-	10	10	10	10	10	10	10	10	10	10	-	**97**	94	(3)
5900 Communications	10,001	10,001	10,001	10,001	10,001	10,001	10,001	10,001	10,001	10,001	10,001	10,001	-	**120,006**	116,794	(3,212)
5901 Postage and Shipping	-	-	308	308	308	308	308	308	308	308	308	308	-	**3,082**	3,000	(82)
	18,554	24,887	25,205	25,205	25,205	25,205	25,205	25,205	25,205	25,205	25,205	25,205	-	**295,496**	**287,587**	**(7,909)**
Facilities, Repairs and Other Leases																
5601 Rent	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	-	**68,621**	68,621	-
5602 Additional Rent	2,919	2,919	2,919	2,919	2,919	2,919	2,919	2,919	2,919	2,919	2,919	2,919	-	**35,026**	34,089	(937)
5603 Equipment Leases	217	217	217	217	217	217	217	217	217	217	217	217	-	**2,599**	2,529	(70)
5604 Other Leases	8,864	8,864	8,864	8,864	8,864	8,864	8,864	8,864	8,864	8,864	8,864	8,864	-	**106,364**	103,517	(2,847)
5610 Repairs and Maintenance	99	99	99	99	99	99	99	99	99	99	99	99	-	**1,189**	1,157	(32)
	17,817	17,817	17,817	17,817	17,817	17,817	17,817	17,817	17,817	17,817	17,817	17,817	-	**213,798**	**209,913**	**(3,886)**
Professional/Consulting Services																
5801 IT	45,081	45,081	45,081	45,081	45,081	45,081	45,081	45,081	45,081	45,081	45,081	45,081	-	**540,968**	526,490	(14,478)
5802 Audit & Taxes	-	-	-	4,511	4,511	4,511	-	-	-	-	-	-	-	**13,532**	13,170	(362)
5803 Legal	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	14,105	-	**169,256**	164,726	(4,530)
5804 Professional Development	-	-	8,056	8,056	8,056	8,056	8,056	8,056	8,056	8,056	8,056	8,056	-	**80,557**	78,401	(2,156)
5805 General Consulting	-	-	6,837	6,837	6,837	6,837	6,837	6,837	6,837	6,837	6,837	6,837	-	**68,366**	66,536	(1,830)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	25,972	25,972	25,972	-	-	-	**77,917**	75,832	(2,085)
5807 Bank Charges	-	-	328	328	328	328	328	328	328	328	328	328	-	**3,276**	3,188	(88)
5808 Printing	-	-	3	3	3	3	3	3	3	3	3	3	-	**28**	27	(1)
5809 Other taxes and fees	-	-	748	748	748	748	748	748	748	748	748	748	-	**7,478**	7,278	(200)
5810 Payroll Service Fee	52	52	52	52	52	52	52	52	52	52	52	52	-	**622**	605	(17)
5811 Management Fee	33,746	33,746	33,746	33,746	33,746	33,746	33,746	33,746	33,746	33,746	33,746	33,746	-	**404,949**	394,111	(10,838)
5812 District Oversight Fee	-	6,634	6,634	19,626	11,942	11,942	19,626	11,942	11,942	20,387	11,942	11,942	28,906	**173,466**	166,574	(6,891)
5814 SPED Encroachment	-	2,211	2,211	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	8,540	**48,775**	45,864	(2,912)
5815 Public Relations/Recruitment	-	-	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174	20,174	-	**201,738**	196,339	(5,399)
	92,983	101,828	137,972	157,243	149,559	149,559	152,732	171,021	171,021	179,466	145,048	145,048	37,446	**1,790,928**	**1,739,140**	**(51,787)**
Depreciation																
6900 Depreciation Expense	688	688	688	688	688	688	688	688	688	688	688	688	-	**8,252**	8,031	(221)
	688	688	688	688	688	688	688	688	688	688	688	688	-	**8,252**	**8,031**	**(221)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**1,131,233**	**1,519,290**	**1,559,861**	**1,579,132**	**1,571,448**	**1,409,766**	**1,386,116**	**1,399,040**	**1,388,311**	**1,391,391**	**1,356,974**	**1,578,530**	**37,446**	**17,308,537**	**16,844,423**	**(464,114)**
Monthly Surplus (Deficit)	**(1,130,058)**	**(780,978)**	**(752,773)**	**524,066**	**(169,915)**	**30,472**	**789,483**	**(71,019)**	**8,487**	**881,773**	**(22,170)**	**(246,040)**	**3,337,882**	**2,399,209**	**2,861,106**	**(461,897)**

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY27-28

Revised 4/21/26

ADA = 1064.72

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,130,058)	(780,978)	(752,773)	524,066	(169,915)	30,472	789,483	(71,019)	8,487	881,773	(22,170)	(246,040)	3,337,882	**2,399,209**		
Cash flows from operating activities																
Depreciation/Amortization	688	688	688	688	688	688	688	688	688	688	688	688	-	**8,252**		
Public Funding Receivables	2,672,863	-	213,693	-	-	146,943	301,560	-	-	-	-	-	(3,375,328)	**(40,269)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(33,712)	-	-	-	-	-	-	-	-	-	-	-	37,446	**3,734**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	1,509,780	(780,290)	(538,392)	524,754	(169,227)	178,102	1,091,731	(70,331)	9,174	882,460	(21,483)	(245,352)				
Cash, Beginning of Month	10,921,235	12,431,015	11,650,725	11,112,332	11,637,086	11,467,859	11,645,961	12,737,692	12,667,361	12,676,536	13,558,996	13,537,513				
Cash, End of Month	**12,431,015**	**11,650,725**	**11,112,332**	**11,637,086**	**11,467,859**	**11,645,961**	**12,737,692**	**12,667,361**	**12,676,536**	**13,558,996**	**13,537,513**	**13,292,161**				

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 1064.72

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 1064.72	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	685,367	685,367	1,233,661	1,233,661	1,233,661	1,233,661	1,233,661	1,233,661	1,233,661	1,233,661	1,233,661	1,233,661	**13,707,340**	13,268,939	438,401
8012 Education Protection Account	-	-	-	768,395	-	-	768,395	-	-	844,467	-	-	891,861	**3,273,118**	3,175,009	98,109
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	902,616	**902,616**	902,616	-
	-	685,367	685,367	2,002,055	1,233,661	1,233,661	2,002,055	1,233,661	1,233,661	2,078,128	1,233,661	1,233,661	3,028,138	**17,883,074**	**17,346,564**	**536,510**
Federal Revenue														Z		
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	152,040	**152,040**	152,040	-
8290 Title I, Part A - Basic Low Income	-	-	57,525	-	-	57,525	-	-	57,525	-	-	-	57,525	**230,101**	230,101	-
8291 Title II, Part A - Teacher Quality	-	-	6,782	6,782	-	6,782	6,782	-	6,782	-	6,782	-	(13,564)	**27,129**	27,129	-
8294 Title IV, Part A	-	-	4,469	-	-	4,469	-	-	4,469	-	-	4,469	-	**17,875**	17,875	-
	-	-	68,776	6,782	-	68,776	6,782	-	68,776	-	6,782	4,469	196,001	**427,145**	**427,145**	**-**
Other State Revenue																
8311 State Special Education	-	75,967	75,967	136,741	136,741	136,741	136,741	136,741	136,741	136,741	136,741	136,741	136,741	**1,519,347**	1,473,807	45,541
8550 Mandated Cost	-	-	-	-	-	43,441	-	-	-	-	-	-	1,342	**44,783**	43,441	1,342
8560 State Lottery	-	-	-	-	-	-	72,401	-	-	72,401	-	-	144,803	**289,605**	289,605	-
8599 Other State Revenue	-	-	-	-	204,571	-	-	-	-	78,681	-	-	31,472	**314,725**	113,095	201,630
	-	75,967	75,967	136,741	341,312	180,182	209,143	136,741	136,741	287,824	136,741	136,741	314,359	**2,168,461**	1,919,948	248,513
Other Local Revenue																
8660 Interest Revenue	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	-	**14,090**	14,090	-
	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	1,174	-	**14,090**	**14,090**	**-**
Total Revenue	**1,174**	**762,508**	**831,285**	**2,146,753**	**1,576,147**	**1,483,793**	**2,219,154**	**1,371,576**	**1,440,352**	**2,367,126**	**1,378,358**	**1,376,045**	**3,538,497**	**20,492,770**	**19,707,747**	**785,023**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	522,785	522,785	522,785	522,785	522,785	522,785	522,785	522,785	522,785	522,785	522,785	663,316	-	**6,413,957**	6,246,456	(167,501)
1175 Teachers' Extra Duty/Stipends	22,291	22,291	22,291	22,291	22,291	22,291	22,291	22,291	22,291	22,291	22,291	22,291	-	**267,492**	260,333	(7,159)
1200 Pupil Support Salaries	63,485	63,485	63,485	63,485	63,485	63,485	63,485	63,485	63,485	63,485	63,485	81,278	-	**779,617**	759,257	(20,360)
1300 Administrators' Salaries	44,865	44,865	44,865	44,865	44,865	44,865	44,865	44,865	44,865	44,865	44,865	57,577	-	**551,090**	536,698	(14,392)
	653,427	653,427	653,427	653,427	653,427	653,427	653,427	653,427	653,427	653,427	653,427	824,463	-	**8,012,156**	**7,802,744**	**(209,413)**
Classified Salaries																
2200 Support Salaries	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	2,885	3,693	-	**35,425**	34,500	(925)
2300 Classified Administrators'	20,079	20,079	20,079	20,079	20,079	20,079	20,079	20,079	20,079	20,079	20,079	25,706	-	**246,573**	240,133	(6,439)
2400 Clerical and Office Staff Salaries	15,882	15,882	15,882	15,882	15,882	15,882	15,882	15,882	15,882	15,882	15,882	20,333	-	**195,032**	189,938	(5,093)
	38,845	38,845	38,845	38,845	38,845	38,845	38,845	38,845	38,845	38,845	38,845	49,732	-	**477,030**	**464,572**	**(12,458)**
Benefits																
3101 STRS	124,804	124,804	124,804	124,804	124,804	124,804	124,804	124,804	124,804	124,804	124,804	157,476	-	**1,530,322**	1,490,324	(39,998)
3301 OASDI	4,817	4,817	4,817	4,817	4,817	4,817	4,817	4,817	4,817	4,817	4,817	6,167	-	**59,152**	57,607	(1,545)
3311 Medicare	10,038	10,038	10,038	10,038	10,038	10,038	10,038	10,038	10,038	10,038	10,038	12,676	-	**123,093**	119,876	(3,217)
3401 Health and Welfare	105,792	105,792	105,792	105,792	105,792	105,792	105,792	105,792	105,792	105,792	105,792	105,792	-	**1,269,506**	1,236,371	(33,135)
3501 State Unemployment	5,365	5,365	5,365	5,365	5,365	5,365	26,826	21,461	10,730	5,365	5,365	5,365	-	**107,304**	107,293	(11)
3601 Workers' Compensation	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	9,692	12,239	-	**118,849**	115,742	(3,106)
3901 Other Benefits	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	24,229	30,598	-	**297,122**	289,356	(7,765)
	284,738	284,738	284,738	284,738	284,738	284,738	306,198	300,833	290,103	284,738	284,738	330,313	-	**3,505,347**	**3,416,570**	**(88,777)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	165,847	165,847	165,847	165,847	-	-	-	-	-	-	-	-	**663,389**	646,074	(17,315)
4200 Books and Other Materials	167	167	167	167	167	-	-	-	-	-	-	-	-	**837**	816	(22)
4302 School Supplies	2,847	2,847	2,847	2,847	2,847	2,847	2,847	2,847	2,847	2,847	2,847	2,847	-	**34,162**	33,271	(892)
4305 Software	45,410	45,410	45,410	45,410	45,410	45,410	45,410	45,410	45,410	45,410	45,410	45,410	-	**544,918**	530,696	(14,223)
4310 Office Expense	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	1,819	-	**21,829**	21,259	(570)
4311 Business Meals	659	659	659	659	659	659	659	659	659	659	659	659	-	**7,905**	7,699	(206)
4400 Noncapitalized Equipment	-	49,576	49,576	49,576	49,576	49,576	-	-	-	-	-	-	-	**247,878**	241,409	(6,470)
	50,902	266,325	266,325	266,325	266,325	100,310	50,735	50,735	50,735	50,735	50,735	50,735	-	**1,520,920**	**1,481,223**	**(39,697)**

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 1064.72

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	167,402	167,402	167,402	167,402	167,402	167,402	167,402	167,402	167,402	167,402	167,402	-	**1,841,426**	1,793,364	(48,062)
5105 Security	-	46	46	46	46	46	46	46	46	46	46	46	-	**511**	498	(13)
5106 Other Educational Consultants	-	-	4,220	4,220	4,220	4,220	4,220	4,220	4,220	4,220	4,220	4,220	-	**42,195**	41,094	(1,101)
	-	167,449	171,668	171,668	171,668	171,668	171,668	171,668	171,668	171,668	171,668	171,668	-	**1,884,132**	**1,834,955**	**(49,177)**
Operations and Housekeeping																
5201 Auto and Travel	-	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	-	**71,532**	69,665	(1,867)
5300 Dues & Memberships	3,639	3,639	3,639	3,639	3,639	3,639	3,639	3,639	3,639	3,639	3,639	3,639	-	**43,671**	42,532	(1,140)
5400 Insurance	4,706	4,706	4,706	4,706	4,706	4,706	4,706	4,706	4,706	4,706	4,706	4,706	-	**56,473**	54,999	(1,474)
5501 Utilities	132	132	132	132	132	132	132	132	132	132	132	132	-	**1,590**	1,548	(41)
5502 Janitorial Services	305	305	305	305	305	305	305	305	305	305	305	305	-	**3,662**	3,566	(96)
5516 Miscellaneous Expense	-	-	10	10	10	10	10	10	10	10	10	10	-	**99**	97	(3)
5900 Communications	10,269	10,269	10,269	10,269	10,269	10,269	10,269	10,269	10,269	10,269	10,269	10,269	-	**123,223**	120,006	(3,216)
5901 Postage and Shipping	-	-	317	317	317	317	317	317	317	317	317	317	-	**3,165**	3,082	(83)
	19,052	25,554	25,881	25,881	25,881	25,881	25,881	25,881	25,881	25,881	25,881	25,881	-	**303,415**	**295,496**	**(7,919)**
Facilities, Repairs and Other Leases																
5601 Rent	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	5,718	-	**68,621**	68,621	-
5602 Additional Rent	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	2,997	-	**35,965**	35,026	(939)
5603 Equipment Leases	222	222	222	222	222	222	222	222	222	222	222	222	-	**2,668**	2,599	(70)
5604 Other Leases	9,101	9,101	9,101	9,101	9,101	9,101	9,101	9,101	9,101	9,101	9,101	9,101	-	**109,214**	106,364	(2,851)
5610 Repairs and Maintenance	102	102	102	102	102	102	102	102	102	102	102	102	-	**1,221**	1,189	(32)
	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	-	**217,689**	**213,798**	**(3,891)**
Professional/Consulting Services																
5801 IT	46,289	46,289	46,289	46,289	46,289	46,289	46,289	46,289	46,289	46,289	46,289	46,289	-	**555,466**	540,968	(14,498)
5802 Audit & Taxes	-	-	-	4,632	4,632	4,632	-	-	-	-	-	-	-	**13,895**	13,532	(363)
5803 Legal	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	-	**173,792**	169,256	(4,536)
5804 Professional Development	-	-	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	8,272	-	**82,716**	80,557	(2,159)
5805 General Consulting	-	-	7,020	7,020	7,020	7,020	7,020	7,020	7,020	7,020	7,020	7,020	-	**70,198**	68,366	(1,832)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	26,668	26,668	26,668	-	-	-	**80,005**	77,917	(2,088)
5807 Bank Charges	-	-	336	336	336	336	336	336	336	336	336	336	-	**3,364**	3,276	(88)
5808 Printing	-	-	3	3	3	3	3	3	3	3	3	3	-	**28**	28	(1)
5809 Other taxes and fees	-	-	768	768	768	768	768	768	768	768	768	768	-	**7,678**	7,478	(200)
5810 Payroll Service Fee	53	53	53	53	53	53	53	53	53	53	53	53	-	**639**	622	(17)
5811 Management Fee	34,650	34,650	34,650	34,650	34,650	34,650	34,650	34,650	34,650	34,650	34,650	34,650	-	**415,801**	404,949	(10,853)
5812 District Oversight Fee	-	6,854	6,854	20,021	12,337	12,337	20,021	12,337	12,337	20,781	12,337	12,337	30,281	**178,831**	173,466	(5,365)
5814 SPED Encroachment	-	2,279	2,279	4,102	4,102	4,102	4,102	4,102	4,102	4,102	4,102	4,102	8,663	**50,142**	48,775	(1,366)
5815 Public Relations/Recruitment	-	-	20,714	20,714	20,714	20,714	20,714	20,714	20,714	20,714	20,714	20,714	-	**207,145**	201,738	(5,407)
	95,475	104,608	141,720	161,342	153,658	153,658	156,711	175,695	175,695	184,140	149,027	149,027	38,945	**1,839,700**	**1,790,928**	**(48,772)**
Depreciation																
6900 Depreciation Expense	706	706	706	706	706	706	706	706	706	706	706	706	-	**8,473**	8,252	(221)
	706	706	706	706	706	706	706	706	706	706	706	706	-	**8,473**	**8,252**	**(221)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**1,161,285**	**1,559,792**	**1,601,451**	**1,621,073**	**1,613,389**	**1,447,374**	**1,422,312**	**1,435,931**	**1,425,200**	**1,428,280**	**1,393,167**	**1,620,665**	**38,945**	**17,768,862**	**17,308,537**	**(460,325)**
Monthly Surplus (Deficit)	**(1,160,111)**	**(797,284)**	**(770,166)**	**525,680**	**(37,242)**	**36,419**	**796,843**	**(64,355)**	**15,152**	**938,846**	**(14,809)**	**(244,620)**	**3,499,553**	**2,723,907**	**2,399,209**	**324,698**

FY26-27 California Online Public Schools - Central Valley

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 1064.72

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,160,111)	(797,284)	(770,166)	525,680	(37,242)	36,419	796,843	(64,355)	15,152	938,846	(14,809)	(244,620)	3,499,553	**2,723,907**		
Cash flows from operating activities																
Depreciation/Amortization	706	706	706	706	706	706	706	706	706	706	706	706	-	**8,473**		
Public Funding Receivables	2,890,573	-	144,803	-	-	-	339,953	-	-	-	-	-	(3,538,497)	**(163,169)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(37,446)	-	-	-	-	-	-	-	-	-	-	-	38,945	**1,499**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(10,972)	-	-	(10,972)	-	-	(10,972)	-	-	(10,972)	**(43,888)**		
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	1,693,722	(796,578)	(624,658)	515,414	(36,536)	37,125	1,126,530	(63,649)	15,858	928,580	(14,102)	(243,914)				
Cash, Beginning of Month	13,292,161	14,985,883	14,189,305	13,564,648	14,080,062	14,043,527	14,080,652	15,207,182	15,143,533	15,159,391	16,087,971	16,073,869				
Cash, End of Month	**14,985,883**	**14,189,305**	**13,564,648**	**14,080,062**	**14,043,527**	**14,080,652**	**15,207,182**	**15,143,533**	**15,159,391**	**16,087,971**	**16,073,869**	**15,829,955**				

FY26-27 California Online Public Schools - NorCal

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 1795.28

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	1,012,752	1,012,752	1,822,954	1,822,954	1,822,954	1,822,954	1,822,954	1,897,449	1,897,449	1,897,449	1,897,449	(2,892,232)	**15,837,836**
8012	Education Protection Account	-	-	89,764	-	-	89,764	-	-	89,764	-	-	-	4,879,445	**5,148,737**
8096	In Lieu of Property Taxes	-	207,108	414,217	-	-	-	-	-	-	-	-	-	2,893,959	**3,515,284**
		-	1,219,861	1,516,733	1,822,954	1,822,954	1,912,718	1,822,954	1,822,954	1,987,213	1,897,449	1,897,449	1,897,449	4,881,171	**24,501,857**
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	210,980	**210,980**
8290	Title I, Part A - Basic Low Income	-	-	-	76,699	-	-	76,699	-	-	-	76,699	-	76,699	**306,798**
8291	Title II, Part A - Teacher Quality	-	-	-	10,987	-	-	10,987	-	-	-	10,987	-	10,987	**43,948**
8294	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	25,284	**25,284**
		-	-	-	87,686	-	-	87,686	-	-	-	87,686	-	323,950	**587,009**
Other State Revenue															
8311	State Special Education	-	118,112	118,112	212,601	212,601	212,601	212,601	212,601	221,289	221,289	221,289	221,289	221,289	**2,405,675**
8550	Mandated Cost	-	-	-	-	-	70,430	-	-	-	-	-	-	-	**70,430**
8560	State Lottery	-	-	-	-	-	-	119,875	-	-	119,875	-	-	248,570	**488,319**
8599	Other State Revenue	-	5,835	5,835	180,143	10,502	10,502	180,143	10,502	10,502	180,143	10,502	10,502	180,143	**795,254**
		-	123,946	123,946	392,744	223,104	293,534	512,619	223,104	231,791	521,306	231,791	231,791	650,002	**3,759,679**
Other Local Revenue															
8660	Interest Revenue	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	-	**28,060**
		2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	-	**28,060**
Total Revenue		**2,338**	**1,346,145**	**1,643,018**	**2,305,723**	**2,048,396**	**2,208,590**	**2,425,597**	**2,048,396**	**2,221,342**	**2,421,093**	**2,219,265**	**2,131,578**	**5,855,123**	**28,876,604**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	835,442	835,442	835,442	835,442	835,442	835,442	835,442	835,442	835,442	835,442	835,442	1,060,019	-	**10,249,881**
1175	Teachers' Extra Duty/Stipends	35,487	35,487	35,487	35,487	35,487	35,487	35,487	35,487	35,487	35,487	35,487	35,487	-	**425,845**
1200	Pupil Support Salaries	101,453	101,453	101,453	101,453	101,453	101,453	101,453	101,453	101,453	101,453	101,453	101,453	-	**1,217,437**
1300	Administrators' Salaries	71,696	71,696	71,696	71,696	71,696	71,696	71,696	71,696	71,696	71,696	71,696	92,012	-	**880,671**
		1,044,079	1,044,079	1,044,079	1,044,079	1,044,079	1,044,079	1,044,079	1,044,079	1,044,079	1,044,079	1,044,079	1,288,971	-	**12,773,835**
Classified Salaries															
2200	Support Salaries	4,610	4,610	4,610	4,610	4,610	4,610	4,610	4,610	4,610	4,610	4,610	5,902	-	**56,612**
2300	Classified Administrators'	32,087	32,087	32,087	32,087	32,087	32,087	32,087	32,087	32,087	32,087	32,087	41,080	-	**394,037**
2400	Clerical and Office Staff Salaries	25,380	25,380	25,380	25,380	25,380	25,380	25,380	25,380	25,380	25,380	25,380	32,493	-	**311,671**
		62,077	62,077	62,077	62,077	62,077	62,077	62,077	62,077	62,077	62,077	62,077	79,474	-	**762,319**
Benefits															
3101	STRS	199,863	199,863	199,863	199,863	199,863	199,863	199,863	199,863	199,863	199,863	199,863	246,741	-	**2,445,233**
3301	OASDI	7,698	7,698	7,698	7,698	7,698	7,698	7,698	7,698	7,698	7,698	7,698	9,855	-	**94,528**
3311	Medicare	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	19,884	-	**196,687**
3401	Health and Welfare	168,739	168,739	168,739	168,739	168,739	168,739	168,739	168,739	168,739	168,739	168,739	168,739	-	**2,024,869**
3501	State Unemployment	5,374	5,374	5,374	5,374	5,374	5,374	26,872	21,497	10,749	5,374	5,374	5,374	-	**107,486**
3601	Workers' Compensation	15,519	15,519	15,519	15,519	15,519	15,519	15,519	15,519	15,519	15,519	15,519	19,198	-	**189,904**
3901	Other Benefits	38,797	38,797	38,797	38,797	38,797	38,797	38,797	38,797	38,797	38,797	38,797	47,996	-	**474,761**
		452,062	452,062	452,062	452,062	452,062	452,062	473,559	468,185	457,437	452,062	452,062	517,788	-	**5,533,467**
Books and Supplies															
4100	Textbooks and Core Curricula	-	265,056	265,056	265,056	265,056	-	-	-	-	-	-	-	-	**1,060,225**
4200	Books and Other Materials	268	268	268	268	268	-	-	-	-	-	-	-	-	**1,338**
4302	School Supplies	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	-	**54,598**
4305	Software	72,574	72,574	72,574	72,574	72,574	72,574	72,574	72,574	72,574	72,574	72,574	72,574	-	**870,886**
4310	Office Expense	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	2,907	-	**34,886**
4311	Business Meals	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	-	**12,634**
4400	Noncapitalized Equipment	-	79,232	79,232	79,232	79,232	79,232	-	-	-	-	-	-	-	**396,158**
		81,351	425,639	425,639	425,639	425,639	160,315	81,084	81,084	81,084	81,084	81,084	81,084	-	**2,430,727**

FY26-27 California Online Public Schools - NorCal

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 1795.28

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	-	267,542	267,542	267,542	267,542	267,542	267,542	267,542	267,542	267,542	267,542	267,542	-	**2,942,958**
5105	Security	-	74	74	74	74	74	74	74	74	74	74	74	-	**817**
5106	Other Educational Consultants	-	-	6,744	6,744	6,744	6,744	6,744	6,744	6,744	6,744	6,744	6,744	-	**67,437**
		-	267,616	274,360	274,360	274,360	274,360	274,360	274,360	274,360	274,360	274,360	274,360	-	**3,011,211**
Operations and Housekeeping															
5201	Auto and Travel	-	10,393	10,393	10,393	10,393	10,393	10,393	10,393	10,393	10,393	10,393	10,393	-	**114,322**
5300	Dues & Memberships	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	5,816	-	**69,796**
5400	Insurance	7,521	7,521	7,521	7,521	7,521	7,521	7,521	7,521	7,521	7,521	7,521	7,521	-	**90,256**
5501	Utilities	212	212	212	212	212	212	212	212	212	212	212	212	-	**2,540**
5502	Janitorial Services	488	488	488	488	488	488	488	488	488	488	488	488	-	**5,852**
5516	Miscellaneous Expense	-	-	16	16	16	16	16	16	16	16	16	16	-	**159**
5900	Communications	16,411	16,411	16,411	16,411	16,411	16,411	16,411	16,411	16,411	16,411	16,411	16,411	-	**196,934**
5901	Postage and Shipping	-	-	506	506	506	506	506	506	506	506	506	506	-	**5,058**
		30,448	40,841	41,363	41,363	41,363	41,363	41,363	41,363	41,363	41,363	41,363	41,363	-	**484,917**
Facilities, Repairs and Other Leases															
5601	Rent	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	-	**115,706**
5602	Additional Rent	4,790	4,790	4,790	4,790	4,790	4,790	4,790	4,790	4,790	4,790	4,790	4,790	-	**57,479**
5603	Equipment Leases	355	355	355	355	355	355	355	355	355	355	355	355	-	**4,264**
5604	Other Leases	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	-	**174,546**
5610	Repairs and Maintenance	163	163	163	163	163	163	163	163	163	163	163	163	-	**1,951**
		29,495	29,495	29,495	29,495	29,495	29,495	29,495	29,495	29,495	29,495	29,495	29,495	-	**353,945**
Professional/Consulting Services															
5801	IT	73,979	73,979	73,979	73,979	73,979	73,979	73,979	73,979	73,979	73,979	73,979	73,979	-	**887,744**
5802	Audit & Taxes	-	-	-	7,402	7,402	7,402	-	-	-	-	-	-	-	**22,207**
5803	Legal	23,146	23,146	23,146	23,146	23,146	23,146	23,146	23,146	23,146	23,146	23,146	23,146	-	**277,753**
5804	Professional Development	-	-	13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	13,220	-	**132,196**
5805	General Consulting	-	-	11,219	11,219	11,219	11,219	11,219	11,219	11,219	11,219	11,219	11,219	-	**112,190**
5806	Special Activities/Field Trips	-	-	-	-	-	42,621	42,621	42,621	-	-	-	-	-	**127,864**
5807	Bank Charges	-	-	538	538	538	538	538	538	538	538	538	538	-	**5,376**
5808	Printing	-	-	5	5	5	5	5	5	5	5	5	5	-	**45**
5809	Other taxes and fees	-	-	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	-	**12,271**
5810	Payroll Service Fee	85	85	85	85	85	85	85	85	85	85	85	85	-	**1,021**
5811	Management Fee	48,128	48,128	48,128	48,128	48,128	48,128	48,128	48,128	48,128	48,128	48,128	48,128	-	**577,532**
5812	District Oversight Fee	-	12,199	15,167	18,230	18,230	19,127	18,230	18,230	19,872	18,974	18,974	18,974	48,812	**245,019**
5814	SPED Encroachment	-	3,543	3,543	6,378	6,378	6,378	6,378	6,378	6,639	6,639	6,639	6,639	12,968	**78,500**
5815	Public Relations/Recruitment	-	-	33,106	33,106	33,106	33,106	33,106	33,106	33,106	33,106	33,106	33,106	-	**331,058**
		145,337	161,079	223,362	236,661	236,661	280,180	271,880	271,880	231,162	230,264	230,264	230,264	61,780	**2,810,776**
Depreciation															
6900	Depreciation Expense	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	-	**13,542**
		1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	-	**13,542**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**1,845,978**	**2,484,017**	**2,553,565**	**2,566,864**	**2,566,864**	**2,345,059**	**2,279,025**	**2,273,651**	**2,222,184**	**2,215,912**	**2,215,912**	**2,543,928**	**61,780**	**28,174,739**
Monthly Surplus (Deficit)		**(1,843,640)**	**(1,137,872)**	**(910,547)**	**(261,142)**	**(518,468)**	**(136,469)**	**146,572**	**(225,255)**	**(842)**	**205,181**	**3,353**	**(412,349)**	**5,793,343**	**701,866**

FY26-27 California Online Public Schools - NorCal

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Actuals Through:

ADA = 1795.28

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(1,843,640)	(1,137,872)	(910,547)	(261,142)	(518,468)	(136,469)	146,572	(225,255)	(842)	205,181	3,353	(412,349)	5,793,343	**701,866**
Cash flows from operating activities														
Depreciation/Amortization	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	-	**13,542**
Public Funding Receivables	6,221,732	-	-	-	-	249,055	384,775	-	-	-	-	-	(5,855,123)	**1,000,440**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	(5,000,000)	-	-	-	-	-	-	-	-	-	-	5,000,000	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	61,780	**61,780**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	(169,640)	-	-	(169,640)	-	-	(169,640)	-	-	(169,640)	**(678,561)**
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	(620,779)	(1,136,743)	(909,419)	(429,653)	(517,340)	113,714	362,836	(224,126)	287	36,670	4,481	4,588,779		
Cash, Beginning of Month	6,548,378	5,927,599	4,790,855	3,881,437	3,451,783	2,934,444	3,048,158	3,410,993	3,186,867	3,187,154	3,223,824	3,228,305		
Cash, End of Month	**5,927,599**	**4,790,855**	**3,881,437**	**3,451,783**	**2,934,444**	**3,048,158**	**3,410,993**	**3,186,867**	**3,187,154**	**3,223,824**	**3,228,305**	**7,817,084**		

FY26-27 California Online Public Schools - NorCal

Monthly Cash Flow/Forecast FY27-28

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	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 1795.28	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	825,842	825,842	1,486,516	1,486,516	1,486,516	1,486,516	1,486,516	1,486,516	1,486,516	1,486,516	1,486,516	1,486,516	**16,516,847**	15,837,836	679,011
8012 Education Protection Account	-	-	-	1,287,184	-	-	1,287,184	-	-	1,414,614	-	-	1,329,661	**5,318,643**	5,148,737	169,906
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	3,515,284	**3,515,284**	3,515,284	-
	-	825,842	825,842	2,773,700	1,486,516	1,486,516	2,773,700	1,486,516	1,486,516	2,901,130	1,486,516	1,486,516	6,331,461	**25,350,774**	**24,501,857**	**848,917**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	256,480	**256,480**	210,980	45,500
8290 Title I, Part A - Basic Low Income	-	-	76,699	-	-	76,699	-	-	76,699	-	-	-	76,699	**306,798**	306,798	-
8291 Title II, Part A - Teacher Quality	-	-	10,987	10,987	-	10,987	10,987	-	10,987	-	10,987	-	(21,974)	**43,948**	43,948	-
8294 Title IV, Part A	-	-	6,321	-	-	6,321	-	-	6,321	-	-	6,321	-	**25,284**	25,284	-
	-	-	94,007	10,987	-	94,007	10,987	-	94,007	-	10,987	6,321	311,206	**632,509**	**587,009**	**45,500**
Other State Revenue																
8311 State Special Education	-	124,253	124,253	223,656	223,656	223,656	223,656	223,656	223,656	223,656	223,656	223,656	223,656	**2,485,062**	2,405,675	79,387
8550 Mandated Cost	-	-	-	-	-	78,216	-	-	-	-	-	-	-	**78,216**	70,430	7,786
8560 State Lottery	-	-	-	-	-	-	122,080	-	-	122,080	-	-	244,160	**488,319**	488,319	-
8599 Other State Revenue	-	-	-	-	473,850	-	-	-	-	182,250	-	-	72,900	**729,000**	795,254	(66,254)
	-	124,253	124,253	223,656	697,506	301,872	345,735	223,656	223,656	527,985	223,656	223,656	540,715	**3,780,598**	3,759,679	20,919
Other Local Revenue																
8660 Interest Revenue	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	-	**28,060**	28,060	-
	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	-	**28,060**	**28,060**	**-**
Total Revenue	**2,338**	**952,434**	**1,046,441**	**3,010,681**	**2,186,360**	**1,884,733**	**3,132,761**	**1,712,510**	**1,806,517**	**3,431,454**	**1,723,497**	**1,718,831**	**7,183,382**	**29,791,940**	**28,876,604**	**915,336**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	858,477	858,477	858,477	858,477	858,477	858,477	858,477	858,477	858,477	858,477	858,477	1,089,246	-	**10,532,494**	10,249,881	(282,613)
1175 Teachers' Extra Duty/Stipends	36,580	36,580	36,580	36,580	36,580	36,580	36,580	36,580	36,580	36,580	36,580	36,580	-	**438,961**	425,845	(13,116)
1200 Pupil Support Salaries	106,685	106,685	106,685	106,685	106,685	106,685	106,685	106,685	106,685	106,685	106,685	106,685	-	**1,280,225**	1,217,437	(62,788)
1300 Administrators' Salaries	73,673	73,673	73,673	73,673	73,673	73,673	73,673	73,673	73,673	73,673	73,673	94,549	-	**904,957**	880,671	(24,285)
	1,075,416	1,075,416	1,075,416	1,075,416	1,075,416	1,075,416	1,075,416	1,075,416	1,075,416	1,075,416	1,075,416	1,327,061	-	**13,156,637**	**12,773,835**	**(382,803)**
Classified Salaries																
2200 Support Salaries	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	4,737	6,065	-	**58,173**	56,612	(1,561)
2300 Classified Administrators'	32,972	32,972	32,972	32,972	32,972	32,972	32,972	32,972	32,972	32,972	32,972	42,212	-	**404,902**	394,037	(10,866)
2400 Clerical and Office Staff Salaries	26,080	26,080	26,080	26,080	26,080	26,080	26,080	26,080	26,080	26,080	26,080	33,389	-	**320,266**	311,671	(8,594)
	63,789	63,789	63,789	63,789	63,789	63,789	63,789	63,789	63,789	63,789	63,789	81,666	-	**783,341**	**762,319**	**(21,021)**
Benefits																
3101 STRS	205,395	205,395	205,395	205,395	205,395	205,395	205,395	205,395	205,395	205,395	205,395	253,571	-	**2,512,918**	2,445,233	(67,685)
3301 OASDI	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	10,127	-	**97,134**	94,528	(2,607)
3311 Medicare	16,518	16,518	16,518	16,518	16,518	16,518	16,518	16,518	16,518	16,518	16,518	20,434	-	**202,130**	196,687	(5,443)
3401 Health and Welfare	173,379	173,379	173,379	173,379	173,379	173,379	173,379	173,379	173,379	173,379	173,379	173,379	-	**2,080,553**	2,024,869	(55,684)
3501 State Unemployment	5,375	5,375	5,375	5,375	5,375	5,375	26,873	21,498	10,749	5,375	5,375	5,375	-	**107,492**	107,486	(5)
3601 Workers' Compensation	15,948	15,948	15,948	15,948	15,948	15,948	15,948	15,948	15,948	15,948	15,948	19,730	-	**195,160**	189,904	(5,255)
3901 Other Benefits	39,870	39,870	39,870	39,870	39,870	39,870	39,870	39,870	39,870	39,870	39,870	49,324	-	**487,899**	474,761	(13,139)
	464,395	464,395	464,395	464,395	464,395	464,395	485,894	480,519	469,770	464,395	464,395	531,940	-	**5,683,285**	**5,533,467**	**(149,818)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	272,345	272,345	272,345	272,345	-	-	-	-	-	-	-	-	**1,089,381**	1,060,225	(29,156)
4200 Books and Other Materials	275	275	275	275	275	-	-	-	-	-	-	-	-	**1,375**	1,338	(37)
4302 School Supplies	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	-	**56,099**	54,598	(1,501)
4305 Software	74,570	74,570	74,570	74,570	74,570	74,570	74,570	74,570	74,570	74,570	74,570	74,570	-	**894,835**	870,886	(23,949)
4310 Office Expense	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	-	**35,846**	34,886	(959)
4311 Business Meals	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	-	**12,982**	12,634	(347)
4400 Noncapitalized Equipment	-	81,411	81,411	81,411	81,411	81,411	-	-	-	-	-	-	-	**407,053**	396,158	(10,894)
	83,589	437,344	437,344	437,344	437,344	164,724	83,314	83,314	83,314	83,314	83,314	83,314	-	**2,497,572**	**2,430,727**	**(66,845)**

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Subagreement Services																
5102 Special Education	-	274,899	274,899	274,899	274,899	274,899	274,899	274,899	274,899	274,899	274,899	274,899	-	**3,023,889**	2,942,958	(80,931)
5105 Security	-	76	76	76	76	76	76	76	76	76	76	76	-	**839**	817	(22)
5106 Other Educational Consultants	-	-	6,929	6,929	6,929	6,929	6,929	6,929	6,929	6,929	6,929	6,929	-	**69,291**	67,437	(1,855)
	-	274,975	281,904	281,904	281,904	281,904	281,904	281,904	281,904	281,904	281,904	281,904	-	**3,094,019**	**3,011,211**	**(82,808)**
Operations and Housekeeping																
5201 Auto and Travel	-	10,679	10,679	10,679	10,679	10,679	10,679	10,679	10,679	10,679	10,679	10,679	-	**117,466**	114,322	(3,144)
5300 Dues & Memberships	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	-	**71,715**	69,796	(1,919)
5400 Insurance	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	-	**92,738**	90,256	(2,482)
5501 Utilities	218	218	218	218	218	218	218	218	218	218	218	218	-	**2,610**	2,540	(70)
5502 Janitorial Services	501	501	501	501	501	501	501	501	501	501	501	501	-	**6,013**	5,852	(161)
5516 Miscellaneous Expense	-	-	16	16	16	16	16	16	16	16	16	16	-	**163**	159	(4)
5900 Communications	16,862	16,862	16,862	16,862	16,862	16,862	16,862	16,862	16,862	16,862	16,862	16,862	-	**202,349**	196,934	(5,416)
5901 Postage and Shipping	-	-	520	520	520	520	520	520	520	520	520	520	-	**5,197**	5,058	(139)
	31,285	41,964	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	-	**498,252**	**484,917**	**(13,335)**
Facilities, Repairs and Other Leases																
5601 Rent	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	-	**115,706**	115,706	-
5602 Additional Rent	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	-	**59,059**	57,479	(1,581)
5603 Equipment Leases	365	365	365	365	365	365	365	365	365	365	365	365	-	**4,382**	4,264	(117)
5604 Other Leases	14,945	14,945	14,945	14,945	14,945	14,945	14,945	14,945	14,945	14,945	14,945	14,945	-	**179,346**	174,546	(4,800)
5610 Repairs and Maintenance	167	167	167	167	167	167	167	167	167	167	167	167	-	**2,004**	1,951	(54)
	30,041	30,041	30,041	30,041	30,041	30,041	30,041	30,041	30,041	30,041	30,041	30,041	-	**360,497**	**353,945**	**(6,552)**
Professional/Consulting Services																
5801 IT	76,013	76,013	76,013	76,013	76,013	76,013	76,013	76,013	76,013	76,013	76,013	76,013	-	**912,157**	887,744	(24,413)
5802 Audit & Taxes	-	-	-	7,606	7,606	7,606	-	-	-	-	-	-	-	**22,817**	22,207	(611)
5803 Legal	23,783	23,783	23,783	23,783	23,783	23,783	23,783	23,783	23,783	23,783	23,783	23,783	-	**285,391**	277,753	(7,638)
5804 Professional Development	-	-	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	-	**135,832**	132,196	(3,635)
5805 General Consulting	-	-	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	-	**115,275**	112,190	(3,085)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	43,793	43,793	43,793	-	-	-	**131,380**	127,864	(3,516)
5807 Bank Charges	-	-	552	552	552	552	552	552	552	552	552	552	-	**5,524**	5,376	(148)
5808 Printing	-	-	5	5	5	5	5	5	5	5	5	5	-	**47**	45	(1)
5809 Other taxes and fees	-	-	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	1,261	-	**12,609**	12,271	(337)
5810 Payroll Service Fee	87	87	87	87	87	87	87	87	87	87	87	87	-	**1,049**	1,021	(28)
5811 Management Fee	49,451	49,451	49,451	49,451	49,451	49,451	49,451	49,451	49,451	49,451	49,451	49,451	-	**593,414**	577,532	(15,882)
5812 District Oversight Fee	-	8,258	8,258	27,737	14,865	14,865	27,737	14,865	14,865	29,011	14,865	14,865	63,315	**253,508**	245,019	(8,489)
5814 SPED Encroachment	-	3,728	3,728	6,710	6,710	6,710	6,710	6,710	6,710	6,710	6,710	6,710	14,404	**82,246**	78,500	(3,747)
5815 Public Relations/Recruitment	-	-	34,016	34,016	34,016	34,016	34,016	34,016	34,016	34,016	34,016	34,016	-	**340,162**	331,058	(9,104)
	149,334	161,320	222,265	252,332	239,460	239,460	244,726	275,647	275,647	289,793	231,854	231,854	77,719	**2,891,411**	**2,810,776**	**(80,635)**
Depreciation																
6900 Depreciation Expense	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	-	**13,914**	13,542	(372)
	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	-	**13,914**	**13,542**	**(372)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**1,899,009**	**2,550,405**	**2,618,815**	**2,648,882**	**2,636,010**	**2,363,389**	**2,308,743**	**2,334,290**	**2,323,541**	**2,332,313**	**2,274,373**	**2,611,440**	**77,719**	**28,978,928**	**28,174,739**	**(804,190)**
Monthly Surplus (Deficit)	**(1,896,671)**	**(1,597,971)**	**(1,572,374)**	**361,800**	**(449,649)**	**(478,656)**	**824,018**	**(621,780)**	**(517,024)**	**1,099,141**	**(550,876)**	**(892,609)**	**7,105,663**	**813,012**	**701,866**	**111,146**

FY26-27 California Online Public Schools - NorCal

Monthly Cash Flow/Forecast FY27-28

Revised 4/21/26

ADA = 1795.28

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,896,671)	(1,597,971)	(1,572,374)	361,800	(449,649)	(478,656)	824,018	(621,780)	(517,024)	1,099,141	(550,876)	(892,609)	7,105,663	**813,012**		
Cash flows from operating activities																
Depreciation/Amortization	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	-	**13,914**		
Public Funding Receivables	4,881,171	-	180,143	-	-	248,570	545,239	-	-	-	-	-	(7,183,382)	**(1,328,259)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(61,780)	-	-	-	-	-	-	-	-	-	-	-	77,719	**15,939**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	2,923,880	(1,596,812)	(1,391,072)	362,959	(448,490)	(228,927)	1,370,416	(620,620)	(515,864)	1,100,301	(549,716)	(891,449)				
Cash, Beginning of Month	7,817,084	10,740,964	9,144,152	7,753,080	8,116,040	7,667,550	7,438,623	8,809,040	8,188,419	7,672,555	8,772,856	8,223,139				
Cash, End of Month	**10,740,964**	**9,144,152**	**7,753,080**	**8,116,040**	**7,667,550**	**7,438,623**	**8,809,040**	**8,188,419**	**7,672,555**	**8,772,856**	**8,223,139**	**7,331,690**				

FY26-27 California Online Public Schools - NorCal

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 1795.28

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 1795.28	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	855,401	855,401	1,539,722	1,539,722	1,539,722	1,539,722	1,539,722	1,539,722	1,539,722	1,539,722	1,539,722	1,539,722	**17,108,021**	16,516,847	591,174
8012 Education Protection Account	-	-	-	1,287,184	-	-	1,287,184	-	-	1,414,614	-	-	1,494,006	**5,482,988**	5,318,643	164,345
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	3,515,284	**3,515,284**	3,515,284	-
	-	855,401	855,401	2,826,906	1,539,722	1,539,722	2,826,906	1,539,722	1,539,722	2,954,336	1,539,722	1,539,722	6,549,012	**26,106,293**	**25,350,774**	**755,519**
Federal Revenue														Z		
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	256,480	**256,480**	256,480	-
8290 Title I, Part A - Basic Low Income	-	-	76,699	-	-	76,699	-	-	76,699	-	-	-	76,699	**306,798**	306,798	-
8291 Title II, Part A - Teacher Quality	-	-	10,987	10,987	-	10,987	10,987	-	10,987	-	10,987	-	(21,974)	**43,948**	43,948	-
8294 Title IV, Part A	-	-	6,321	-	-	6,321	-	-	6,321	-	-	6,321	-	**25,284**	25,284	-
	-	-	94,007	10,987	-	94,007	10,987	-	94,007	-	10,987	6,321	311,206	**632,509**	**632,509**	**-**
Other State Revenue																
8311 State Special Education	-	128,093	128,093	230,567	230,567	230,567	230,567	230,567	230,567	230,567	230,567	230,567	230,567	**2,561,851**	2,485,062	76,788
8550 Mandated Cost	-	-	-	-	-	78,216	-	-	-	-	-	-	2,417	**80,633**	78,216	2,417
8560 State Lottery	-	-	-	-	-	-	122,080	-	-	122,080	-	-	244,160	**488,319**	488,319	-
8599 Other State Revenue	-	-	-	-	388,264	-	-	-	-	149,332	-	-	59,733	**597,329**	729,000	(131,671)
	-	128,093	128,093	230,567	618,831	308,783	352,646	230,567	230,567	501,979	230,567	230,567	536,876	**3,728,132**	3,780,598	(52,466)
Other Local Revenue																
8660 Interest Revenue	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	-	**28,060**	28,060	-
	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	-	**28,060**	**28,060**	**-**
Total Revenue	**2,338**	**985,832**	**1,079,839**	**3,070,798**	**2,160,891**	**1,944,850**	**3,192,878**	**1,772,627**	**1,866,634**	**3,458,653**	**1,783,614**	**1,778,948**	**7,397,093**	**30,494,994**	**29,791,940**	**703,053**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	881,498	881,498	881,498	881,498	881,498	881,498	881,498	881,498	881,498	881,498	881,498	1,118,454	-	**10,814,927**	10,532,494	(282,433)
1175 Teachers' Extra Duty/Stipends	37,586	37,586	37,586	37,586	37,586	37,586	37,586	37,586	37,586	37,586	37,586	37,586	-	**451,033**	438,961	(12,071)
1200 Pupil Support Salaries	109,546	109,546	109,546	109,546	109,546	109,546	109,546	109,546	109,546	109,546	109,546	109,546	-	**1,314,556**	1,280,225	(34,331)
1300 Administrators' Salaries	75,649	75,649	75,649	75,649	75,649	75,649	75,649	75,649	75,649	75,649	75,649	97,084	-	**929,224**	904,957	(24,267)
	1,104,279	1,104,279	1,104,279	1,104,279	1,104,279	1,104,279	1,104,279	1,104,279	1,104,279	1,104,279	1,104,279	1,362,671	-	**13,509,740**	**13,156,637**	**(353,102)**
Classified Salaries																
2200 Support Salaries	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	6,227	-	**59,733**	58,173	(1,560)
2300 Classified Administrators'	33,856	33,856	33,856	33,856	33,856	33,856	33,856	33,856	33,856	33,856	33,856	43,344	-	**415,760**	404,902	(10,858)
2400 Clerical and Office Staff Salaries	26,779	26,779	26,779	26,779	26,779	26,779	26,779	26,779	26,779	26,779	26,779	34,284	-	**328,854**	320,266	(8,588)
	65,499	65,499	65,499	65,499	65,499	65,499	65,499	65,499	65,499	65,499	65,499	83,856	-	**804,347**	**783,341**	**(21,006)**
Benefits																
3101 STRS	210,908	210,908	210,908	210,908	210,908	210,908	210,908	210,908	210,908	210,908	210,908	260,377	-	**2,580,360**	2,512,918	(67,443)
3301 OASDI	8,122	8,122	8,122	8,122	8,122	8,122	8,122	8,122	8,122	8,122	8,122	10,398	-	**99,739**	97,134	(2,605)
3311 Medicare	16,961	16,961	16,961	16,961	16,961	16,961	16,961	16,961	16,961	16,961	16,961	20,983	-	**207,554**	202,130	(5,425)
3401 Health and Welfare	178,026	178,026	178,026	178,026	178,026	178,026	178,026	178,026	178,026	178,026	178,026	178,026	-	**2,136,312**	2,080,553	(55,759)
3501 State Unemployment	5,375	5,375	5,375	5,375	5,375	5,375	26,874	21,499	10,750	5,375	5,375	5,375	-	**107,497**	107,492	(5)
3601 Workers' Compensation	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	16,376	20,259	-	**200,397**	195,160	(5,238)
3901 Other Benefits	40,940	40,940	40,940	40,940	40,940	40,940	40,940	40,940	40,940	40,940	40,940	50,648	-	**500,993**	487,899	(13,094)
	476,708	476,708	476,708	476,708	476,708	476,708	498,207	492,832	482,083	476,708	476,708	546,066	-	**5,832,852**	**5,683,285**	**(149,567)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	279,644	279,644	279,644	279,644	-	-	-	-	-	-	-	-	**1,118,577**	1,089,381	(29,195)
4200 Books and Other Materials	282	282	282	282	282	-	-	-	-	-	-	-	-	**1,412**	1,375	(37)
4302 School Supplies	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	-	**57,603**	56,099	(1,503)
4305 Software	76,568	76,568	76,568	76,568	76,568	76,568	76,568	76,568	76,568	76,568	76,568	76,568	-	**918,817**	894,835	(23,982)
4310 Office Expense	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	3,067	-	**36,806**	35,846	(961)
4311 Business Meals	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	-	**13,330**	12,982	(348)
4400 Noncapitalized Equipment	-	83,592	83,592	83,592	83,592	83,592	-	-	-	-	-	-	-	**417,962**	407,053	(10,909)
	85,829	449,065	449,065	449,065	449,065	169,139	85,546	85,546	85,546	85,546	85,546	85,546	-	**2,564,507**	**2,497,572**	**(66,935)**

FY26-27 California Online Public Schools - NorCal

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 1795.28

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	282,266	282,266	282,266	282,266	282,266	282,266	282,266	282,266	282,266	282,266	282,266	-	3,104,930	3,023,889	(81,040)
5105 Security	-	78	78	78	78	78	78	78	78	78	78	78	-	862	839	(22)
5106 Other Educational Consultants	-	-	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	7,115	-	71,148	69,291	(1,857)
	-	282,345	289,459	289,459	289,459	289,459	289,459	289,459	289,459	289,459	289,459	289,459	-	3,176,939	3,094,019	(82,920)
Operations and Housekeeping																
5201 Auto and Travel	-	10,965	10,965	10,965	10,965	10,965	10,965	10,965	10,965	10,965	10,965	10,965	-	120,614	117,466	(3,148)
5300 Dues & Memberships	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	6,136	-	73,637	71,715	(1,922)
5400 Insurance	7,935	7,935	7,935	7,935	7,935	7,935	7,935	7,935	7,935	7,935	7,935	7,935	-	95,223	92,738	(2,485)
5501 Utilities	223	223	223	223	223	223	223	223	223	223	223	223	-	2,680	2,610	(70)
5502 Janitorial Services	515	515	515	515	515	515	515	515	515	515	515	515	-	6,174	6,013	(161)
5516 Miscellaneous Expense	-	-	17	17	17	17	17	17	17	17	17	17	-	168	163	(4)
5900 Communications	17,314	17,314	17,314	17,314	17,314	17,314	17,314	17,314	17,314	17,314	17,314	17,314	-	207,772	202,349	(5,423)
5901 Postage and Shipping	-	-	534	534	534	534	534	534	534	534	534	534	-	5,337	5,197	(139)
	32,124	43,089	43,639	43,639	43,639	43,639	43,639	43,639	43,639	43,639	43,639	43,639	-	511,605	498,252	(13,353)
Facilities, Repairs and Other Leases																
5601 Rent	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	9,642	-	115,706	115,706	-
5602 Additional Rent	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	-	60,642	59,059	(1,583)
5603 Equipment Leases	375	375	375	375	375	375	375	375	375	375	375	375	-	4,499	4,382	(117)
5604 Other Leases	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	-	184,152	179,346	(4,806)
5610 Repairs and Maintenance	172	172	172	172	172	172	172	172	172	172	172	172	-	2,058	2,004	(54)
	30,588	30,588	30,588	30,588	30,588	30,588	30,588	30,588	30,588	30,588	30,588	30,588	-	367,057	360,497	(6,560)
Professional/Consulting Services																
5801 IT	78,050	78,050	78,050	78,050	78,050	78,050	78,050	78,050	78,050	78,050	78,050	78,050	-	936,603	912,157	(24,446)
5802 Audit & Taxes	-	-	-	7,810	7,810	7,810	-	-	-	-	-	-	-	23,429	22,817	(612)
5803 Legal	24,420	24,420	24,420	24,420	24,420	24,420	24,420	24,420	24,420	24,420	24,420	24,420	-	293,040	285,391	(7,648)
5804 Professional Development	-	-	13,947	13,947	13,947	13,947	13,947	13,947	13,947	13,947	13,947	13,947	-	139,472	135,832	(3,640)
5805 General Consulting	-	-	11,836	11,836	11,836	11,836	11,836	11,836	11,836	11,836	11,836	11,836	-	118,365	115,275	(3,089)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	44,967	44,967	44,967	-	-	-	134,901	131,380	(3,521)
5807 Bank Charges	-	-	567	567	567	567	567	567	567	567	567	567	-	5,672	5,524	(148)
5808 Printing	-	-	5	5	5	5	5	5	5	5	5	5	-	48	47	(1)
5809 Other taxes and fees	-	-	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	-	12,947	12,609	(338)
5810 Payroll Service Fee	90	90	90	90	90	90	90	90	90	90	90	90	-	1,077	1,049	(28)
5811 Management Fee	50,776	50,776	50,776	50,776	50,776	50,776	50,776	50,776	50,776	50,776	50,776	50,776	-	609,318	593,414	(15,904)
5812 District Oversight Fee	-	8,554	8,554	28,269	15,397	15,397	28,269	15,397	15,397	29,543	15,397	15,397	65,490	261,063	253,508	(7,555)
5814 SPED Encroachment	-	3,843	3,843	6,917	6,917	6,917	6,917	6,917	6,917	6,917	6,917	6,917	14,611	84,550	82,246	(2,304)
5815 Public Relations/Recruitment	-	-	34,928	34,928	34,928	34,928	34,928	34,928	34,928	34,928	34,928	34,928	-	349,279	340,162	(9,116)
	153,336	165,733	228,311	258,910	246,038	246,038	251,101	283,196	283,196	297,342	238,229	238,229	80,102	2,969,762	2,891,411	(78,350)
Depreciation																
6900 Depreciation Expense	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	-	14,287	13,914	(373)
	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	-	14,287	13,914	(373)
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,949,554	2,618,497	2,688,740	2,719,339	2,706,467	2,426,541	2,369,510	2,396,230	2,385,481	2,394,252	2,335,139	2,681,246	80,102	29,751,095	28,978,928	(772,167)
Monthly Surplus (Deficit)	(1,947,215)	(1,632,665)	(1,608,901)	351,459	(545,576)	(481,691)	823,368	(623,603)	(518,846)	1,064,401	(551,525)	(902,298)	7,316,992	743,899	813,012	(69,114)

FY26-27 California Online Public Schools - NorCal

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 1795.28

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(1,947,215)	(1,632,665)	(1,608,901)	351,459	(545,576)	(481,691)	823,368	(623,603)	(518,846)	1,064,401	(551,525)	(902,298)	7,316,992	**743,899**		
Cash flows from operating activities																
Depreciation/Amortization	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	1,191	-	**14,287**		
Public Funding Receivables	6,331,461	-	244,160	-	-	-	607,761	-	-	-	-	-	(7,397,093)	**(213,711)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(77,719)	-	-	-	-	-	-	-	-	-	-	-	80,102	**2,383**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(153,077)	-	-	(153,077)	-	-	(153,077)	-	-	(153,077)	**(612,307)**		
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	4,307,717	(1,631,474)	(1,363,551)	199,573	(544,386)	(480,500)	1,279,243	(622,413)	(517,656)	912,515	(550,334)	(901,107)				
Cash, Beginning of Month	7,331,690	11,639,408	10,007,933	8,644,383	8,843,955	8,299,570	7,819,069	9,098,313	8,475,900	7,958,244	8,870,759	8,320,424				
Cash, End of Month	**11,639,408**	**10,007,933**	**8,644,383**	**8,843,955**	**8,299,570**	**7,819,069**	**9,098,313**	**8,475,900**	**7,958,244**	**8,870,759**	**8,320,424**	**7,419,317**				

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY26-27

Revised 3/21/26

Actuals Through:

ADA = 203.52

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	90,952	90,952	163,713	163,713	163,713	163,713	163,713	171,557	171,557	171,557	171,557	171,556	**1,858,257**
8012	Education Protection Account	-	-	10,176	-	-	10,176	-	-	10,176	-	-	-	10,176	**40,704**
8096	In Lieu of Property Taxes	-	58,700	117,400	-	-	-	-	-	-	-	-	-	823,325	**999,424**
		-	149,652	218,527	163,713	163,713	173,889	163,713	163,713	181,733	171,557	171,557	171,557	1,005,057	**2,898,385**
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	23,520	**23,520**
8290	Title I, Part A - Basic Low Income	-	-	-	9,272	-	-	9,272	-	-	-	9,272	-	9,272	**37,088**
8291	Title II, Part A - Teacher Quality	-	-	-	1,123	-	-	1,123	-	-	-	1,123	-	1,123	**4,494**
8294	Title IV, Part A	-	-	-	2,554	-	-	2,554	-	-	-	2,554	-	2,554	**10,216**
		-	-	-	12,949	-	-	12,949	-	-	-	12,949	-	36,469	**75,317**
Other State Revenue															
8311	State Special Education	-	13,348	13,348	24,026	24,026	24,026	24,026	24,026	25,180	25,180	25,180	25,180	25,180	**272,727**
8550	Mandated Cost	-	-	-	-	-	8,495	-	-	-	-	-	-	-	**8,495**
8560	State Lottery	-	-	-	-	-	-	13,547	-	-	13,547	-	-	28,262	**55,357**
8599	Other State Revenue	-	661	661	23,798	1,191	1,191	23,798	1,191	1,191	23,798	1,191	1,191	23,798	**103,657**
		-	14,009	14,009	47,824	25,217	33,712	61,371	25,217	26,370	62,525	26,370	26,370	77,240	**440,235**
Other Local Revenue															
8660	Interest Revenue	266	266	266	266	266	266	266	266	266	266	266	266	-	**3,186**
		266	266	266	266	266	266	266	266	266	266	266	266	-	**3,186**
Total Revenue		**266**	**163,927**	**232,802**	**224,752**	**189,196**	**207,867**	**238,300**	**189,196**	**208,369**	**234,348**	**211,143**	**198,193**	**1,118,766**	**3,417,124**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	94,707	94,707	94,707	94,707	94,707	94,707	94,707	94,707	94,707	94,707	94,707	120,166	-	**1,161,946**
1175	Teachers' Extra Duty/Stipends	4,023	4,023	4,023	4,023	4,023	4,023	4,023	4,023	4,023	4,023	4,023	4,023	-	**48,275**
1200	Pupil Support Salaries	11,501	11,501	11,501	11,501	11,501	11,501	11,501	11,501	11,501	11,501	11,501	14,724	-	**141,234**
1300	Administrators' Salaries	8,128	8,128	8,128	8,128	8,128	8,128	8,128	8,128	8,128	8,128	8,128	10,431	-	**99,835**
		118,359	118,359	118,359	118,359	118,359	118,359	118,359	118,359	118,359	118,359	118,359	149,343	-	**1,451,289**
Classified Salaries															
2200	Support Salaries	523	523	523	523	523	523	523	523	523	523	523	669	-	**6,418**
2300	Classified Administrators'	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	4,657	-	**44,669**
2400	Clerical and Office Staff Salaries	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	2,877	3,683	-	**35,332**
		7,037	7,037	7,037	7,037	7,037	7,037	7,037	7,037	7,037	7,037	7,037	9,009	-	**86,418**
Benefits															
3101	STRS	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	22,607	28,525	-	**277,196**
3301	OASDI	873	873	873	873	873	873	873	873	873	873	873	1,117	-	**10,716**
3311	Medicare	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	2,296	-	**22,297**
3401	Health and Welfare	19,129	19,129	19,129	19,129	19,129	19,129	19,129	19,129	19,129	19,129	19,129	19,129	-	**229,543**
3501	State Unemployment	2,230	2,230	2,230	2,230	2,230	2,230	11,150	8,920	4,460	2,230	2,230	2,230	-	**44,601**
3601	Workers' Compensation	1,756	1,756	1,756	1,756	1,756	1,756	1,756	1,756	1,756	1,756	1,756	2,217	-	**21,528**
3901	Other Benefits	4,389	4,389	4,389	4,389	4,389	4,389	4,389	4,389	4,389	4,389	4,389	5,542	-	**53,820**
		52,800	52,800	52,800	52,800	52,800	52,800	61,721	59,491	55,030	52,800	52,800	61,056	-	**659,701**
Books and Supplies															
4100	Textbooks and Core Curricula	-	30,047	30,047	30,047	30,047	-	-	-	-	-	-	-	-	**120,189**
4200	Books and Other Materials	30	30	30	30	30	-	-	-	-	-	-	-	-	**152**
4302	School Supplies	516	516	516	516	516	516	516	516	516	516	516	516	-	**6,189**
4305	Software	8,227	8,227	8,227	8,227	8,227	8,227	8,227	8,227	8,227	8,227	8,227	8,227	-	**98,725**
4310	Office Expense	330	330	330	330	330	330	330	330	330	330	330	330	-	**3,955**
4311	Business Meals	119	119	119	119	119	119	119	119	119	119	119	119	-	**1,432**
4400	Noncapitalized Equipment	-	8,982	8,982	8,982	8,982	8,982	-	-	-	-	-	-	-	**44,909**
		9,222	48,251	48,251	48,251	48,251	18,174	9,192	9,192	9,192	9,192	9,192	9,192	-	**275,552**

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY26-27

Revised 3/21/26

Actuals Through:

ADA = 203.52

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	-	30,329	30,329	30,329	30,329	30,329	30,329	30,329	30,329	30,329	30,329	30,329	-	**333,619**
5105	Security	-	8	8	8	8	8	8	8	8	8	8	8	-	**93**
5106	Other Educational Consultants	-	-	764	764	764	764	764	764	764	764	764	764	-	**7,645**
		-	30,337	31,102	31,102	31,102	31,102	31,102	31,102	31,102	31,102	31,102	31,102	-	**341,357**
Operations and Housekeeping															
5201	Auto and Travel	-	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	-	**12,960**
5300	Dues & Memberships	659	659	659	659	659	659	659	659	659	659	659	659	-	**7,912**
5400	Insurance	853	853	853	853	853	853	853	853	853	853	853	853	-	**10,232**
5501	Utilities	24	24	24	24	24	24	24	24	24	24	24	24	-	**288**
5502	Janitorial Services	55	55	55	55	55	55	55	55	55	55	55	55	-	**663**
5516	Miscellaneous Expense	-	-	2	2	2	2	2	2	2	2	2	2	-	**18**
5900	Communications	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	-	**22,325**
5901	Postage and Shipping	-	-	57	57	57	57	57	57	57	57	57	57	-	**573**
		3,452	4,630	4,689	4,689	4,689	4,689	4,689	4,689	4,689	4,689	4,689	4,689	-	**54,971**
Facilities, Repairs and Other Leases															
5601	Rent	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	**13,117**
5602	Additional Rent	543	543	543	543	543	543	543	543	543	543	543	543	-	**6,516**
5603	Equipment Leases	40	40	40	40	40	40	40	40	40	40	40	40	-	**483**
5604	Other Leases	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	-	**19,787**
5610	Repairs and Maintenance	18	18	18	18	18	18	18	18	18	18	18	18	-	**221**
		3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	-	**40,124**
Professional/Consulting Services															
5801	IT	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	8,386	-	**100,636**
5802	Audit & Taxes	-	-	-	839	839	839	-	-	-	-	-	-	-	**2,517**
5803	Legal	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	-	**31,487**
5804	Professional Development	-	-	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	-	**14,986**
5805	General Consulting	-	-	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	-	**12,718**
5806	Special Activities/Field Trips	-	-	-	-	-	4,832	4,832	4,832	-	-	-	-	-	**14,495**
5807	Bank Charges	-	-	61	61	61	61	61	61	61	61	61	61	-	**609**
5808	Printing	-	-	1	1	1	1	1	1	1	1	1	1	-	**5**
5809	Other taxes and fees	-	-	139	139	139	139	139	139	139	139	139	139	-	**1,391**
5810	Payroll Service Fee	10	10	10	10	10	10	10	10	10	10	10	10	-	**116**
5811	Management Fee	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	**75,000**
5812	District Oversight Fee	-	1,497	2,185	1,637	1,637	1,739	1,637	1,637	1,817	1,716	1,716	1,716	10,051	**28,984**
5814	SPED Encroachment	-	400	400	721	721	721	721	721	755	755	755	755	1,461	**8,887**
5815	Public Relations/Recruitment	-	-	3,753	3,753	3,753	3,753	3,753	3,753	3,753	3,753	3,753	3,753	-	**37,529**
		17,270	19,167	26,580	27,191	27,191	32,124	31,183	31,183	26,567	26,465	26,465	26,465	11,512	**329,361**
Depreciation															
6900	Depreciation Expense	128	128	128	128	128	128	128	128	128	128	128	128	-	**1,535**
		128	128	128	128	128	128	128	128	128	128	128	128	-	**1,535**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**211,612**	**284,053**	**292,290**	**292,901**	**292,901**	**267,757**	**266,754**	**264,524**	**255,447**	**253,115**	**253,115**	**294,328**	**11,512**	**3,240,308**
Monthly Surplus (Deficit)		**(211,346)**	**(120,127)**	**(59,487)**	**(68,149)**	**(103,705)**	**(59,890)**	**(28,455)**	**(75,328)**	**(47,078)**	**(18,768)**	**(41,973)**	**(96,134)**	**1,107,254**	**176,816**

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY26-27

Revised 3/21/26

Actuals Through:

ADA = 203.52

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(211,346)	(120,127)	(59,487)	(68,149)	(103,705)	(59,890)	(28,455)	(75,328)	(47,078)	(18,768)	(41,973)	(96,134)	1,107,254	**176,816**
Cash flows from operating activities														
Depreciation/Amortization	128	128	128	128	128	128	128	128	128	128	128	128	-	**1,535**
Public Funding Receivables	476,557	-	-	-	-	31,547	50,355	-	-	-	-	-	(1,118,766)	**(560,307)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	11,512	**11,512**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	(22,607)	-	-	(22,607)	-	-	(22,607)	-	-	(22,607)	**(90,428)**
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	265,338	(119,999)	(59,359)	(90,628)	(103,577)	(28,215)	(579)	(75,200)	(46,950)	(41,247)	(41,845)	(96,006)		
Cash, Beginning of Month	2,273,125	2,538,463	2,418,465	2,359,105	2,268,478	2,164,901	2,136,686	2,136,107	2,060,907	2,013,957	1,972,710	1,930,865		
Cash, End of Month	**2,538,463**	**2,418,465**	**2,359,105**	**2,268,478**	**2,164,901**	**2,136,686**	**2,136,107**	**2,060,907**	**2,013,957**	**1,972,710**	**1,930,865**	**1,834,859**		

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY27-28

Revised 3/21/26

ADA = 203.52

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 203.52	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	98,229	98,229	176,812	176,812	176,812	176,812	176,812	176,812	176,812	176,812	176,812	176,812	**1,964,579**	1,858,257	106,322
8012 Education Protection Account	-	-	-	10,176	-	-	10,176	-	-	10,176	-	-	10,176	**40,704**	40,704	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	999,424	**999,424**	999,424	-
	-	98,229	98,229	186,988	176,812	176,812	186,988	176,812	176,812	186,988	176,812	176,812	1,186,412	**3,004,707**	**2,898,385**	**106,322**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	29,120	**29,120**	23,520	5,600
8290 Title I, Part A - Basic Low Income	-	-	9,272	-	-	9,272	-	-	9,272	-	-	-	9,272	**37,088**	37,088	-
8291 Title II, Part A - Teacher Quality	-	-	1,123	1,123	-	1,123	1,123	-	1,123	-	1,123	-	(2,247)	**4,494**	4,494	-
8294 Title IV, Part A	-	-	2,554	-	-	2,554	-	-	2,554	-	-	2,554	-	**10,216**	10,216	-
	-	-	12,949	1,123	-	12,949	1,123	-	12,949	-	1,123	2,554	36,145	**80,917**	**75,317**	**5,600**
Other State Revenue																
8311 State Special Education	-	14,086	14,086	25,354	25,354	25,354	25,354	25,354	25,354	25,354	25,354	25,354	25,354	**281,716**	272,727	8,989
8550 Mandated Cost	-	-	-	-	-	8,897	-	-	-	-	-	-	-	**8,897**	8,495	402
8560 State Lottery	-	-	-	-	-	-	13,839	-	-	13,839	-	-	27,678	**55,357**	55,357	-
8599 Other State Revenue	-	-	-	-	46,051	-	-	-	-	17,712	-	-	7,085	**70,848**	103,657	(32,809)
	-	14,086	14,086	25,354	71,406	34,252	39,194	25,354	25,354	56,906	25,354	25,354	60,118	**416,818**	440,235	(23,417)
Other Local Revenue																
8660 Interest Revenue	266	266	266	266	266	266	266	266	266	266	266	266	-	**3,186**	3,186	-
	266	266	266	266	266	266	266	266	266	266	266	266	-	**3,186**	**3,186**	**-**
Total Revenue	**266**	**112,580**	**125,530**	**213,732**	**248,483**	**224,278**	**227,571**	**202,432**	**215,381**	**244,159**	**203,556**	**204,986**	**1,282,675**	**3,505,629**	**3,417,124**	**88,505**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	97,319	97,319	97,319	97,319	97,319	97,319	97,319	97,319	97,319	97,319	97,319	123,479	-	**1,193,984**	1,161,946	(32,038)
1175 Teachers' Extra Duty/Stipends	4,147	4,147	4,147	4,147	4,147	4,147	4,147	4,147	4,147	4,147	4,147	4,147	-	**49,761**	48,275	(1,487)
1200 Pupil Support Salaries	11,818	11,818	11,818	11,818	11,818	11,818	11,818	11,818	11,818	11,818	11,818	15,130	-	**145,129**	141,234	(3,895)
1300 Administrators' Salaries	8,352	8,352	8,352	8,352	8,352	8,352	8,352	8,352	8,352	8,352	8,352	10,718	-	**102,588**	99,835	(2,753)
	121,635	121,635	121,635	121,635	121,635	121,635	121,635	121,635	121,635	121,635	121,635	153,474	-	**1,491,461**	**1,451,289**	**(40,172)**
Classified Salaries																
2200 Support Salaries	537	537	537	537	537	537	537	537	537	537	537	688	-	**6,595**	6,418	(177)
2300 Classified Administrators'	3,738	3,738	3,738	3,738	3,738	3,738	3,738	3,738	3,738	3,738	3,738	4,785	-	**45,900**	44,669	(1,232)
2400 Clerical and Office Staff Salaries	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	3,785	-	**36,306**	35,332	(974)
	7,231	7,231	7,231	7,231	7,231	7,231	7,231	7,231	7,231	7,231	7,231	9,258	-	**88,801**	**86,418**	**(2,383)**
Benefits																
3101 STRS	23,232	23,232	23,232	23,232	23,232	23,232	23,232	23,232	23,232	23,232	23,232	29,314	-	**284,869**	277,196	(7,673)
3301 OASDI	897	897	897	897	897	897	897	897	897	897	897	1,148	-	**11,011**	10,716	(295)
3311 Medicare	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	1,869	2,360	-	**22,914**	22,297	(617)
3401 Health and Welfare	19,655	19,655	19,655	19,655	19,655	19,655	19,655	19,655	19,655	19,655	19,655	19,655	-	**235,855**	229,543	(6,312)
3501 State Unemployment	2,290	2,290	2,290	2,290	2,290	2,290	11,450	9,160	4,580	2,290	2,290	2,290	-	**45,800**	44,601	(1,199)
3601 Workers' Compensation	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	2,278	-	**22,124**	21,528	(596)
3901 Other Benefits	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	4,510	5,696	-	**55,309**	53,820	(1,489)
	54,257	54,257	54,257	54,257	54,257	54,257	63,417	61,127	56,547	54,257	54,257	62,740	-	**677,883**	**659,701**	**(18,182)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	30,874	30,874	30,874	30,874	-	-	-	-	-	-	-	-	**123,494**	120,189	(3,305)
4200 Books and Other Materials	31	31	31	31	31	-	-	-	-	-	-	-	-	**156**	152	(4)
4302 School Supplies	530	530	530	530	530	530	530	530	530	530	530	530	-	**6,360**	6,189	(170)
4305 Software	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	-	**101,440**	98,725	(2,715)
4310 Office Expense	339	339	339	339	339	339	339	339	339	339	339	339	-	**4,064**	3,955	(109)
4311 Business Meals	123	123	123	123	123	123	123	123	123	123	123	123	-	**1,472**	1,432	(39)
4400 Noncapitalized Equipment	-	9,229	9,229	9,229	9,229	9,229	-	-	-	-	-	-	-	**46,144**	44,909	(1,235)
	9,476	49,578	49,578	49,578	49,578	18,673	9,445	9,445	9,445	9,445	9,445	9,445	-	**283,129**	**275,552**	**(7,578)**

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY27-28

Revised 3/21/26

ADA = 203.52

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	31,163	31,163	31,163	31,163	31,163	31,163	31,163	31,163	31,163	31,163	31,163	-	**342,794**	333,619	(9,175)
5105 Security	-	9	9	9	9	9	9	9	9	9	9	9	-	**95**	93	(3)
5106 Other Educational Consultants	-	-	785	785	785	785	785	785	785	785	785	785	-	**7,855**	7,645	(210)
	-	31,172	31,957	31,957	31,957	31,957	31,957	31,957	31,957	31,957	31,957	31,957	-	**350,744**	**341,357**	**(9,387)**
Operations and Housekeeping																
5201 Auto and Travel	-	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	-	**13,316**	12,960	(356)
5300 Dues & Memberships	677	677	677	677	677	677	677	677	677	677	677	677	-	**8,130**	7,912	(218)
5400 Insurance	876	876	876	876	876	876	876	876	876	876	876	876	-	**10,513**	10,232	(281)
5501 Utilities	25	25	25	25	25	25	25	25	25	25	25	25	-	**296**	288	(8)
5502 Janitorial Services	57	57	57	57	57	57	57	57	57	57	57	57	-	**682**	663	(18)
5516 Miscellaneous Expense	-	-	2	2	2	2	2	2	2	2	2	2	-	**18**	18	(0)
5900 Communications	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	-	**22,939**	22,325	(614)
5901 Postage and Shipping	-	-	59	59	59	59	59	59	59	59	59	59	-	**589**	573	(16)
	3,547	4,757	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	-	**56,483**	**54,971**	**(1,512)**
Facilities, Repairs and Other Leases																
5601 Rent	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	**13,117**	13,117	-
5602 Additional Rent	558	558	558	558	558	558	558	558	558	558	558	558	-	**6,695**	6,516	(179)
5603 Equipment Leases	41	41	41	41	41	41	41	41	41	41	41	41	-	**497**	483	(13)
5604 Other Leases	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	-	**20,331**	19,787	(544)
5610 Repairs and Maintenance	19	19	19	19	19	19	19	19	19	19	19	19	-	**227**	221	(6)
	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	3,406	-	**40,867**	**40,124**	**(743)**
Professional/Consulting Services																
5801 IT	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	-	**103,404**	100,636	(2,767)
5802 Audit & Taxes	-	-	-	862	862	862	-	-	-	-	-	-	-	**2,587**	2,517	(69)
5803 Legal	2,696	2,696	2,696	2,696	2,696	2,696	2,696	2,696	2,696	2,696	2,696	2,696	-	**32,353**	31,487	(866)
5804 Professional Development	-	-	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	-	**15,398**	14,986	(412)
5805 General Consulting	-	-	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	1,307	-	**13,068**	12,718	(350)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	4,965	4,965	4,965	-	-	-	**14,894**	14,495	(399)
5807 Bank Charges	-	-	63	63	63	63	63	63	63	63	63	63	-	**626**	609	(17)
5808 Printing	-	-	1	1	1	1	1	1	1	1	1	1	-	**5**	5	(0)
5809 Other taxes and fees	-	-	143	143	143	143	143	143	143	143	143	143	-	**1,429**	1,391	(38)
5810 Payroll Service Fee	10	10	10	10	10	10	10	10	10	10	10	10	-	**119**	116	(3)
5811 Management Fee	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	-	**77,063**	75,000	(2,063)
5812 District Oversight Fee	-	982	982	1,870	1,768	1,768	1,870	1,768	1,768	1,870	1,768	1,768	11,864	**30,047**	28,984	(1,063)
5814 SPED Encroachment	-	423	423	761	761	761	761	761	761	761	761	761	1,634	**9,325**	8,887	(438)
5815 Public Relations/Recruitment	-	-	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856	-	**38,561**	37,529	(1,032)
	17,745	19,150	26,058	28,146	28,045	28,045	27,284	32,147	32,147	32,249	27,182	27,182	13,498	**338,878**	**329,361**	**(9,517)**
Depreciation																
6900 Depreciation Expense	131	131	131	131	131	131	131	131	131	131	131	131	-	**1,577**	1,535	(42)
	131	131	131	131	131	131	131	131	131	131	131	131	-	**1,577**	**1,535**	**(42)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**217,427**	**291,317**	**299,072**	**301,160**	**301,058**	**270,153**	**269,324**	**271,897**	**267,317**	**265,128**	**260,062**	**302,412**	**13,498**	**3,329,824**	**3,240,308**	**(89,515)**
Monthly Surplus (Deficit)	**(217,162)**	**(178,736)**	**(173,542)**	**(87,428)**	**(52,575)**	**(45,875)**	**(41,753)**	**(69,464)**	**(51,935)**	**(20,969)**	**(56,506)**	**(97,426)**	**1,269,176**	**175,805**	**176,816**	**(1,010)**

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY27-28

Revised 3/21/26

ADA = 203.52

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(217,162)	(178,736)	(173,542)	(87,428)	(52,575)	(45,875)	(41,753)	(69,464)	(51,935)	(20,969)	(56,506)	(97,426)	1,269,176	**175,805**		
Cash flows from operating activities																
Depreciation/Amortization	131	131	131	131	131	131	131	131	131	131	131	131	-	**1,577**		
Public Funding Receivables	1,005,057	-	23,798	-	-	28,262	61,649	-	-	-	-	-	(1,282,675)	**(163,909)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(11,512)	-	-	-	-	-	-	-	-	-	-	-	13,498	**1,987**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	(22,607)	-	-	-	-	-	-	-	-	-	-	-	-	**(22,607)**		
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	753,908	(178,605)	(149,613)	(87,297)	(52,443)	(17,481)	20,027	(69,333)	(51,804)	(20,838)	(56,375)	(97,294)				
Cash, Beginning of Month	1,834,859	2,588,767	2,410,162	2,260,549	2,173,253	2,120,809	2,103,329	2,123,356	2,054,023	2,002,219	1,981,382	1,925,007				
Cash, End of Month	**2,588,767**	**2,410,162**	**2,260,549**	**2,173,253**	**2,120,809**	**2,103,329**	**2,123,356**	**2,054,023**	**2,002,219**	**1,981,382**	**1,925,007**	**1,827,713**				

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY28-29

Revised 3/21/26

ADA = 203.52

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 203.52	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	102,895	102,895	185,210	185,210	185,210	185,210	185,210	185,210	185,210	185,210	185,210	185,210	**2,057,893**	1,964,579	93,314
8012 Education Protection Account	-	-	-	10,176	-	-	10,176	-	-	10,176	-	-	10,176	**40,704**	40,704	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	999,424	**999,424**	999,424	-
	-	102,895	102,895	195,386	185,210	185,210	195,386	185,210	185,210	195,386	185,210	185,210	1,194,810	**3,098,021**	**3,004,707**	**93,314**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	29,120	**29,120**	29,120	-
8290 Title I, Part A - Basic Low Income	-	-	9,272	-	-	9,272	-	-	9,272	-	-	-	9,272	**37,088**	37,088	-
8291 Title II, Part A - Teacher Quality	-	-	1,123	1,123	-	1,123	1,123	-	1,123	-	1,123	-	(2,247)	**4,494**	4,494	-
8294 Title IV, Part A	-	-	2,554	-	-	2,554	-	-	2,554	-	-	2,554	-	**10,216**	10,216	-
	-	-	12,949	1,123	-	12,949	1,123	-	12,949	-	1,123	2,554	36,145	**80,917**	**80,917**	**-**
Other State Revenue																
8311 State Special Education	-	14,521	14,521	26,138	26,138	26,138	26,138	26,138	26,138	26,138	26,138	26,138	26,138	**290,421**	281,716	8,705
8550 Mandated Cost	-	-	-	-	-	8,897	-	-	-	-	-	-	275	**9,172**	8,897	275
8560 State Lottery	-	-	-	-	-	-	13,839	-	-	13,839	-	-	27,678	**55,357**	55,357	-
8599 Other State Revenue	-	-	-	-	39,784	-	-	-	-	15,301	-	-	6,121	**61,206**	70,848	(9,642)
	-	14,521	14,521	26,138	65,922	35,035	39,977	26,138	26,138	55,279	26,138	26,138	60,212	**416,156**	416,818	(662)
Other Local Revenue																
8660 Interest Revenue	266	266	266	266	266	266	266	266	266	266	266	266	-	**3,186**	3,186	-
	266	266	266	266	266	266	266	266	266	266	266	266	-	**3,186**	**3,186**	**-**
Total Revenue	**266**	**117,681**	**130,631**	**222,913**	**251,398**	**233,460**	**236,753**	**211,614**	**224,563**	**250,930**	**212,737**	**214,168**	**1,291,167**	**3,598,281**	**3,505,629**	**92,652**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	99,928	99,928	99,928	99,928	99,928	99,928	99,928	99,928	99,928	99,928	99,928	126,790	-	**1,226,001**	1,193,984	(32,017)
1175 Teachers' Extra Duty/Stipends	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	-	**51,130**	49,761	(1,368)
1200 Pupil Support Salaries	12,135	12,135	12,135	12,135	12,135	12,135	12,135	12,135	12,135	12,135	12,135	15,536	-	**149,021**	145,129	(3,892)
1300 Administrators' Salaries	8,576	8,576	8,576	8,576	8,576	8,576	8,576	8,576	8,576	8,576	8,576	11,006	-	**105,339**	102,588	(2,751)
	124,900	124,900	124,900	124,900	124,900	124,900	124,900	124,900	124,900	124,900	124,900	157,593	-	**1,531,490**	**1,491,461**	**(40,028)**
Classified Salaries																
2200 Support Salaries	551	551	551	551	551	551	551	551	551	551	551	706	-	**6,771**	6,595	(177)
2300 Classified Administrators'	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	4,914	-	**47,131**	45,900	(1,231)
2400 Clerical and Office Staff Salaries	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,036	3,887	-	**37,280**	36,306	(974)
	7,425	7,425	7,425	7,425	7,425	7,425	7,425	7,425	7,425	7,425	7,425	9,506	-	**91,182**	**88,801**	**(2,381)**
Benefits																
3101 STRS	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	23,856	30,101	-	**292,515**	284,869	(7,645)
3301 OASDI	921	921	921	921	921	921	921	921	921	921	921	1,179	-	**11,307**	11,011	(295)
3311 Medicare	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	2,423	-	**23,529**	22,914	(615)
3401 Health and Welfare	20,181	20,181	20,181	20,181	20,181	20,181	20,181	20,181	20,181	20,181	20,181	20,181	-	**242,176**	235,855	(6,321)
3501 State Unemployment	2,350	2,350	2,350	2,350	2,350	2,350	11,750	9,400	4,700	2,350	2,350	2,350	-	**47,000**	45,800	(1,200)
3601 Workers' Compensation	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	2,339	-	**22,717**	22,124	(594)
3901 Other Benefits	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631	4,631	5,849	-	**56,794**	55,309	(1,484)
	55,710	55,710	55,710	55,710	55,710	55,710	65,110	62,760	58,060	55,710	55,710	64,422	-	**696,037**	**677,883**	**(18,154)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	31,701	31,701	31,701	31,701	-	-	-	-	-	-	-	-	**126,804**	123,494	(3,310)
4200 Books and Other Materials	32	32	32	32	32	-	-	-	-	-	-	-	-	**160**	156	(4)
4302 School Supplies	544	544	544	544	544	544	544	544	544	544	544	544	-	**6,530**	6,360	(170)
4305 Software	8,680	8,680	8,680	8,680	8,680	8,680	8,680	8,680	8,680	8,680	8,680	8,680	-	**104,159**	101,440	(2,719)
4310 Office Expense	348	348	348	348	348	348	348	348	348	348	348	348	-	**4,172**	4,064	(109)
4311 Business Meals	126	126	126	126	126	126	126	126	126	126	126	126	-	**1,511**	1,472	(39)
4400 Noncapitalized Equipment	-	9,476	9,476	9,476	9,476	9,476	-	-	-	-	-	-	-	**47,381**	46,144	(1,237)
	9,730	50,907	50,907	50,907	50,907	19,174	9,698	9,698	9,698	9,698	9,698	9,698	-	**290,717**	**283,129**	**(7,588)**

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY28-29

Revised 3/21/26

ADA = 203.52

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	31,998	31,998	31,998	31,998	31,998	31,998	31,998	31,998	31,998	31,998	31,998	-	**351,981**	342,794	(9,187)
5105 Security	-	9	9	9	9	9	9	9	9	9	9	9	-	**98**	95	(3)
5106 Other Educational Consultants	-	-	807	807	807	807	807	807	807	807	807	807	-	**8,065**	7,855	(211)
	-	32,007	32,814	32,814	32,814	32,814	32,814	32,814	32,814	32,814	32,814	32,814	-	**360,144**	**350,744**	**(9,400)**
Operations and Housekeeping																
5201 Auto and Travel	-	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	-	**13,673**	13,316	(357)
5300 Dues & Memberships	696	696	696	696	696	696	696	696	696	696	696	696	-	**8,348**	8,130	(218)
5400 Insurance	900	900	900	900	900	900	900	900	900	900	900	900	-	**10,795**	10,513	(282)
5501 Utilities	25	25	25	25	25	25	25	25	25	25	25	25	-	**304**	296	(8)
5502 Janitorial Services	58	58	58	58	58	58	58	58	58	58	58	58	-	**700**	682	(18)
5516 Miscellaneous Expense	-	-	2	2	2	2	2	2	2	2	2	2	-	**19**	18	(0)
5900 Communications	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	-	**23,553**	22,939	(615)
5901 Postage and Shipping	-	-	60	60	60	60	60	60	60	60	60	60	-	**605**	589	(16)
	3,642	4,885	4,947	4,947	4,947	4,947	4,947	4,947	4,947	4,947	4,947	4,947	-	**57,997**	**56,483**	**(1,514)**
Facilities, Repairs and Other Leases																
5601 Rent	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	**13,117**	13,117	-
5602 Additional Rent	573	573	573	573	573	573	573	573	573	573	573	573	-	**6,875**	6,695	(179)
5603 Equipment Leases	43	43	43	43	43	43	43	43	43	43	43	43	-	**510**	497	(13)
5604 Other Leases	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	-	**20,876**	20,331	(545)
5610 Repairs and Maintenance	19	19	19	19	19	19	19	19	19	19	19	19	-	**233**	227	(6)
	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	3,468	-	**41,610**	**40,867**	**(744)**
Professional/Consulting Services																
5801 IT	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	8,848	-	**106,175**	103,404	(2,771)
5802 Audit & Taxes	-	-	-	885	885	885	-	-	-	-	-	-	-	**2,656**	2,587	(69)
5803 Legal	2,768	2,768	2,768	2,768	2,768	2,768	2,768	2,768	2,768	2,768	2,768	2,768	-	**33,220**	32,353	(867)
5804 Professional Development	-	-	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	-	**15,811**	15,398	(413)
5805 General Consulting	-	-	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	-	**13,418**	13,068	(350)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	5,098	5,098	5,098	-	-	-	**15,293**	14,894	(399)
5807 Bank Charges	-	-	64	64	64	64	64	64	64	64	64	64	-	**643**	626	(17)
5808 Printing	-	-	1	1	1	1	1	1	1	1	1	1	-	**5**	5	(0)
5809 Other taxes and fees	-	-	147	147	147	147	147	147	147	147	147	147	-	**1,468**	1,429	(38)
5810 Payroll Service Fee	10	10	10	10	10	10	10	10	10	10	10	10	-	**122**	119	(3)
5811 Management Fee	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	-	**79,128**	77,063	(2,065)
5812 District Oversight Fee	-	1,029	1,029	1,954	1,852	1,852	1,954	1,852	1,852	1,954	1,852	1,852	11,948	**30,980**	30,047	(933)
5814 SPED Encroachment	-	436	436	784	784	784	784	784	784	784	784	784	1,658	**9,586**	9,325	(261)
5815 Public Relations/Recruitment	-	-	3,959	3,959	3,959	3,959	3,959	3,959	3,959	3,959	3,959	3,959	-	**39,595**	38,561	(1,033)
	18,220	19,685	26,779	28,938	28,836	28,836	28,052	33,048	33,048	33,150	27,951	27,951	13,606	**348,099**	**338,878**	**(9,221)**
Depreciation																
6900 Depreciation Expense	135	135	135	135	135	135	135	135	135	135	135	135	-	**1,620**	1,577	(42)
	135	135	135	135	135	135	135	135	135	135	135	135	-	**1,620**	**1,577**	**(42)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**223,230**	**299,121**	**307,084**	**309,243**	**309,141**	**277,408**	**276,549**	**279,194**	**274,494**	**272,246**	**267,047**	**310,532**	**13,606**	**3,418,896**	**3,329,824**	**(89,072)**
Monthly Surplus (Deficit)	**(222,964)**	**(181,440)**	**(176,454)**	**(86,330)**	**(57,744)**	**(43,948)**	**(39,796)**	**(67,580)**	**(49,931)**	**(21,316)**	**(54,310)**	**(96,364)**	**1,277,561**	**179,385**	**175,805**	**3,579**

FY26-27 California Online Public Schools - NorBay

Monthly Cash Flow/Forecast FY28-29

Revised 3/21/26

ADA = 203.52

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(222,964)	(181,440)	(176,454)	(86,330)	(57,744)	(43,948)	(39,796)	(67,580)	(49,931)	(21,316)	(54,310)	(96,364)	1,277,561	**179,385**		
Cash flows from operating activities																
Depreciation/Amortization	135	135	135	135	135	135	135	135	135	135	135	135	-	**1,620**		
Public Funding Receivables	1,186,412	-	27,678	-	-	-	68,584	-	-	-	-	-	(1,291,167)	**(8,492)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(13,498)	-	-	-	-	-	-	-	-	-	-	-	13,606	**107**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(14,405)	-	-	(14,405)	-	-	(14,405)	-	-	(14,405)	**(57,619)**		
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	950,085	(181,305)	(148,640)	(100,600)	(57,609)	(43,813)	14,518	(67,446)	(49,796)	(35,585)	(54,175)	(96,229)				
Cash, Beginning of Month	1,827,713	2,777,797	2,596,492	2,447,852	2,347,252	2,289,643	2,245,830	2,260,349	2,192,903	2,143,107	2,107,521	2,053,347				
Cash, End of Month	**2,777,797**	**2,596,492**	**2,447,852**	**2,347,252**	**2,289,643**	**2,245,830**	**2,260,349**	**2,192,903**	**2,143,107**	**2,107,521**	**2,053,347**	**1,957,117**				

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY26-27

Revised 3/21/26

Actuals Through:

ADA = 563.02

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	176,252	176,252	317,254	317,254	317,254	317,254	317,254	334,245	334,245	334,245	334,245	334,195	**3,609,951**
8012	Education Protection Account	-	-	28,151	-	-	28,151	-	-	28,151	-	-	-	28,150	**112,603**
8096	In Lieu of Property Taxes	-	230,864	461,728	-	-	-	-	-	-	-	-	-	3,247,872	**3,940,464**
		-	407,116	666,131	317,254	317,254	345,405	317,254	317,254	362,396	334,245	334,245	334,245	3,610,217	**7,663,018**
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	61,600	**61,600**
8290	Title I, Part A - Basic Low Income	-	-	-	18,857	-	-	18,857	-	-	-	18,857	-	18,857	**75,427**
8291	Title II, Part A - Teacher Quality	-	-	-	2,692	-	-	2,692	-	-	-	2,692	-	2,692	**10,768**
8294	Title IV, Part A	-	-	-	2,560	-	-	2,560	-	-	-	2,560	-	2,560	**10,241**
		-	-	-	24,109	-	-	24,109	-	-	-	24,109	-	85,709	**158,036**
Other State Revenue															
8311	State Special Education	-	36,835	36,835	66,302	66,302	66,302	66,302	66,302	69,853	69,853	69,853	69,853	69,853	**754,447**
8550	Mandated Cost	-	-	-	-	-	22,685	-	-	-	-	-	-	-	**22,685**
8560	State Lottery	-	-	-	-	-	-	37,384	-	-	37,384	-	-	78,373	**153,142**
8599	Other State Revenue	-	1,830	1,830	42,740	3,294	3,294	42,740	3,294	3,294	42,740	3,294	3,294	42,740	**194,380**
		-	38,664	38,664	109,042	69,596	92,281	146,426	69,596	73,147	149,977	73,147	73,147	190,966	**1,124,654**
Other Local Revenue															
8660	Interest Revenue	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	-	**15,261**
		1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	-	**15,261**
Total Revenue		**1,272**	**447,053**	**706,068**	**451,677**	**388,122**	**438,958**	**489,061**	**388,122**	**436,815**	**485,494**	**432,773**	**408,664**	**3,886,892**	**8,960,969**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	262,003	262,003	262,003	262,003	262,003	262,003	262,003	262,003	262,003	262,003	262,003	332,432	-	**3,214,461**
1175	Teachers' Extra Duty/Stipends	11,129	11,129	11,129	11,129	11,129	11,129	11,129	11,129	11,129	11,129	11,129	11,129	-	**133,549**
1200	Pupil Support Salaries	31,817	31,817	31,817	31,817	31,817	31,817	31,817	31,817	31,817	31,817	31,817	40,734	-	**390,717**
1300	Administrators' Salaries	22,485	22,485	22,485	22,485	22,485	22,485	22,485	22,485	22,485	22,485	22,485	28,856	-	**276,187**
		327,433	327,433	327,433	327,433	327,433	327,433	327,433	327,433	327,433	327,433	327,433	413,150	-	**4,014,913**
Classified Salaries															
2200	Support Salaries	1,446	1,446	1,446	1,446	1,446	1,446	1,446	1,446	1,446	1,446	1,446	1,851	-	**17,754**
2300	Classified Administrators'	10,063	10,063	10,063	10,063	10,063	10,063	10,063	10,063	10,063	10,063	10,063	12,883	-	**123,574**
2400	Clerical and Office Staff Salaries	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	7,959	10,190	-	**97,743**
		19,468	19,468	19,468	19,468	19,468	19,468	19,468	19,468	19,468	19,468	19,468	24,924	-	**239,071**
Benefits															
3101	STRS	62,540	62,540	62,540	62,540	62,540	62,540	62,540	62,540	62,540	62,540	62,540	78,912	-	**766,848**
3301	OASDI	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	3,091	-	**29,645**
3311	Medicare	5,030	5,030	5,030	5,030	5,030	5,030	5,030	5,030	5,030	5,030	5,030	6,352	-	**61,683**
3401	Health and Welfare	52,918	52,918	52,918	52,918	52,918	52,918	52,918	52,918	52,918	52,918	52,918	52,918	-	**635,018**
3501	State Unemployment	5,294	5,294	5,294	5,294	5,294	5,294	26,468	21,174	10,587	5,294	5,294	5,294	-	**105,871**
3601	Workers' Compensation	4,857	4,857	4,857	4,857	4,857	4,857	4,857	4,857	4,857	4,857	4,857	6,133	-	**59,556**
3901	Other Benefits	12,142	12,142	12,142	12,142	12,142	12,142	12,142	12,142	12,142	12,142	12,142	15,333	-	**148,889**
		145,194	145,194	145,194	145,194	145,194	145,194	166,368	161,074	150,487	145,194	145,194	168,032	-	**1,807,510**
Books and Supplies															
4100	Textbooks and Core Curricula	-	83,124	83,124	83,124	83,124	-	-	-	-	-	-	-	-	**332,497**
4200	Books and Other Materials	84	84	84	84	84	-	-	-	-	-	-	-	-	**420**
4302	School Supplies	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	1,427	-	**17,122**
4305	Software	22,760	22,760	22,760	22,760	22,760	22,760	22,760	22,760	22,760	22,760	22,760	22,760	-	**273,118**
4310	Office Expense	912	912	912	912	912	912	912	912	912	912	912	912	-	**10,941**
4311	Business Meals	330	330	330	330	330	330	330	330	330	330	330	330	-	**3,962**
4400	Noncapitalized Equipment	-	24,848	24,848	24,848	24,848	24,848	-	-	-	-	-	-	-	**124,239**
		25,513	133,485	133,485	133,485	133,485	50,276	25,429	25,429	25,429	25,429	25,429	25,429	-	**762,299**

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY26-27

Revised 3/21/26

Actuals Through:

ADA = 563.02

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	-	83,904	83,904	83,904	83,904	83,904	83,904	83,904	83,904	83,904	83,904	83,904	-	**922,940**
5105	Security	-	23	23	23	23	23	23	23	23	23	23	23	-	**256**
5106	Other Educational Consultants	-	-	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	-	**21,149**
		-	83,927	86,042	86,042	86,042	86,042	86,042	86,042	86,042	86,042	86,042	86,042	-	**944,345**
Operations and Housekeeping															
5201	Auto and Travel	-	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	3,259	-	**35,853**
5300	Dues & Memberships	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	-	**21,889**
5400	Insurance	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	2,359	-	**28,305**
5501	Utilities	66	66	66	66	66	66	66	66	66	66	66	66	-	**797**
5502	Janitorial Services	153	153	153	153	153	153	153	153	153	153	153	153	-	**1,835**
5516	Miscellaneous Expense	-	-	5	5	5	5	5	5	5	5	5	5	-	**50**
5900	Communications	5,147	5,147	5,147	5,147	5,147	5,147	5,147	5,147	5,147	5,147	5,147	5,147	-	**61,760**
5901	Postage and Shipping	-	-	159	159	159	159	159	159	159	159	159	159	-	**1,586**
		9,549	12,808	12,972	12,972	12,972	12,972	12,972	12,972	12,972	12,972	12,972	12,972	-	**152,075**
Facilities, Repairs and Other Leases															
5601	Rent	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	-	**36,286**
5602	Additional Rent	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	1,502	-	**18,026**
5603	Equipment Leases	111	111	111	111	111	111	111	111	111	111	111	111	-	**1,337**
5604	Other Leases	4,562	4,562	4,562	4,562	4,562	4,562	4,562	4,562	4,562	4,562	4,562	4,562	-	**54,739**
5610	Repairs and Maintenance	51	51	51	51	51	51	51	51	51	51	51	51	-	**612**
		9,250	9,250	9,250	9,250	9,250	9,250	9,250	9,250	9,250	9,250	9,250	9,250	-	**111,001**
Professional/Consulting Services															
5801	IT	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	-	**278,405**
5802	Audit & Taxes	-	-	-	2,321	2,321	2,321	-	-	-	-	-	-	-	**6,964**
5803	Legal	7,259	7,259	7,259	7,259	7,259	7,259	7,259	7,259	7,259	7,259	7,259	7,259	-	**87,106**
5804	Professional Development	-	-	4,146	4,146	4,146	4,146	4,146	4,146	4,146	4,146	4,146	4,146	-	**41,458**
5805	General Consulting	-	-	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	-	**35,184**
5806	Special Activities/Field Trips	-	-	-	-	-	13,366	13,366	13,366	-	-	-	-	-	**40,099**
5807	Bank Charges	-	-	169	169	169	169	169	169	169	169	169	169	-	**1,686**
5808	Printing	-	-	1	1	1	1	1	1	1	1	1	1	-	**14**
5809	Other taxes and fees	-	-	385	385	385	385	385	385	385	385	385	385	-	**3,848**
5810	Payroll Service Fee	27	27	27	27	27	27	27	27	27	27	27	27	-	**320**
5811	Management Fee	14,935	14,935	14,935	14,935	14,935	14,935	14,935	14,935	14,935	14,935	14,935	14,935	-	**179,219**
5812	District Oversight Fee	-	4,071	6,661	3,173	3,173	3,454	3,173	3,173	3,624	3,342	3,342	3,342	36,102	**76,630**
5814	SPED Encroachment	-	1,105	1,105	1,989	1,989	1,989	1,989	1,989	2,096	2,096	2,096	2,096	3,944	**24,481**
5815	Public Relations/Recruitment	-	-	10,382	10,382	10,382	10,382	10,382	10,382	10,382	10,382	10,382	10,382	-	**103,823**
		45,421	50,597	71,789	71,505	71,505	85,153	82,550	82,550	69,742	69,460	69,460	69,460	40,046	**879,239**
Depreciation															
6900	Depreciation Expense	354	354	354	354	354	354	354	354	354	354	354	354	-	**4,247**
		354	354	354	354	354	354	354	354	354	354	354	354	-	**4,247**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**582,181**	**782,515**	**805,985**	**805,702**	**805,702**	**736,142**	**729,865**	**724,572**	**701,176**	**695,601**	**695,601**	**809,612**	**40,046**	**8,914,699**
Monthly Surplus (Deficit)		**(580,909)**	**(335,463)**	**(99,918)**	**(354,025)**	**(417,580)**	**(297,183)**	**(240,804)**	**(336,450)**	**(264,361)**	**(210,107)**	**(262,828)**	**(400,949)**	**3,846,846**	**46,271**

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY26-27

Revised 3/21/26

Actuals Through:

ADA = 563.02

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(580,909)	(335,463)	(99,918)	(354,025)	(417,580)	(297,183)	(240,804)	(336,450)	(264,361)	(210,107)	(262,828)	(400,949)	3,846,846	**46,271**
Cash flows from operating activities														
Depreciation/Amortization	354	354	354	354	354	354	354	354	354	354	354	354	-	**4,247**
Public Funding Receivables	1,718,439	-	-	-	-	82,204	183,606	-	-	-	-	-	(3,886,892)	**(1,902,643)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	40,046	**40,046**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	(39,446)	-	-	(39,446)	-	-	(39,446)	-	-	(39,446)	**(157,784)**
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	1,137,884	(335,109)	(99,564)	(393,117)	(417,226)	(214,625)	(96,290)	(336,096)	(264,007)	(249,199)	(262,474)	(400,595)		
Cash, Beginning of Month	3,682,584	4,820,468	4,485,359	4,385,795	3,992,678	3,575,452	3,360,827	3,264,537	2,928,442	2,664,434	2,415,235	2,152,761		
Cash, End of Month	**4,820,468**	**4,485,359**	**4,385,795**	**3,992,678**	**3,575,452**	**3,360,827**	**3,264,537**	**2,928,442**	**2,664,434**	**2,415,235**	**2,152,761**	**1,752,166**		

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY27-28

Revised 3/21/26

ADA = 563.02

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 563.02	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	194,094	194,094	349,369	349,369	349,369	349,369	349,369	349,369	349,369	349,369	349,369	349,369	**3,881,877**	3,609,951	271,926
8012 Education Protection Account	-	-	-	28,151	-	-	28,151	-	-	28,151	-	-	28,151	**112,603**	112,603	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	3,940,464	**3,940,464**	3,940,464	-
	-	194,094	194,094	377,520	349,369	349,369	377,520	349,369	349,369	377,520	349,369	349,369	4,317,984	**7,934,944**	**7,663,018**	**271,926**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	80,500	**80,500**	61,600	18,900
8290 Title I, Part A - Basic Low Income	-	-	18,857	-	-	18,857	-	-	18,857	-	-	-	18,857	**75,427**	75,427	-
8291 Title II, Part A - Teacher Quality	-	-	2,692	2,692	-	2,692	2,692	-	2,692	-	2,692	-	(5,384)	**10,768**	10,768	-
8294 Title IV, Part A	-	-	2,560	-	-	2,560	-	-	2,560	-	-	2,560	-	**10,241**	10,241	-
	-	-	24,109	2,692	-	24,109	2,692	-	24,109	-	2,692	2,560	93,973	**176,936**	**158,036**	**18,900**
Other State Revenue																
8311 State Special Education	-	38,967	38,967	70,141	70,141	70,141	70,141	70,141	70,141	70,141	70,141	70,141	70,141	**779,344**	754,447	24,897
8550 Mandated Cost	-	-	-	-	-	25,046	-	-	-	-	-	-	-	**25,046**	22,685	2,361
8560 State Lottery	-	-	-	-	-	-	38,285	-	-	38,285	-	-	76,571	**153,142**	153,142	-
8599 Other State Revenue	-	-	-	-	33,890	-	-	-	-	13,035	-	-	5,214	**52,138**	194,380	(142,242)
	-	38,967	38,967	70,141	104,031	95,187	108,426	70,141	70,141	121,461	70,141	70,141	151,926	**1,009,670**	1,124,654	(114,984)
Other Local Revenue																
8660 Interest Revenue	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	-	**15,261**	15,261	-
	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	-	**15,261**	**15,261**	**-**
Total Revenue	**1,272**	**234,333**	**258,442**	**451,624**	**454,671**	**469,937**	**489,910**	**420,782**	**444,891**	**500,252**	**423,474**	**423,342**	**4,563,882**	**9,136,811**	**8,960,969**	**175,842**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	269,227	269,227	269,227	269,227	269,227	269,227	269,227	269,227	269,227	269,227	269,227	341,598	-	**3,303,091**	3,214,461	(88,630)
1175 Teachers' Extra Duty/Stipends	11,472	11,472	11,472	11,472	11,472	11,472	11,472	11,472	11,472	11,472	11,472	11,472	-	**137,662**	133,549	(4,113)
1200 Pupil Support Salaries	32,694	32,694	32,694	32,694	32,694	32,694	32,694	32,694	32,694	32,694	32,694	41,857	-	**401,491**	390,717	(10,774)
1300 Administrators' Salaries	23,105	23,105	23,105	23,105	23,105	23,105	23,105	23,105	23,105	23,105	23,105	29,651	-	**283,803**	276,187	(7,616)
	336,497	336,497	336,497	336,497	336,497	336,497	336,497	336,497	336,497	336,497	336,497	424,578	-	**4,126,047**	**4,014,913**	**(111,134)**
Classified Salaries																
2200 Support Salaries	1,486	1,486	1,486	1,486	1,486	1,486	1,486	1,486	1,486	1,486	1,486	1,902	-	**18,244**	17,754	(490)
2300 Classified Administrators'	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	13,238	-	**126,981**	123,574	(3,408)
2400 Clerical and Office Staff Salaries	8,179	8,179	8,179	8,179	8,179	8,179	8,179	8,179	8,179	8,179	8,179	10,471	-	**100,438**	97,743	(2,695)
	20,005	20,005	20,005	20,005	20,005	20,005	20,005	20,005	20,005	20,005	20,005	25,611	-	**245,663**	**239,071**	**(6,592)**
Benefits																
3101 STRS	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	64,271	81,096	-	**788,075**	766,848	(21,227)
3301 OASDI	2,481	2,481	2,481	2,481	2,481	2,481	2,481	2,481	2,481	2,481	2,481	3,176	-	**30,462**	29,645	(817)
3311 Medicare	5,169	5,169	5,169	5,169	5,169	5,169	5,169	5,169	5,169	5,169	5,169	6,528	-	**63,390**	61,683	(1,707)
3401 Health and Welfare	54,373	54,373	54,373	54,373	54,373	54,373	54,373	54,373	54,373	54,373	54,373	54,373	-	**652,481**	635,018	(17,463)
3501 State Unemployment	5,309	5,309	5,309	5,309	5,309	5,309	26,543	21,234	10,617	5,309	5,309	5,309	-	**106,172**	105,871	(301)
3601 Workers' Compensation	4,991	4,991	4,991	4,991	4,991	4,991	4,991	4,991	4,991	4,991	4,991	6,303	-	**61,204**	59,556	(1,648)
3901 Other Benefits	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	15,757	-	**153,010**	148,889	(4,120)
	149,071	149,071	149,071	149,071	149,071	149,071	170,306	164,997	154,380	149,071	149,071	172,541	-	**1,854,794**	**1,807,510**	**(47,284)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	85,410	85,410	85,410	85,410	-	-	-	-	-	-	-	-	**341,640**	332,497	(9,144)
4200 Books and Other Materials	86	86	86	86	86	-	-	-	-	-	-	-	-	**431**	420	(12)
4302 School Supplies	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	1,466	-	**17,593**	17,122	(471)
4305 Software	23,386	23,386	23,386	23,386	23,386	23,386	23,386	23,386	23,386	23,386	23,386	23,386	-	**280,629**	273,118	(7,511)
4310 Office Expense	937	937	937	937	937	937	937	937	937	937	937	937	-	**11,242**	10,941	(301)
4311 Business Meals	339	339	339	339	339	339	339	339	339	339	339	339	-	**4,071**	3,962	(109)
4400 Noncapitalized Equipment	-	25,531	25,531	25,531	25,531	25,531	-	-	-	-	-	-	-	**127,656**	124,239	(3,417)
	26,214	137,155	137,155	137,155	137,155	51,659	26,128	26,128	26,128	26,128	26,128	26,128	-	**783,262**	**762,299**	**(20,963)**

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY27-28

Revised 3/21/26

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	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	86,211	86,211	86,211	86,211	86,211	86,211	86,211	86,211	86,211	86,211	86,211	-	**948,321**	922,940	(25,381)
5105 Security	-	24	24	24	24	24	24	24	24	24	24	24	-	**263**	256	(7)
5106 Other Educational Consultants	-	-	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	-	**21,730**	21,149	(582)
	-	86,235	88,408	88,408	88,408	88,408	88,408	88,408	88,408	88,408	88,408	88,408	-	**970,314**	**944,345**	**(25,969)**
Operations and Housekeeping																
5201 Auto and Travel	-	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	3,349	-	**36,838**	35,853	(986)
5300 Dues & Memberships	1,874	1,874	1,874	1,874	1,874	1,874	1,874	1,874	1,874	1,874	1,874	1,874	-	**22,490**	21,889	(602)
5400 Insurance	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	2,424	-	**29,083**	28,305	(778)
5501 Utilities	68	68	68	68	68	68	68	68	68	68	68	68	-	**819**	797	(22)
5502 Janitorial Services	157	157	157	157	157	157	157	157	157	157	157	157	-	**1,886**	1,835	(50)
5516 Miscellaneous Expense	-	-	5	5	5	5	5	5	5	5	5	5	-	**51**	50	(1)
5900 Communications	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	-	**63,459**	61,760	(1,698)
5901 Postage and Shipping	-	-	163	163	163	163	163	163	163	163	163	163	-	**1,630**	1,586	(44)
	9,811	13,160	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328	-	**156,257**	**152,075**	**(4,182)**
Facilities, Repairs and Other Leases																
5601 Rent	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	-	**36,286**	36,286	-
5602 Additional Rent	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	1,543	-	**18,522**	18,026	(496)
5603 Equipment Leases	115	115	115	115	115	115	115	115	115	115	115	115	-	**1,374**	1,337	(37)
5604 Other Leases	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	4,687	-	**56,244**	54,739	(1,505)
5610 Repairs and Maintenance	52	52	52	52	52	52	52	52	52	52	52	52	-	**629**	612	(17)
	9,421	9,421	9,421	9,421	9,421	9,421	9,421	9,421	9,421	9,421	9,421	9,421	-	**113,055**	**111,001**	**(2,055)**
Professional/Consulting Services																
5801 IT	23,838	23,838	23,838	23,838	23,838	23,838	23,838	23,838	23,838	23,838	23,838	23,838	-	**286,061**	278,405	(7,656)
5802 Audit & Taxes	-	-	-	2,385	2,385	2,385	-	-	-	-	-	-	-	**7,156**	6,964	(192)
5803 Legal	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	-	**89,501**	87,106	(2,395)
5804 Professional Development	-	-	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	-	**42,598**	41,458	(1,140)
5805 General Consulting	-	-	3,615	3,615	3,615	3,615	3,615	3,615	3,615	3,615	3,615	3,615	-	**36,151**	35,184	(968)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	13,734	13,734	13,734	-	-	-	**41,202**	40,099	(1,103)
5807 Bank Charges	-	-	173	173	173	173	173	173	173	173	173	173	-	**1,732**	1,686	(46)
5808 Printing	-	-	1	1	1	1	1	1	1	1	1	1	-	**15**	14	(0)
5809 Other taxes and fees	-	-	395	395	395	395	395	395	395	395	395	395	-	**3,954**	3,848	(106)
5810 Payroll Service Fee	27	27	27	27	27	27	27	27	27	27	27	27	-	**329**	320	(9)
5811 Management Fee	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	15,346	-	**184,148**	179,219	(4,929)
5812 District Oversight Fee	-	1,941	1,941	3,775	3,494	3,494	3,775	3,494	3,494	3,775	3,494	3,494	43,180	**79,349**	76,630	(2,719)
5814 SPED Encroachment	-	1,169	1,169	2,104	2,104	2,104	2,104	2,104	2,104	2,104	2,104	2,104	4,519	**25,795**	24,481	(1,314)
5815 Public Relations/Recruitment	-	-	10,668	10,668	10,668	10,668	10,668	10,668	10,668	10,668	10,668	10,668	-	**106,678**	103,823	(2,855)
	46,670	49,780	68,893	74,048	73,766	73,766	71,662	85,115	85,115	85,396	71,381	71,381	47,699	**904,671**	**879,239**	**(25,432)**
Depreciation																
6900 Depreciation Expense	364	364	364	364	364	364	364	364	364	364	364	364	-	**4,364**	4,247	(117)
	364	364	364	364	364	364	364	364	364	364	364	364	-	**4,364**	**4,247**	**(117)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**598,054**	**801,689**	**823,143**	**828,297**	**828,016**	**742,519**	**736,119**	**744,263**	**733,646**	**728,619**	**714,603**	**831,761**	**47,699**	**9,158,426**	**8,914,699**	**(243,728)**
Monthly Surplus (Deficit)	**(596,782)**	**(567,356)**	**(564,701)**	**(376,673)**	**(373,344)**	**(272,583)**	**(246,209)**	**(323,481)**	**(288,755)**	**(228,366)**	**(291,129)**	**(408,419)**	**4,516,183**	**(21,615)**	**46,271**	**(67,886)**

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY27-28

Revised 3/21/26

ADA = 563.02

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(596,782)	(567,356)	(564,701)	(376,673)	(373,344)	(272,583)	(246,209)	(323,481)	(288,755)	(228,366)	(291,129)	(408,419)	4,516,183	**(21,615)**		
Cash flows from operating activities																
Depreciation/Amortization	364	364	364	364	364	364	364	364	364	364	364	364	-	**4,364**		
Public Funding Receivables	3,610,217	-	42,740	-	-	78,373	155,562	-	-	-	-	-	(4,563,882)	**(676,990)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(40,046)	-	-	-	-	-	-	-	-	-	-	-	47,699	**7,653**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	2,973,753	(566,992)	(521,597)	(376,309)	(372,981)	(193,846)	(90,283)	(323,118)	(288,391)	(228,003)	(290,766)	(408,055)				
Cash, Beginning of Month	1,752,166	4,725,919	4,158,927	3,637,330	3,261,021	2,888,040	2,694,194	2,603,911	2,280,793	1,992,401	1,764,399	1,473,633				
Cash, End of Month	**4,725,919**	**4,158,927**	**3,637,330**	**3,261,021**	**2,888,040**	**2,694,194**	**2,603,911**	**2,280,793**	**1,992,401**	**1,764,399**	**1,473,633**	**1,065,578**				

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY28-29

Revised 3/21/26

ADA = 563.02

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 563.02	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	206,373	206,373	371,472	371,472	371,472	371,472	371,472	371,472	371,472	371,472	371,472	371,472	**4,127,467**	3,881,877	245,590
8012 Education Protection Account	-	-	-	28,151	-	-	28,151	-	-	28,151	-	-	28,151	**112,603**	112,603	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	3,940,464	**3,940,464**	3,940,464	-
	-	206,373	206,373	399,623	371,472	371,472	399,623	371,472	371,472	399,623	371,472	371,472	4,340,087	**8,180,534**	**7,934,944**	**245,590**
Federal Revenue														Z		
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	80,500	**80,500**	80,500	-
8290 Title I, Part A - Basic Low Income	-	-	18,857	-	-	18,857	-	-	18,857	-	-	-	18,857	**75,427**	75,427	-
8291 Title II, Part A - Teacher Quality	-	-	2,692	2,692	-	2,692	2,692	-	2,692	-	2,692	-	(5,384)	**10,768**	10,768	-
8294 Title IV, Part A	-	-	2,560	-	-	2,560	-	-	2,560	-	-	2,560	-	**10,241**	10,241	-
	-	-	24,109	2,692	-	24,109	2,692	-	24,109	-	2,692	2,560	93,973	**176,936**	**176,936**	**-**
Other State Revenue																
8311 State Special Education	-	40,171	40,171	72,308	72,308	72,308	72,308	72,308	72,308	72,308	72,308	72,308	72,308	**803,425**	779,344	24,082
8550 Mandated Cost	-	-	-	-	-	25,046	-	-	-	-	-	-	774	**25,820**	25,046	774
8560 State Lottery	-	-	-	-	-	-	38,285	-	-	38,285	-	-	76,571	**153,142**	153,142	-
8599 Other State Revenue	-	-	-	-	23,788	-	-	-	-	9,149	-	-	3,660	**36,596**	52,138	(15,542)
	-	40,171	40,171	72,308	96,096	97,354	110,594	72,308	72,308	119,743	72,308	72,308	153,313	**1,018,983**	1,009,670	9,314
Other Local Revenue																
8660 Interest Revenue	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	-	**15,261**	15,261	-
	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	1,272	-	**15,261**	**15,261**	**-**
Total Revenue	**1,272**	**247,816**	**271,925**	**475,895**	**468,840**	**494,207**	**514,180**	**445,052**	**469,161**	**520,637**	**447,744**	**447,612**	**4,587,372**	**9,391,715**	**9,136,811**	**254,904**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	276,446	276,446	276,446	276,446	276,446	276,446	276,446	276,446	276,446	276,446	276,446	350,758	-	**3,391,664**	3,303,091	(88,574)
1175 Teachers' Extra Duty/Stipends	11,787	11,787	11,787	11,787	11,787	11,787	11,787	11,787	11,787	11,787	11,787	11,787	-	**141,448**	137,662	(3,786)
1200 Pupil Support Salaries	33,571	33,571	33,571	33,571	33,571	33,571	33,571	33,571	33,571	33,571	33,571	42,979	-	**412,257**	401,491	(10,766)
1300 Administrators' Salaries	23,724	23,724	23,724	23,724	23,724	23,724	23,724	23,724	23,724	23,724	23,724	30,447	-	**291,414**	283,803	(7,611)
	345,528	345,528	345,528	345,528	345,528	345,528	345,528	345,528	345,528	345,528	345,528	435,971	-	**4,236,783**	**4,126,047**	**(110,736)**
Classified Salaries																
2200 Support Salaries	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,953	-	**18,733**	18,244	(489)
2300 Classified Administrators'	10,618	10,618	10,618	10,618	10,618	10,618	10,618	10,618	10,618	10,618	10,618	13,593	-	**130,386**	126,981	(3,405)
2400 Clerical and Office Staff Salaries	8,398	8,398	8,398	8,398	8,398	8,398	8,398	8,398	8,398	8,398	8,398	10,752	-	**103,132**	100,438	(2,693)
	20,541	20,541	20,541	20,541	20,541	20,541	20,541	20,541	20,541	20,541	20,541	26,298	-	**252,251**	**245,663**	**(6,588)**
Benefits																
3101 STRS	65,996	65,996	65,996	65,996	65,996	65,996	65,996	65,996	65,996	65,996	65,996	83,273	-	**809,226**	788,075	(21,151)
3301 OASDI	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	2,547	3,261	-	**31,279**	30,462	(817)
3311 Medicare	5,308	5,308	5,308	5,308	5,308	5,308	5,308	5,308	5,308	5,308	5,308	6,703	-	**65,091**	63,390	(1,701)
3401 Health and Welfare	55,831	55,831	55,831	55,831	55,831	55,831	55,831	55,831	55,831	55,831	55,831	55,831	-	**669,968**	652,481	(17,486)
3501 State Unemployment	5,319	5,319	5,319	5,319	5,319	5,319	26,595	21,276	10,638	5,319	5,319	5,319	-	**106,380**	106,172	(208)
3601 Workers' Compensation	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	6,472	-	**62,846**	61,204	(1,643)
3901 Other Benefits	12,812	12,812	12,812	12,812	12,812	12,812	12,812	12,812	12,812	12,812	12,812	16,180	-	**157,116**	153,010	(4,106)
	152,938	152,938	152,938	152,938	152,938	152,938	174,214	168,895	158,257	152,938	152,938	177,038	-	**1,901,906**	**1,854,794**	**(47,112)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	87,699	87,699	87,699	87,699	-	-	-	-	-	-	-	-	**350,796**	341,640	(9,156)
4200 Books and Other Materials	89	89	89	89	89	-	-	-	-	-	-	-	-	**443**	431	(12)
4302 School Supplies	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	-	**18,065**	17,593	(472)
4305 Software	24,012	24,012	24,012	24,012	24,012	24,012	24,012	24,012	24,012	24,012	24,012	24,012	-	**288,150**	280,629	(7,521)
4310 Office Expense	962	962	962	962	962	962	962	962	962	962	962	962	-	**11,543**	11,242	(301)
4311 Business Meals	348	348	348	348	348	348	348	348	348	348	348	348	-	**4,180**	4,071	(109)
4400 Noncapitalized Equipment	-	26,215	26,215	26,215	26,215	26,215	-	-	-	-	-	-	-	**131,077**	127,656	(3,421)
	26,917	140,831	140,831	140,831	140,831	53,044	26,828	26,828	26,828	26,828	26,828	26,828	-	**804,254**	**783,262**	**(20,991)**

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY28-29

Revised 3/21/26

ADA = 563.02

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	88,521	88,521	88,521	88,521	88,521	88,521	88,521	88,521	88,521	88,521	88,521	-	**973,736**	948,321	(25,415)
5105 Security	-	25	25	25	25	25	25	25	25	25	25	25	-	**270**	263	(7)
5106 Other Educational Consultants	-	-	2,231	2,231	2,231	2,231	2,231	2,231	2,231	2,231	2,231	2,231	-	**22,313**	21,730	(582)
	-	88,546	90,777	90,777	90,777	90,777	90,777	90,777	90,777	90,777	90,777	90,777	-	**996,318**	**970,314**	**(26,004)**
Operations and Housekeeping																
5201 Auto and Travel	-	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	-	**37,826**	36,838	(987)
5300 Dues & Memberships	1,924	1,924	1,924	1,924	1,924	1,924	1,924	1,924	1,924	1,924	1,924	1,924	-	**23,093**	22,490	(603)
5400 Insurance	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	-	**29,863**	29,083	(779)
5501 Utilities	70	70	70	70	70	70	70	70	70	70	70	70	-	**841**	819	(22)
5502 Janitorial Services	161	161	161	161	161	161	161	161	161	161	161	161	-	**1,936**	1,886	(51)
5516 Miscellaneous Expense	-	-	5	5	5	5	5	5	5	5	5	5	-	**53**	51	(1)
5900 Communications	5,430	5,430	5,430	5,430	5,430	5,430	5,430	5,430	5,430	5,430	5,430	5,430	-	**65,159**	63,459	(1,701)
5901 Postage and Shipping	-	-	167	167	167	167	167	167	167	167	167	167	-	**1,674**	1,630	(44)
	10,074	13,513	13,686	13,686	13,686	13,686	13,686	13,686	13,686	13,686	13,686	13,686	-	**160,444**	**156,257**	**(4,188)**
Facilities, Repairs and Other Leases																
5601 Rent	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	3,024	-	**36,286**	36,286	-
5602 Additional Rent	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	-	**19,018**	18,522	(496)
5603 Equipment Leases	118	118	118	118	118	118	118	118	118	118	118	118	-	**1,411**	1,374	(37)
5604 Other Leases	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	-	**57,752**	56,244	(1,507)
5610 Repairs and Maintenance	54	54	54	54	54	54	54	54	54	54	54	54	-	**645**	629	(17)
	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	-	**115,113**	**113,055**	**(2,057)**
Professional/Consulting Services																
5801 IT	24,477	24,477	24,477	24,477	24,477	24,477	24,477	24,477	24,477	24,477	24,477	24,477	-	**293,728**	286,061	(7,666)
5802 Audit & Taxes	-	-	-	2,449	2,449	2,449	-	-	-	-	-	-	-	**7,348**	7,156	(192)
5803 Legal	7,658	7,658	7,658	7,658	7,658	7,658	7,658	7,658	7,658	7,658	7,658	7,658	-	**91,900**	89,501	(2,399)
5804 Professional Development	-	-	4,374	4,374	4,374	4,374	4,374	4,374	4,374	4,374	4,374	4,374	-	**43,740**	42,598	(1,142)
5805 General Consulting	-	-	3,712	3,712	3,712	3,712	3,712	3,712	3,712	3,712	3,712	3,712	-	**37,120**	36,151	(969)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	14,102	14,102	14,102	-	-	-	**42,306**	41,202	(1,104)
5807 Bank Charges	-	-	178	178	178	178	178	178	178	178	178	178	-	**1,779**	1,732	(46)
5808 Printing	-	-	2	2	2	2	2	2	2	2	2	2	-	**15**	15	(0)
5809 Other taxes and fees	-	-	406	406	406	406	406	406	406	406	406	406	-	**4,060**	3,954	(106)
5810 Payroll Service Fee	28	28	28	28	28	28	28	28	28	28	28	28	-	**338**	329	(9)
5811 Management Fee	15,757	15,757	15,757	15,757	15,757	15,757	15,757	15,757	15,757	15,757	15,757	15,757	-	**189,083**	184,148	(4,935)
5812 District Oversight Fee	-	2,064	2,064	3,996	3,715	3,715	3,996	3,715	3,715	3,996	3,715	3,715	43,401	**81,805**	79,349	(2,456)
5814 SPED Encroachment	-	1,205	1,205	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	4,584	**26,518**	25,795	(722)
5815 Public Relations/Recruitment	-	-	10,954	10,954	10,954	10,954	10,954	10,954	10,954	10,954	10,954	10,954	-	**109,537**	106,678	(2,859)
	47,921	51,190	70,815	76,160	75,879	75,879	73,711	87,532	87,532	87,813	73,430	73,430	47,985	**929,276**	**904,671**	**(24,606)**
Depreciation																
6900 Depreciation Expense	373	373	373	373	373	373	373	373	373	373	373	373	-	**4,481**	4,364	(117)
	373	373	373	373	373	373	373	373	373	373	373	373	-	**4,481**	**4,364**	**(117)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**613,885**	**823,053**	**845,082**	**850,428**	**850,146**	**762,359**	**755,252**	**763,753**	**753,115**	**748,078**	**733,694**	**853,994**	**47,985**	**9,400,826**	**9,158,426**	**(242,400)**
Monthly Surplus (Deficit)	**(612,613)**	**(575,237)**	**(573,157)**	**(374,533)**	**(381,307)**	**(268,152)**	**(241,072)**	**(318,701)**	**(283,954)**	**(227,441)**	**(285,950)**	**(406,382)**	**4,539,387**	**(9,111)**	**(21,615)**	**12,504**

FY26-27 California Online Public Schools - MonBay

Monthly Cash Flow/Forecast FY28-29

Revised 3/21/26

ADA = 563.02

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(612,613)	(575,237)	(573,157)	(374,533)	(381,307)	(268,152)	(241,072)	(318,701)	(283,954)	(227,441)	(285,950)	(406,382)	4,539,387	**(9,111)**		
Cash flows from operating activities																
Depreciation/Amortization	373	373	373	373	373	373	373	373	373	373	373	373	-	**4,481**		
Public Funding Receivables	4,317,984	-	76,571	-	-	-	169,327	-	-	-	-	-	(4,587,372)	**(23,490)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(47,699)	-	-	-	-	-	-	-	-	-	-	-	47,985	**286**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(3,886)	-	-	(3,886)	-	-	(3,886)	-	-	(3,886)	**(15,542)**		
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	3,658,045	(574,863)	(496,213)	(378,045)	(380,933)	(267,778)	(75,256)	(318,328)	(283,581)	(230,953)	(285,577)	(406,008)				
Cash, Beginning of Month	1,065,578	4,723,622	4,148,759	3,652,546	3,274,501	2,893,568	2,625,790	2,550,533	2,232,205	1,948,624	1,717,671	1,432,095				
Cash, End of Month	**4,723,622**	**4,148,759**	**3,652,546**	**3,274,501**	**2,893,568**	**2,625,790**	**2,550,533**	**2,232,205**	**1,948,624**	**1,717,671**	**1,432,095**	**1,026,086**				

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 186.90

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	64,198	64,198	115,556	115,556	115,556	115,556	115,556	121,419	121,419	121,419	121,419	121,420	**1,313,269**
8012	Education Protection Account	-	-	9,345	-	-	9,345	-	-	9,345	-	-	-	9,345	**37,380**
8096	In Lieu of Property Taxes	-	77,642	155,284	103,523	103,523	103,523	-	-	-	-	-	-	780,087	**1,323,581**
		-	141,840	228,827	219,078	219,078	228,423	115,556	115,556	130,764	121,419	121,419	121,419	910,852	**2,674,230**
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	14,700	**14,700**
8290	Title I, Part A - Basic Low Income	-	-	-	5,557	-	-	5,557	-	-	-	5,557	-	5,557	**22,229**
8291	Title II, Part A - Teacher Quality	-	-	-	717	-	-	717	-	-	-	717	-	717	**2,867**
8294	Title IV, Part A	-	-	-	2,557	-	-	2,557	-	-	-	2,557	-	2,557	**10,228**
		-	-	-	8,831	-	-	8,831	-	-	-	8,831	-	23,531	**50,025**
Other State Revenue															
8311	State Special Education	-	12,243	12,243	22,037	22,037	22,037	22,037	22,037	23,156	23,156	23,156	23,156	23,156	**250,449**
8550	Mandated Cost	-	-	-	-	-	7,944	-	-	-	-	-	-	-	**7,944**
8560	State Lottery	-	-	-	-	-	-	12,425	-	-	12,425	-	-	25,986	**50,837**
8599	Other State Revenue	-	607	607	1,189	1,093	1,093	1,189	1,093	1,093	1,189	1,093	1,093	1,189	**12,531**
		-	12,850	12,850	23,226	23,130	31,074	35,651	23,130	24,249	36,770	24,249	24,249	50,331	**321,761**
Other Local Revenue															
8660	Interest Revenue	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	**32,257**
		2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	**32,257**
Total Revenue		**2,688**	**157,378**	**244,365**	**253,823**	**244,897**	**262,186**	**162,726**	**141,374**	**157,701**	**160,877**	**157,187**	**148,356**	**984,714**	**3,078,273**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	86,975	86,975	86,975	86,975	86,975	86,975	86,975	86,975	86,975	86,975	86,975	110,355	-	**1,067,083**
1175	Teachers' Extra Duty/Stipends	3,694	3,694	3,694	3,694	3,694	3,694	3,694	3,694	3,694	3,694	3,694	3,694	-	**44,333**
1200	Pupil Support Salaries	10,562	10,562	10,562	10,562	10,562	10,562	10,562	10,562	10,562	10,562	10,562	13,522	-	**129,704**
1300	Administrators' Salaries	7,464	7,464	7,464	7,464	7,464	7,464	7,464	7,464	7,464	7,464	7,464	9,579	-	**91,684**
		108,696	108,696	108,696	108,696	108,696	108,696	108,696	108,696	108,696	108,696	108,696	137,151	-	**1,332,804**
Classified Salaries															
2200	Support Salaries	480	480	480	480	480	480	480	480	480	480	480	614	-	**5,894**
2300	Classified Administrators'	3,340	3,340	3,340	3,340	3,340	3,340	3,340	3,340	3,340	3,340	3,340	4,277	-	**41,022**
2400	Clerical and Office Staff Salaries	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	3,383	-	**32,447**
		6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	6,463	8,274	-	**79,363**
Benefits															
3101	STRS	20,761	20,761	20,761	20,761	20,761	20,761	20,761	20,761	20,761	20,761	20,761	26,196	-	**254,565**
3301	OASDI	801	801	801	801	801	801	801	801	801	801	801	1,026	-	**9,841**
3311	Medicare	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	2,109	-	**20,476**
3401	Health and Welfare	17,567	17,567	17,567	17,567	17,567	17,567	17,567	17,567	17,567	17,567	17,567	17,567	-	**210,803**
3501	State Unemployment	2,052	2,052	2,052	2,052	2,052	2,052	10,261	8,209	4,105	2,052	2,052	2,052	-	**41,046**
3601	Workers' Compensation	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	1,612	2,036	-	**19,770**
3901	Other Benefits	4,031	4,031	4,031	4,031	4,031	4,031	4,031	4,031	4,031	4,031	4,031	5,090	-	**49,426**
		48,494	48,494	48,494	48,494	48,494	48,494	56,703	54,651	50,546	48,494	48,494	56,075	-	**605,927**
Books and Supplies															
4100	Textbooks and Core Curricula	-	27,594	27,594	27,594	27,594	-	-	-	-	-	-	-	-	**110,377**
4200	Books and Other Materials	28	28	28	28	28	-	-	-	-	-	-	-	-	**139**
4302	School Supplies	474	474	474	474	474	474	474	474	474	474	474	474	-	**5,684**
4305	Software	7,555	7,555	7,555	7,555	7,555	7,555	7,555	7,555	7,555	7,555	7,555	7,555	-	**90,665**
4310	Office Expense	303	303	303	303	303	303	303	303	303	303	303	303	-	**3,632**
4311	Business Meals	110	110	110	110	110	110	110	110	110	110	110	110	-	**1,315**
4400	Noncapitalized Equipment	-	8,249	8,249	8,249	8,249	8,249	-	-	-	-	-	-	-	**41,243**
		8,469	44,312	44,312	44,312	44,312	16,690	8,441	8,441	8,441	8,441	8,441	8,441	-	**253,055**

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 186.90

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	-	27,853	27,853	27,853	27,853	27,853	27,853	27,853	27,853	27,853	27,853	27,853	-	**306,382**
5105	Security	-	8	8	8	8	8	8	8	8	8	8	8	-	**85**
5106	Other Educational Consultants	-	-	702	702	702	702	702	702	702	702	702	702	-	**7,021**
		-	27,861	28,563	28,563	28,563	28,563	28,563	28,563	28,563	28,563	28,563	28,563	-	**313,488**
Operations and Housekeeping															
5201	Auto and Travel	-	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	-	**11,902**
5300	Dues & Memberships	606	606	606	606	606	606	606	606	606	606	606	606	-	**7,266**
5400	Insurance	783	783	783	783	783	783	783	783	783	783	783	783	-	**9,396**
5501	Utilities	22	22	22	22	22	22	22	22	22	22	22	22	-	**264**
5502	Janitorial Services	51	51	51	51	51	51	51	51	51	51	51	51	-	**609**
5516	Miscellaneous Expense	-	-	2	2	2	2	2	2	2	2	2	2	-	**17**
5900	Communications	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	-	**20,502**
5901	Postage and Shipping	-	-	53	53	53	53	53	53	53	53	53	53	-	**527**
		3,170	4,252	4,306	4,306	4,306	4,306	4,306	4,306	4,306	4,306	4,306	4,306	-	**50,483**
Facilities, Repairs and Other Leases															
5601	Rent	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	-	**12,046**
5602	Additional Rent	499	499	499	499	499	499	499	499	499	499	499	499	-	**5,984**
5603	Equipment Leases	37	37	37	37	37	37	37	37	37	37	37	37	-	**444**
5604	Other Leases	1,514	1,514	1,514	1,514	1,514	1,514	1,514	1,514	1,514	1,514	1,514	1,514	-	**18,171**
5610	Repairs and Maintenance	17	17	17	17	17	17	17	17	17	17	17	17	-	**203**
		3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	-	**36,848**
Professional/Consulting Services															
5801	IT	7,702	7,702	7,702	7,702	7,702	7,702	7,702	7,702	7,702	7,702	7,702	7,702	-	**92,420**
5802	Audit & Taxes	-	-	-	771	771	771	-	-	-	-	-	-	-	**2,312**
5803	Legal	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	-	**28,916**
5804	Professional Development	-	-	1,376	1,376	1,376	1,376	1,376	1,376	1,376	1,376	1,376	1,376	-	**13,763**
5805	General Consulting	-	-	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	-	**11,680**
5806	Special Activities/Field Trips	-	-	-	-	-	4,437	4,437	4,437	-	-	-	-	-	**13,312**
5807	Bank Charges	-	-	56	56	56	56	56	56	56	56	56	56	-	**560**
5808	Printing	-	-	0	0	0	0	0	0	0	0	0	0	-	**5**
5809	Other taxes and fees	-	-	128	128	128	128	128	128	128	128	128	128	-	**1,278**
5810	Payroll Service Fee	9	9	9	9	9	9	9	9	9	9	9	9	-	**106**
5811	Management Fee	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	**75,000**
5812	District Oversight Fee	-	1,418	2,288	2,191	2,191	2,284	1,156	1,156	1,308	1,214	1,214	1,214	9,109	**26,742**
5814	SPED Encroachment	-	367	367	661	661	661	661	661	695	695	695	695	1,136	**7,954**
5815	Public Relations/Recruitment	-	-	3,447	3,447	3,447	3,447	3,447	3,447	3,447	3,447	3,447	3,447	-	**34,465**
		16,370	18,156	25,201	26,168	26,168	30,698	28,799	28,799	24,547	24,454	24,454	24,454	10,244	**308,512**
Depreciation															
6900	Depreciation Expense	117	117	117	117	117	117	117	117	117	117	117	117	-	**1,410**
		117	117	117	117	117	117	117	117	117	117	117	117	-	**1,410**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**194,850**	**261,421**	**269,222**	**270,189**	**270,189**	**247,098**	**245,159**	**243,107**	**234,750**	**232,605**	**232,605**	**270,452**	**10,244**	**2,981,890**
Monthly Surplus (Deficit)		**(192,162)**	**(104,043)**	**(24,857)**	**(16,366)**	**(25,292)**	**15,088**	**(82,433)**	**(101,733)**	**(77,049)**	**(71,727)**	**(75,417)**	**(122,096)**	**974,470**	**96,383**

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY26-27

Revised 4/21/26

Actuals Through:

ADA = 186.90

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(192,162)	(104,043)	(24,857)	(16,366)	(25,292)	15,088	(82,433)	(101,733)	(77,049)	(71,727)	(75,417)	(122,096)	974,470	**96,383**
Cash flows from operating activities														
Depreciation/Amortization	117	117	117	117	117	117	117	117	117	117	117	117	-	**1,410**
Public Funding Receivables	93,381	-	-	-	-	22,138	52,889	-	-	-	-	-	(984,714)	**(816,307)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	10,244	**10,244**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	(96)	-	-	(96)	-	-	(96)	-	-	(96)	**(383)**
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	(98,664)	(103,926)	(24,740)	(16,344)	(25,175)	37,344	(29,522)	(101,615)	(76,932)	(71,706)	(75,300)	(121,979)		
Cash, Beginning of Month	1,366,692	1,268,028	1,164,103	1,139,363	1,123,019	1,097,844	1,135,188	1,105,666	1,004,051	927,119	855,413	780,113		
Cash, End of Month	**1,268,028**	**1,164,103**	**1,139,363**	**1,123,019**	**1,097,844**	**1,135,188**	**1,105,666**	**1,004,051**	**927,119**	**855,413**	**780,113**	**658,135**		

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY27-28

Revised 4/21/26

ADA = 186.90

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 186.90	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	73,747	73,747	132,745	132,745	132,745	132,745	132,745	132,745	132,745	132,745	132,745	132,745	**1,474,939**	1,313,269	161,670
8012 Education Protection Account	-	-	-	9,345	-	-	9,345	-	-	9,345	-	-	9,345	**37,380**	37,380	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	1,323,581	**1,323,581**	1,323,581	-
	-	73,747	73,747	142,090	132,745	132,745	142,090	132,745	132,745	142,090	132,745	132,745	1,465,671	**2,835,900**	**2,674,230**	**161,670**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	26,740	**26,740**	14,700	12,040
8290 Title I, Part A - Basic Low Income	-	-	5,557	-	-	5,557	-	-	5,557	-	-	-	5,557	**22,229**	22,229	-
8291 Title II, Part A - Teacher Quality	-	-	717	717	-	717	717	-	717	-	717	-	(1,434)	**2,867**	2,867	-
8294 Title IV, Part A	-	-	2,557	-	-	2,557	-	-	2,557	-	-	2,557	-	**10,228**	10,228	-
	-	-	8,831	717	-	8,831	717	-	8,831	-	717	2,557	30,864	**62,065**	**50,025**	**12,040**
Other State Revenue																
8311 State Special Education	-	12,936	12,936	23,284	23,284	23,284	23,284	23,284	23,284	23,284	23,284	23,284	23,284	**258,711**	250,449	8,262
8550 Mandated Cost	-	-	-	-	-	7,919	-	-	-	-	-	-	-	**7,919**	7,944	(25)
8560 State Lottery	-	-	-	-	-	-	12,709	-	-	12,709	-	-	25,419	**50,837**	50,837	-
8599 Other State Revenue	-	-	-	-	13,402	-	-	-	-	5,155	-	-	2,062	**20,619**	12,531	8,087
	-	12,936	12,936	23,284	36,686	31,203	35,993	23,284	23,284	41,148	23,284	23,284	50,765	**338,086**	321,761	16,324
Other Local Revenue																
8660 Interest Revenue	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	**32,257**	32,257	-
	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	**32,257**	**32,257**	**-**
Total Revenue	**2,688**	**89,371**	**98,202**	**168,778**	**172,119**	**175,467**	**181,488**	**158,717**	**167,548**	**185,926**	**159,433**	**161,274**	**1,547,299**	**3,268,307**	**3,078,273**	**190,034**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	89,373	89,373	89,373	89,373	89,373	89,373	89,373	89,373	89,373	89,373	89,373	113,398	-	**1,096,505**	1,067,083	(29,422)
1175 Teachers' Extra Duty/Stipends	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	-	**45,699**	44,333	(1,365)
1200 Pupil Support Salaries	10,853	10,853	10,853	10,853	10,853	10,853	10,853	10,853	10,853	10,853	10,853	13,895	-	**133,280**	129,704	(3,577)
1300 Administrators' Salaries	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	9,843	-	**94,212**	91,684	(2,528)
	111,705	111,705	111,705	111,705	111,705	111,705	111,705	111,705	111,705	111,705	111,705	140,944	-	**1,369,696**	**1,332,804**	**(36,892)**
Classified Salaries																
2200 Support Salaries	493	493	493	493	493	493	493	493	493	493	493	631	-	**6,056**	5,894	(163)
2300 Classified Administrators'	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	4,395	-	**42,153**	41,022	(1,131)
2400 Clerical and Office Staff Salaries	2,715	2,715	2,715	2,715	2,715	2,715	2,715	2,715	2,715	2,715	2,715	3,476	-	**33,342**	32,447	(895)
	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	8,502	-	**81,551**	**79,363**	**(2,188)**
Benefits																
3101 STRS	21,336	21,336	21,336	21,336	21,336	21,336	21,336	21,336	21,336	21,336	21,336	26,921	-	**261,612**	254,565	(7,046)
3301 OASDI	823	823	823	823	823	823	823	823	823	823	823	1,054	-	**10,112**	9,841	(271)
3311 Medicare	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	2,167	-	**21,043**	20,476	(567)
3401 Health and Welfare	18,050	18,050	18,050	18,050	18,050	18,050	18,050	18,050	18,050	18,050	18,050	18,050	-	**216,600**	210,803	(5,797)
3501 State Unemployment	2,107	2,107	2,107	2,107	2,107	2,107	10,537	8,429	4,215	2,107	2,107	2,107	-	**42,147**	41,046	(1,101)
3601 Workers' Compensation	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	2,092	-	**20,317**	19,770	(547)
3901 Other Benefits	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	5,231	-	**50,794**	49,426	(1,368)
	49,831	49,831	49,831	49,831	49,831	49,831	58,261	56,153	51,939	49,831	49,831	57,622	-	**622,625**	**605,927**	**(16,698)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	28,353	28,353	28,353	28,353	-	-	-	-	-	-	-	-	**113,412**	110,377	(3,035)
4200 Books and Other Materials	29	29	29	29	29	-	-	-	-	-	-	-	-	**143**	139	(4)
4302 School Supplies	487	487	487	487	487	487	487	487	487	487	487	487	-	**5,840**	5,684	(156)
4305 Software	7,763	7,763	7,763	7,763	7,763	7,763	7,763	7,763	7,763	7,763	7,763	7,763	-	**93,158**	90,665	(2,493)
4310 Office Expense	311	311	311	311	311	311	311	311	311	311	311	311	-	**3,732**	3,632	(100)
4311 Business Meals	113	113	113	113	113	113	113	113	113	113	113	113	-	**1,352**	1,315	(36)
4400 Noncapitalized Equipment	-	8,475	8,475	8,475	8,475	8,475	-	-	-	-	-	-	-	**42,377**	41,243	(1,134)
	8,702	45,531	45,531	45,531	45,531	17,149	8,674	8,674	8,674	8,674	8,674	8,674	-	**260,014**	**253,055**	**(6,959)**

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY27-28

Revised 4/21/26

ADA = 186.90

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	28,619	28,619	28,619	28,619	28,619	28,619	28,619	28,619	28,619	28,619	28,619	-	**314,808**	306,382	(8,426)
5105 Security	-	8	8	8	8	8	8	8	8	8	8	8	-	**87**	85	(2)
5106 Other Educational Consultants	-	-	721	721	721	721	721	721	721	721	721	721	-	**7,214**	7,021	(193)
	-	28,627	29,348	29,348	29,348	29,348	29,348	29,348	29,348	29,348	29,348	29,348	-	**322,109**	**313,488**	**(8,621)**
Operations and Housekeeping																
5201 Auto and Travel	-	1,112	1,112	1,112	1,112	1,112	1,112	1,112	1,112	1,112	1,112	1,112	-	**12,229**	11,902	(327)
5300 Dues & Memberships	622	622	622	622	622	622	622	622	622	622	622	622	-	**7,466**	7,266	(200)
5400 Insurance	805	805	805	805	805	805	805	805	805	805	805	805	-	**9,655**	9,396	(258)
5501 Utilities	23	23	23	23	23	23	23	23	23	23	23	23	-	**272**	264	(7)
5502 Janitorial Services	52	52	52	52	52	52	52	52	52	52	52	52	-	**626**	609	(17)
5516 Miscellaneous Expense	-	-	2	2	2	2	2	2	2	2	2	2	-	**17**	17	(0)
5900 Communications	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	-	**21,066**	20,502	(564)
5901 Postage and Shipping	-	-	54	54	54	54	54	54	54	54	54	54	-	**541**	527	(14)
	3,257	4,369	4,425	4,425	4,425	4,425	4,425	4,425	4,425	4,425	4,425	4,425	-	**51,871**	**50,483**	**(1,388)**
Facilities, Repairs and Other Leases																
5601 Rent	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	-	**12,046**	12,046	-
5602 Additional Rent	512	512	512	512	512	512	512	512	512	512	512	512	-	**6,148**	5,984	(165)
5603 Equipment Leases	38	38	38	38	38	38	38	38	38	38	38	38	-	**456**	444	(12)
5604 Other Leases	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556	-	**18,671**	18,171	(500)
5610 Repairs and Maintenance	17	17	17	17	17	17	17	17	17	17	17	17	-	**209**	203	(6)
	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	-	**37,530**	**36,848**	**(682)**
Professional/Consulting Services																
5801 IT	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	-	**94,962**	92,420	(2,542)
5802 Audit & Taxes	-	-	-	792	792	792	-	-	-	-	-	-	-	**2,375**	2,312	(64)
5803 Legal	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	-	**29,711**	28,916	(795)
5804 Professional Development	-	-	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	-	**14,141**	13,763	(378)
5805 General Consulting	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	**12,001**	11,680	(321)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	4,559	4,559	4,559	-	-	-	**13,678**	13,312	(366)
5807 Bank Charges	-	-	58	58	58	58	58	58	58	58	58	58	-	**575**	560	(15)
5808 Printing	-	-	0	0	0	0	0	0	0	0	0	0	-	**5**	5	(0)
5809 Other taxes and fees	-	-	131	131	131	131	131	131	131	131	131	131	-	**1,313**	1,278	(35)
5810 Payroll Service Fee	9	9	9	9	9	9	9	9	9	9	9	9	-	**109**	106	(3)
5811 Management Fee	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	6,422	-	**77,063**	75,000	(2,063)
5812 District Oversight Fee	-	737	737	1,421	1,327	1,327	1,421	1,327	1,327	1,421	1,327	1,327	14,657	**28,359**	26,742	(1,617)
5814 SPED Encroachment	-	388	388	699	699	699	699	699	699	699	699	699	1,501	**8,564**	7,954	(609)
5815 Public Relations/Recruitment	-	-	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	-	**35,413**	34,465	(948)
	16,820	17,946	24,291	26,076	25,983	25,983	25,285	29,750	29,750	29,844	25,191	25,191	16,157	**318,268**	**308,512**	**(9,756)**
Depreciation																
6900 Depreciation Expense	121	121	121	121	121	121	121	121	121	121	121	121	-	**1,449**	1,410	(39)
	121	121	121	121	121	121	121	121	121	121	121	121	-	**1,449**	**1,410**	**(39)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**200,205**	**267,897**	**275,019**	**276,805**	**276,711**	**248,330**	**247,585**	**249,944**	**245,729**	**243,715**	**239,062**	**277,954**	**16,157**	**3,065,113**	**2,981,890**	**(83,223)**
Monthly Surplus (Deficit)	**(197,516)**	**(178,526)**	**(176,817)**	**(108,026)**	**(104,593)**	**(72,863)**	**(66,098)**	**(91,227)**	**(78,181)**	**(57,789)**	**(79,629)**	**(116,681)**	**1,531,141**	**203,194**	**96,383**	**106,811**

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY27-28

Revised 4/21/26

ADA = 186.90

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(197,516)	(178,526)	(176,817)	(108,026)	(104,593)	(72,863)	(66,098)	(91,227)	(78,181)	(57,789)	(79,629)	(116,681)	1,531,141	**203,194**		
Cash flows from operating activities																
Depreciation/Amortization	121	121	121	121	121	121	121	121	121	121	121	121	-	**1,449**		
Public Funding Receivables	910,852	-	1,189	-	-	25,986	46,687	-	-	-	-	-	(1,547,299)	**(562,585)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(10,244)	-	-	-	-	-	-	-	-	-	-	-	16,157	**5,913**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	703,212	(178,406)	(175,508)	(107,906)	(104,472)	(46,756)	(19,290)	(91,106)	(78,060)	(57,669)	(79,508)	(116,560)				
Cash, Beginning of Month	658,135	1,361,347	1,182,941	1,007,433	899,528	795,056	748,300	729,010	637,904	559,843	502,174	422,666				
Cash, End of Month	**1,361,347**	**1,182,941**	**1,007,433**	**899,528**	**795,056**	**748,300**	**729,010**	**637,904**	**559,843**	**502,174**	**422,666**	**306,106**				

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 186.90

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 186.90	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	78,185	78,185	140,733	140,733	140,733	140,733	140,733	140,733	140,733	140,733	140,733	140,733	**1,563,696**	1,474,939	88,757
8012 Education Protection Account	-	-	-	9,345	-	-	9,345	-	-	9,345	-	-	9,345	**37,380**	37,380	-
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	1,323,581	**1,323,581**	1,323,581	-
	-	78,185	78,185	150,078	140,733	140,733	150,078	140,733	140,733	150,078	140,733	140,733	1,473,659	**2,924,657**	**2,835,900**	**88,757**
Federal Revenue														Z		
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	26,740	**26,740**	26,740	-
8290 Title I, Part A - Basic Low Income	-	-	5,557	-	-	5,557	-	-	5,557	-	-	-	5,557	**22,229**	22,229	-
8291 Title II, Part A - Teacher Quality	-	-	717	717	-	717	717	-	717	-	717	-	(1,434)	**2,867**	2,867	-
8294 Title IV, Part A	-	-	2,557	-	-	2,557	-	-	2,557	-	-	2,557	-	**10,228**	10,228	-
	-	-	8,831	717	-	8,831	717	-	8,831	-	717	2,557	30,864	**62,065**	**62,065**	**-**
Other State Revenue																
8311 State Special Education	-	13,335	13,335	24,003	24,003	24,003	24,003	24,003	24,003	24,003	24,003	24,003	24,003	**266,705**	258,711	7,994
8550 Mandated Cost	-	-	-	-	-	7,919	-	-	-	-	-	-	245	**8,164**	7,919	245
8560 State Lottery	-	-	-	-	-	-	12,709	-	-	12,709	-	-	25,419	**50,837**	50,837	-
8599 Other State Revenue	-	-	-	-	31,507	-	-	-	-	12,118	-	-	4,847	**48,473**	20,619	27,854
	-	13,335	13,335	24,003	55,511	31,922	36,713	24,003	24,003	48,831	24,003	24,003	54,514	**374,178**	338,086	36,093
Other Local Revenue																
8660 Interest Revenue	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	**32,257**	32,257	-
	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	**32,257**	**32,257**	**-**
Total Revenue	**2,688**	**94,208**	**103,039**	**177,486**	**198,931**	**184,174**	**190,195**	**167,424**	**176,255**	**201,597**	**168,141**	**169,981**	**1,559,037**	**3,393,157**	**3,268,307**	**124,850**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	91,770	91,770	91,770	91,770	91,770	91,770	91,770	91,770	91,770	91,770	91,770	116,439	-	**1,125,908**	1,096,505	(29,403)
1175 Teachers' Extra Duty/Stipends	3,913	3,913	3,913	3,913	3,913	3,913	3,913	3,913	3,913	3,913	3,913	3,913	-	**46,956**	45,699	(1,257)
1200 Pupil Support Salaries	11,144	11,144	11,144	11,144	11,144	11,144	11,144	11,144	11,144	11,144	11,144	14,268	-	**136,854**	133,280	(3,574)
1300 Administrators' Salaries	7,876	7,876	7,876	7,876	7,876	7,876	7,876	7,876	7,876	7,876	7,876	10,107	-	**96,739**	94,212	(2,526)
	114,703	114,703	114,703	114,703	114,703	114,703	114,703	114,703	114,703	114,703	114,703	144,726	-	**1,406,456**	**1,369,696**	**(36,760)**
Classified Salaries																
2200 Support Salaries	506	506	506	506	506	506	506	506	506	506	506	648	-	**6,219**	6,056	(162)
2300 Classified Administrators'	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	3,525	4,512	-	**43,283**	42,153	(1,130)
2400 Clerical and Office Staff Salaries	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	2,788	3,569	-	**34,236**	33,342	(894)
	6,819	6,819	6,819	6,819	6,819	6,819	6,819	6,819	6,819	6,819	6,819	8,730	-	**83,738**	**81,551**	**(2,187)**
Benefits																
3101 STRS	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	27,643	-	**268,633**	261,612	(7,021)
3301 OASDI	846	846	846	846	846	846	846	846	846	846	846	1,083	-	**10,384**	10,112	(271)
3311 Medicare	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	2,225	-	**21,608**	21,043	(565)
3401 Health and Welfare	18,534	18,534	18,534	18,534	18,534	18,534	18,534	18,534	18,534	18,534	18,534	18,534	-	**222,405**	216,600	(5,805)
3501 State Unemployment	2,162	2,162	2,162	2,162	2,162	2,162	10,812	8,650	4,325	2,162	2,162	2,162	-	**43,248**	42,147	(1,102)
3601 Workers' Compensation	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	2,148	-	**20,863**	20,317	(545)
3901 Other Benefits	4,253	4,253	4,253	4,253	4,253	4,253	4,253	4,253	4,253	4,253	4,253	5,371	-	**52,157**	50,794	(1,363)
	51,166	51,166	51,166	51,166	51,166	51,166	59,816	57,654	53,329	51,166	51,166	59,167	-	**639,297**	**622,625**	**(16,672)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	29,113	29,113	29,113	29,113	-	-	-	-	-	-	-	-	**116,451**	113,412	(3,039)
4200 Books and Other Materials	29	29	29	29	29	-	-	-	-	-	-	-	-	**147**	143	(4)
4302 School Supplies	500	500	500	500	500	500	500	500	500	500	500	500	-	**5,997**	5,840	(157)
4305 Software	7,971	7,971	7,971	7,971	7,971	7,971	7,971	7,971	7,971	7,971	7,971	7,971	-	**95,655**	93,158	(2,497)
4310 Office Expense	319	319	319	319	319	319	319	319	319	319	319	319	-	**3,832**	3,732	(100)
4311 Business Meals	116	116	116	116	116	116	116	116	116	116	116	116	-	**1,388**	1,352	(36)
4400 Noncapitalized Equipment	-	8,703	8,703	8,703	8,703	8,703	-	-	-	-	-	-	-	**43,513**	42,377	(1,136)
	8,935	46,751	46,751	46,751	46,751	17,608	8,906	8,906	8,906	8,906	8,906	8,906	-	**266,983**	**260,014**	**(6,968)**

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 186.90

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	29,386	29,386	29,386	29,386	29,386	29,386	29,386	29,386	29,386	29,386	29,386	-	**323,244**	314,808	(8,437)
5105 Security	-	8	8	8	8	8	8	8	8	8	8	8	-	**90**	87	(2)
5106 Other Educational Consultants	-	-	741	741	741	741	741	741	741	741	741	741	-	**7,407**	7,214	(193)
	-	29,394	30,135	30,135	30,135	30,135	30,135	30,135	30,135	30,135	30,135	30,135	-	**330,741**	**322,109**	**(8,633)**
Operations and Housekeeping																
5201 Auto and Travel	-	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	-	**12,557**	12,229	(328)
5300 Dues & Memberships	639	639	639	639	639	639	639	639	639	639	639	639	-	**7,666**	7,466	(200)
5400 Insurance	826	826	826	826	826	826	826	826	826	826	826	826	-	**9,913**	9,655	(259)
5501 Utilities	23	23	23	23	23	23	23	23	23	23	23	23	-	**279**	272	(7)
5502 Janitorial Services	54	54	54	54	54	54	54	54	54	54	54	54	-	**643**	626	(17)
5516 Miscellaneous Expense	-	-	2	2	2	2	2	2	2	2	2	2	-	**17**	17	(0)
5900 Communications	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	-	**21,631**	21,066	(565)
5901 Postage and Shipping	-	-	56	56	56	56	56	56	56	56	56	56	-	**556**	541	(15)
	3,344	4,486	4,543	4,543	4,543	4,543	4,543	4,543	4,543	4,543	4,543	4,543	-	**53,262**	**51,871**	**(1,390)**
Facilities, Repairs and Other Leases																
5601 Rent	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	1,004	-	**12,046**	12,046	-
5602 Additional Rent	526	526	526	526	526	526	526	526	526	526	526	526	-	**6,313**	6,148	(165)
5603 Equipment Leases	39	39	39	39	39	39	39	39	39	39	39	39	-	**468**	456	(12)
5604 Other Leases	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	-	**19,171**	18,671	(500)
5610 Repairs and Maintenance	18	18	18	18	18	18	18	18	18	18	18	18	-	**214**	209	(6)
	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	3,184	-	**38,213**	**37,530**	**(683)**
Professional/Consulting Services																
5801 IT	8,126	8,126	8,126	8,126	8,126	8,126	8,126	8,126	8,126	8,126	8,126	8,126	-	**97,507**	94,962	(2,545)
5802 Audit & Taxes	-	-	-	813	813	813	-	-	-	-	-	-	-	**2,439**	2,375	(64)
5803 Legal	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	-	**30,507**	29,711	(796)
5804 Professional Development	-	-	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	1,452	-	**14,520**	14,141	(379)
5805 General Consulting	-	-	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	1,232	-	**12,323**	12,001	(322)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	4,681	4,681	4,681	-	-	-	**14,044**	13,678	(367)
5807 Bank Charges	-	-	59	59	59	59	59	59	59	59	59	59	-	**590**	575	(15)
5808 Printing	-	-	0	0	0	0	0	0	0	0	0	0	-	**5**	5	(0)
5809 Other taxes and fees	-	-	135	135	135	135	135	135	135	135	135	135	-	**1,348**	1,313	(35)
5810 Payroll Service Fee	9	9	9	9	9	9	9	9	9	9	9	9	-	**112**	109	(3)
5811 Management Fee	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	-	**79,128**	77,063	(2,065)
5812 District Oversight Fee	-	782	782	1,501	1,407	1,407	1,501	1,407	1,407	1,501	1,407	1,407	14,737	**29,247**	28,359	(888)
5814 SPED Encroachment	-	400	400	720	720	720	720	720	720	720	720	720	1,522	**8,803**	8,564	(240)
5815 Public Relations/Recruitment	-	-	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	-	**36,362**	35,413	(949)
	17,271	18,453	24,968	26,820	26,726	26,726	26,007	30,595	30,595	30,688	25,913	25,913	16,259	**326,935**	**318,268**	**(8,667)**
Depreciation																
6900 Depreciation Expense	124	124	124	124	124	124	124	124	124	124	124	124	-	**1,487**	1,449	(39)
	124	124	124	124	124	124	124	124	124	124	124	124	-	**1,487**	**1,449**	**(39)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**205,547**	**275,080**	**282,393**	**284,245**	**284,152**	**255,009**	**254,237**	**256,662**	**252,337**	**250,268**	**245,494**	**285,429**	**16,259**	**3,147,112**	**3,065,113**	**(82,000)**
Monthly Surplus (Deficit)	**(202,859)**	**(180,872)**	**(179,354)**	**(106,759)**	**(85,220)**	**(70,835)**	**(64,042)**	**(89,238)**	**(76,082)**	**(48,672)**	**(77,353)**	**(115,447)**	**1,542,778**	**246,044**	**203,194**	**42,850**

FY26-27 California Online Public Schools - Central Coast

Monthly Cash Flow/Forecast FY28-29

Revised 4/21/26

ADA = 186.90

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(202,859)	(180,872)	(179,354)	(106,759)	(85,220)	(70,835)	(64,042)	(89,238)	(76,082)	(48,672)	(77,353)	(115,447)	1,542,778	**246,044**		
Cash flows from operating activities																
Depreciation/Amortization	124	124	124	124	124	124	124	124	124	124	124	124	-	**1,487**		
Public Funding Receivables	1,465,671	-	25,419	-	-	-	56,210	-	-	-	-	-	(1,559,037)	**(11,738)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(16,157)	-	-	-	-	-	-	-	-	-	-	-	16,259	**101**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	(2,118)	-	-	(2,118)	-	-	(2,118)	-	-	(2,118)	**(8,470)**		
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	1,246,778	(180,748)	(153,811)	(108,753)	(85,096)	(70,711)	(9,825)	(89,114)	(75,958)	(50,665)	(77,229)	(115,324)				
Cash, Beginning of Month	306,106	1,552,884	1,372,136	1,218,325	1,109,572	1,024,476	953,765	943,939	854,825	778,867	728,202	650,973				
Cash, End of Month	**1,552,884**	**1,372,136**	**1,218,325**	**1,109,572**	**1,024,476**	**953,765**	**943,939**	**854,825**	**778,867**	**728,202**	**650,973**	**535,649**				

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY26-27

Revised 2/19/26

Actuals Through:

ADA = 4101.25

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	-	-	-	-	-	31,671,730	-	5,182,647	5,182,647	5,182,647	5,182,647	5,182,649	**57,584,965**
8012	Education Protection Account	-	-	205,063	-	-	205,063	-	-	205,063	-	-	-	205,063	**820,250**
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	18,169	**18,169**
		-	-	205,063	-	-	205,063	31,671,730	-	5,387,709	5,182,647	5,182,647	5,182,647	5,405,880	**58,423,384**
Federal Revenue															
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	906,597	**906,597**
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	115,408	**115,408**
8294	Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	71,611	**71,611**
		-	-	-	-	-	-	-	-	-	-	-	-	1,093,616	**1,093,616**
Other State Revenue															
8311	State Special Education	-	-	-	-	-	-	-	-	1,099,135	1,099,135	1,099,135	1,099,135	1,099,135	**5,495,675**
8560	State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	1,115,540	**1,115,540**
8599	Other State Revenue	-	13,329	13,329	23,992	23,992	23,992	23,992	23,992	23,992	23,992	23,992	23,992	23,992	**266,581**
		-	13,329	13,329	23,992	23,992	23,992	23,992	23,992	1,123,127	1,123,127	1,123,127	1,123,127	2,238,667	**6,877,796**
Other Local Revenue															
8660	Interest Revenue	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	-	**32,472**
		2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	-	**32,472**
Total Revenue		**2,706**	**16,035**	**221,098**	**26,698**	**26,698**	**231,761**	**31,698,428**	**26,698**	**6,513,542**	**6,308,480**	**6,308,480**	**6,308,480**	**8,738,163**	66,427,268
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	1,908,524	1,908,524	1,908,524	1,908,524	1,908,524	1,908,524	1,908,524	1,908,524	1,908,524	1,908,524	1,908,524	2,421,558	-	**23,415,322**
1175	Teachers' Extra Duty/Stipends	81,068	81,068	81,068	81,068	81,068	81,068	81,068	81,068	81,068	81,068	81,068	81,068	-	**972,821**
1200	Pupil Support Salaries	243,026	243,026	243,026	243,026	243,026	243,026	243,026	243,026	243,026	243,026	243,026	307,980	-	**2,981,265**
1300	Administrators' Salaries	192,432	192,432	192,432	192,432	192,432	192,432	192,432	192,432	192,432	192,432	192,432	238,841	-	**2,355,593**
		2,425,050	2,425,050	2,425,050	2,425,050	2,425,050	2,425,050	2,425,050	2,425,050	2,425,050	2,425,050	2,425,050	3,049,448	-	**29,725,001**
Classified Salaries															
2200	Support Salaries	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	13,365	-	**127,912**
2300	Classified Administrators'	75,499	75,499	75,499	75,499	75,499	75,499	75,499	75,499	75,499	75,499	75,499	96,042	-	**926,532**
2400	Clerical and Office Staff Salaries	52,277	52,277	52,277	52,277	52,277	52,277	52,277	52,277	52,277	52,277	52,277	68,526	-	**643,568**
		138,189	138,189	138,189	138,189	138,189	138,189	138,189	138,189	138,189	138,189	138,189	177,933	-	**1,698,011**
Benefits															
3101	STRS	463,185	463,185	463,185	463,185	463,185	463,185	463,185	463,185	463,185	463,185	463,185	582,444	-	**5,677,475**
3301	OASDI	17,135	17,135	17,135	17,135	17,135	17,135	17,135	17,135	17,135	17,135	17,135	22,064	-	**210,553**
3311	Medicare	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	37,167	46,797	-	**455,634**
3401	Health and Welfare	340,248	340,248	340,248	340,248	340,248	340,248	340,248	340,248	340,248	340,248	340,248	340,248	-	**4,082,971**
3501	State Unemployment	5,443	5,443	5,443	5,443	5,443	5,443	27,217	21,774	10,887	5,443	5,443	5,443	-	**108,869**
3601	Workers' Compensation	35,885	35,885	35,885	35,885	35,885	35,885	35,885	35,885	35,885	35,885	35,885	45,183	-	**439,922**
3901	Other Benefits	89,713	89,713	89,713	89,713	89,713	89,713	89,713	89,713	89,713	89,713	89,713	112,958	-	**1,099,805**
		988,777	988,777	988,777	988,777	988,777	988,777	1,010,550	1,005,107	994,220	988,777	988,777	1,155,138	-	**12,075,230**
Books and Supplies															
4100	Textbooks and Core Curricula	-	605,507	605,507	605,507	605,507	-	-	-	-	-	-	-	-	**2,422,029**
4200	Books and Other Materials	611	611	611	611	611	-	-	-	-	-	-	-	-	**3,057**
4302	School Supplies	10,394	10,394	10,394	10,394	10,394	10,394	10,394	10,394	10,394	10,394	10,394	10,394	-	**124,726**
4305	Software	165,791	165,791	165,791	165,791	165,791	165,791	165,791	165,791	165,791	165,791	165,791	165,791	-	**1,989,494**
4310	Office Expense	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	6,641	-	**79,696**
4311	Business Meals	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	-	**28,863**
4400	Noncapitalized Equipment	-	181,001	181,001	181,001	181,001	181,001	-	-	-	-	-	-	-	**905,003**
		185,843	972,351	972,351	972,351	972,351	366,232	185,232	185,232	185,232	185,232	185,232	185,232	-	**5,552,869**

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		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Subagreement Services															
5102	Special Education	-	611,185	611,185	611,185	611,185	611,185	611,185	611,185	611,185	611,185	611,185	611,185	-	**6,723,035**
5103	Substitute Teacher	-	236	236	236	236	236	236	236	236	236	236	236	-	**2,600**
5105	Security	-	170	170	170	170	170	170	170	170	170	170	170	-	**1,865**
5106	Other Educational Consultants	-	-	15,406	15,406	15,406	15,406	15,406	15,406	15,406	15,406	15,406	15,406	-	**154,055**
		-	611,591	626,996	626,996	626,996	626,996	626,996	626,996	626,996	626,996	626,996	626,996	-	**6,881,556**
Operations and Housekeeping															
5201	Auto and Travel	-	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	-	**261,163**
5300	Dues & Memberships	13,287	13,287	13,287	13,287	13,287	13,287	13,287	13,287	13,287	13,287	13,287	13,287	-	**159,444**
5400	Insurance	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	17,182	-	**206,184**
5501	Utilities	484	484	484	484	484	484	484	484	484	484	484	484	-	**5,804**
5502	Janitorial Services	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	-	**13,369**
5900	Communications	37,490	37,490	37,490	37,490	37,490	37,490	37,490	37,490	37,490	37,490	37,490	37,490	-	**449,885**
5901	Postage and Shipping	-	-	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	-	**11,555**
		69,557	93,299	94,455	94,455	94,455	94,455	94,455	94,455	94,455	94,455	94,455	94,455	-	**1,107,404**
Facilities, Repairs and Other Leases															
5601	Rent	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	-	**264,324**
5602	Additional Rent	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	-	**131,307**
5603	Equipment Leases	812	812	812	812	812	812	812	812	812	812	812	812	-	**9,742**
5604	Other Leases	33,228	33,228	33,228	33,228	33,228	33,228	33,228	33,228	33,228	33,228	33,228	33,228	-	**398,740**
5610	Repairs and Maintenance	371	371	371	371	371	371	371	371	371	371	371	371	-	**4,456**
		67,381	67,381	67,381	67,381	67,381	67,381	67,381	67,381	67,381	67,381	67,381	67,381	-	**808,570**
Professional/Consulting Services															
5801	IT	169,000	169,000	169,000	169,000	169,000	169,000	169,000	169,000	169,000	169,000	169,000	169,000	-	**2,028,005**
5802	Audit & Taxes	-	-	-	16,910	16,910	16,910	-	-	-	-	-	-	-	**50,730**
5803	Legal	27,876	27,876	27,876	27,876	27,876	27,876	27,876	27,876	27,876	27,876	27,876	27,876	-	**334,513**
5804	Professional Development	-	-	30,200	30,200	30,200	30,200	30,200	30,200	30,200	30,200	30,200	30,200	-	**301,996**
5805	General Consulting	-	-	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629	-	**256,292**
5806	Special Activities/Field Trips	-	-	-	-	-	97,366	97,366	97,366	-	-	-	-	-	**292,099**
5807	Bank Charges	-	-	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	1,228	-	**12,281**
5808	Printing	-	-	10	10	10	10	10	10	10	10	10	10	-	**104**
5809	Other taxes and fees	-	-	2,803	2,803	2,803	2,803	2,803	2,803	2,803	2,803	2,803	2,803	-	**28,034**
5810	Payroll Service Fee	194	194	194	194	194	194	194	194	194	194	194	194	-	**2,332**
5811	Back Office Service Fee	110,712	110,712	110,712	110,712	110,712	110,712	110,712	110,712	110,712	110,712	110,712	110,712	-	**1,328,545**
5812	District Oversight Fee	-	-	2,051	-	-	2,051	316,717	-	53,877	51,826	51,826	51,826	54,059	**584,234**
5814	SPED Encroachment	-	-	-	-	-	-	-	-	32,974	32,974	32,974	32,974	32,974	**164,870**
5815	Public Relations/Recruitment	-	-	75,629	75,629	75,629	75,629	75,629	75,629	75,629	75,629	75,629	75,629	-	**756,285**
		307,783	307,783	445,333	460,192	460,192	559,609	857,365	540,648	530,133	528,083	528,083	528,083	87,033	**6,140,318**
Depreciation															
6900	Depreciation Expense	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	-	**30,935**
		2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	-	**30,935**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**4,185,158**	**5,606,999**	**5,761,110**	**5,775,969**	**5,775,969**	**5,269,267**	**5,407,797**	**5,085,636**	**5,064,234**	**5,056,740**	**5,056,740**	**5,887,242**	**87,033**	**64,019,894**
Monthly Surplus (Deficit)		**(4,182,452)**	**(5,590,964)**	**(5,540,012)**	**(5,749,271)**	**(5,749,271)**	**(5,037,506)**	**26,290,631**	**(5,058,938)**	**1,449,308**	**1,251,740**	**1,251,740**	**421,238**	**8,651,130**	**2,407,374**

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY26-27

Revised 2/19/26

Actuals Through:

ADA = 4101.25

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(4,182,452)	(5,590,964)	(5,540,012)	(5,749,271)	(5,749,271)	(5,037,506)	26,290,631	(5,058,938)	1,449,308	1,251,740	1,251,740	421,238	8,651,130	**2,407,374**
Cash flows from operating activities														
Depreciation/Amortization	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	2,578	-	**30,935**
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(8,738,163)	**(8,738,163)**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	20,000,000	-	-	10,000,000	-	2,500,000	-	-	-	-	-	(17,500,000)	-	**15,000,000**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	87,033	**87,033**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	15,820,126	(5,588,386)	(5,537,434)	4,253,307	(5,746,693)	(2,534,928)	26,293,209	(5,056,360)	1,451,886	1,254,318	1,254,318	(17,076,184)		
Cash, Beginning of Month	-	15,820,126	10,231,740	4,694,306	8,947,613	3,200,921	665,992	26,959,202	21,902,842	23,354,728	24,609,046	25,863,364		
Cash, End of Month	**15,820,126**	**10,231,740**	**4,694,306**	**8,947,613**	**3,200,921**	**665,992**	**26,959,202**	**21,902,842**	**23,354,728**	**24,609,046**	**25,863,364**	**8,787,179**		

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY27-28

Revised 2/19/26

ADA = 4728.50

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 4101.25	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	2,975,450	2,975,450	5,355,809	5,355,809	5,355,809	5,355,809	5,355,809	7,176,084	7,176,084	7,176,084	7,176,084	7,176,084	**68,610,368**	57,584,965	11,025,403
8012 Education Protection Account	-	-	-	205,063	-	-	205,063	-	-	299,150	-	-	236,425	**945,700**	820,250	125,450
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	20,947	**20,947**	18,169	2,778
	-	2,975,450	2,975,450	5,560,872	5,355,809	5,355,809	5,560,872	5,355,809	7,176,084	7,475,234	7,176,084	7,176,084	7,433,456	**69,577,015**	**58,423,384**	**11,153,631**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	585,900	**585,900**	-	585,900
8290 Title I, Part A - Basic Low Income	-	-	261,313	-	-	261,313	-	-	261,313	-	-	-	261,313	**1,045,253**	906,597	138,656
8291 Title II, Part A - Teacher Quality	-	-	33,265	-	-	33,265	-	-	33,265	-	-	-	33,265	**133,058**	115,408	17,651
8294 Title IV, Part A	-	-	20,641	-	-	20,641	-	-	20,641	-	-	20,641	-	**82,563**	71,611	10,952
	-	-	315,219	-	-	315,219	-	-	315,219	-	-	20,641	880,478	**1,846,775**	**1,093,616**	**753,159**
Other State Revenue																
8311 State Special Education	-	327,264	327,264	589,076	589,076	589,076	589,076	589,076	589,076	589,076	589,076	589,076	589,076	**6,545,284**	5,495,675	1,049,609
8560 State Lottery	-	-	-	-	-	-	321,538	-	-	321,538	-	-	643,076	**1,286,152**	1,115,540	170,612
8599 Other State Revenue	-	-	-	-	199,779	-	-	-	-	76,838	-	-	30,735	**307,353**	266,581	40,771
	-	327,264	327,264	589,076	788,855	589,076	910,614	589,076	589,076	987,452	589,076	589,076	1,262,887	**8,138,789**	6,877,796	1,260,993
Other Local Revenue																
8660 Interest Revenue	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	-	**37,439**	32,472	4,966
	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	-	**37,439**	**32,472**	**4,966**
Total Revenue	**3,120**	**3,305,834**	**3,621,052**	**6,153,067**	**6,147,784**	**6,263,223**	**6,474,605**	**5,948,005**	**8,083,499**	**8,465,806**	**7,768,280**	**7,788,921**	**9,576,821**	**79,600,017**	**66,427,268**	**13,172,749**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	2,217,339	2,217,339	2,217,339	2,217,339	2,217,339	2,217,339	2,217,339	2,217,339	2,217,339	2,217,339	2,217,339	2,813,386	-	**27,204,112**	23,415,322	(3,788,790)
1175 Teachers' Extra Duty/Stipends	94,858	94,858	94,858	94,858	94,858	94,858	94,858	94,858	94,858	94,858	94,858	94,858	-	**1,138,295**	972,821	(165,474)
1200 Pupil Support Salaries	256,880	256,880	256,880	256,880	256,880	256,880	256,880	256,880	256,880	256,880	256,880	325,537	-	**3,151,215**	2,981,265	(169,951)
1300 Administrators' Salaries	198,264	198,264	198,264	198,264	198,264	198,264	198,264	198,264	198,264	198,264	198,264	246,081	-	**2,426,990**	2,355,593	(71,397)
	2,767,341	2,767,341	2,767,341	2,767,341	2,767,341	2,767,341	2,767,341	2,767,341	2,767,341	2,767,341	2,767,341	3,479,861	-	**33,920,612**	**29,725,001**	**(4,195,612)**
Classified Salaries																
2200 Support Salaries	10,734	10,734	10,734	10,734	10,734	10,734	10,734	10,734	10,734	10,734	10,734	13,776	-	**131,850**	127,912	(3,938)
2300 Classified Administrators'	77,814	77,814	77,814	77,814	77,814	77,814	77,814	77,814	77,814	77,814	77,814	98,987	-	**954,941**	926,532	(28,409)
2400 Clerical and Office Staff Salaries	53,902	53,902	53,902	53,902	53,902	53,902	53,902	53,902	53,902	53,902	53,902	70,657	-	**663,583**	643,568	(20,015)
	142,450	142,450	142,450	142,450	142,450	142,450	142,450	142,450	142,450	142,450	142,450	183,420	-	**1,750,374**	**1,698,011**	**(52,363)**
Benefits																
3101 STRS	528,562	528,562	528,562	528,562	528,562	528,562	528,562	528,562	528,562	528,562	528,562	664,655	-	**6,478,837**	5,677,475	(801,362)
3301 OASDI	17,664	17,664	17,664	17,664	17,664	17,664	17,664	17,664	17,664	17,664	17,664	22,744	-	**217,046**	210,553	(6,493)
3311 Medicare	42,191	42,191	42,191	42,191	42,191	42,191	42,191	42,191	42,191	42,191	42,191	53,123	-	**517,229**	455,634	(61,596)
3401 Health and Welfare	396,767	396,767	396,767	396,767	396,767	396,767	396,767	396,767	396,767	396,767	396,767	396,767	-	**4,761,210**	4,082,971	(678,238)
3501 State Unemployment	6,032	6,032	6,032	6,032	6,032	6,032	30,161	24,129	12,064	6,032	6,032	6,032	-	**120,644**	108,869	(11,775)
3601 Workers' Compensation	40,737	40,737	40,737	40,737	40,737	40,737	40,737	40,737	40,737	40,737	40,737	51,292	-	**499,394**	439,922	(59,472)
3901 Other Benefits	101,841	101,841	101,841	101,841	101,841	101,841	101,841	101,841	101,841	101,841	101,841	128,229	-	**1,248,485**	1,099,805	(148,679)
	1,133,795	1,133,795	1,133,795	1,133,795	1,133,795	1,133,795	1,157,924	1,151,891	1,139,827	1,133,795	1,133,795	1,322,842	-	**13,842,844**	**12,075,230**	**(1,767,614)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	717,313	717,313	717,313	717,313	-	-	-	-	-	-	-	-	**2,869,250**	2,422,029	(447,221)
4200 Books and Other Materials	724	724	724	724	724	-	-	-	-	-	-	-	-	**3,622**	3,057	(565)
4302 School Supplies	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	12,313	-	**147,756**	124,726	(23,030)
4305 Software	196,404	196,404	196,404	196,404	196,404	196,404	196,404	196,404	196,404	196,404	196,404	196,404	-	**2,356,848**	1,989,494	(367,354)
4310 Office Expense	7,868	7,868	7,868	7,868	7,868	7,868	7,868	7,868	7,868	7,868	7,868	7,868	-	**94,412**	79,696	(14,716)
4311 Business Meals	2,849	2,849	2,849	2,849	2,849	2,849	2,849	2,849	2,849	2,849	2,849	2,849	-	**34,192**	28,863	(5,329)
4400 Noncapitalized Equipment	-	294,422	294,422	294,422	294,422	294,422	-	-	-	-	-	-	-	**1,472,109**	905,003	(567,106)
	220,158	1,231,893	1,231,893	1,231,893	1,231,893	513,856	219,434	219,434	219,434	219,434	219,434	219,434	-	**6,978,190**	**5,552,869**	**(1,425,321)**

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY27-28

Revised 2/19/26

ADA = 4728.50

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	724,038	724,038	724,038	724,038	724,038	724,038	724,038	724,038	724,038	724,038	724,038	-	**7,964,423**	6,723,035	(1,241,389)
5103 Substitute Teacher	-	280	280	280	280	280	280	280	280	280	280	280	-	**3,080**	2,600	(480)
5105 Security	-	201	201	201	201	201	201	201	201	201	201	201	-	**2,210**	1,865	(344)
5106 Other Educational Consultants	-	-	18,250	18,250	18,250	18,250	18,250	18,250	18,250	18,250	18,250	18,250	-	**182,501**	154,055	(28,446)
	-	724,519	742,770	742,770	742,770	742,770	742,770	742,770	742,770	742,770	742,770	742,770	-	**8,152,215**	**6,881,556**	**(1,270,659)**
Operations and Housekeeping																
5201 Auto and Travel	-	28,126	28,126	28,126	28,126	28,126	28,126	28,126	28,126	28,126	28,126	28,126	-	**309,386**	261,163	(48,223)
5300 Dues & Memberships	15,740	15,740	15,740	15,740	15,740	15,740	15,740	15,740	15,740	15,740	15,740	15,740	-	**188,885**	159,444	(29,441)
5400 Insurance	20,355	20,355	20,355	20,355	20,355	20,355	20,355	20,355	20,355	20,355	20,355	20,355	-	**244,255**	206,184	(38,071)
5501 Utilities	573	573	573	573	573	573	573	573	573	573	573	573	-	**6,875**	5,804	(1,072)
5502 Janitorial Services	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	-	**15,838**	13,369	(2,469)
5900 Communications	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	44,413	-	**532,955**	449,885	(83,070)
5901 Postage and Shipping	-	-	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	-	**13,689**	11,555	(2,134)
	82,401	110,527	111,896	111,896	111,896	111,896	111,896	111,896	111,896	111,896	111,896	111,896	-	**1,311,883**	**1,107,404**	**(204,479)**
Facilities, Repairs and Other Leases																
5601 Rent	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	-	**264,324**	264,324	-
5602 Additional Rent	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	-	**155,553**	131,307	(24,245)
5603 Equipment Leases	962	962	962	962	962	962	962	962	962	962	962	962	-	**11,541**	9,742	(1,799)
5604 Other Leases	39,364	39,364	39,364	39,364	39,364	39,364	39,364	39,364	39,364	39,364	39,364	39,364	-	**472,366**	398,740	(73,626)
5610 Repairs and Maintenance	440	440	440	440	440	440	440	440	440	440	440	440	-	**5,279**	4,456	(823)
	75,755	75,755	75,755	75,755	75,755	75,755	75,755	75,755	75,755	75,755	75,755	75,755	-	**909,063**	**808,570**	**(100,493)**
Professional/Consulting Services																
5801 IT	200,206	200,206	200,206	200,206	200,206	200,206	200,206	200,206	200,206	200,206	200,206	200,206	-	**2,402,470**	2,028,005	(374,465)
5802 Audit & Taxes	-	-	-	17,375	17,375	17,375	-	-	-	-	-	-	-	**52,125**	50,730	(1,395)
5803 Legal	33,023	33,023	33,023	33,023	33,023	33,023	33,023	33,023	33,023	33,023	33,023	33,023	-	**396,279**	334,513	(61,767)
5804 Professional Development	-	-	35,776	35,776	35,776	35,776	35,776	35,776	35,776	35,776	35,776	35,776	-	**357,758**	301,996	(55,763)
5805 General Consulting	-	-	30,362	30,362	30,362	30,362	30,362	30,362	30,362	30,362	30,362	30,362	-	**303,616**	256,292	(47,324)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	115,345	115,345	115,345	-	-	-	**346,034**	292,099	(53,935)
5807 Bank Charges	-	-	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	-	**14,549**	12,281	(2,268)
5808 Printing	-	-	12	12	12	12	12	12	12	12	12	12	-	**123**	104	(19)
5809 Other taxes and fees	-	-	3,321	3,321	3,321	3,321	3,321	3,321	3,321	3,321	3,321	3,321	-	**33,210**	28,034	(5,176)
5810 Payroll Service Fee	230	230	230	230	230	230	230	230	230	230	230	230	-	**2,762**	2,332	(431)
5811 Back Office Service Fee	131,155	131,155	131,155	131,155	131,155	131,155	131,155	131,155	131,155	131,155	131,155	131,155	-	**1,573,857**	1,328,545	(245,312)
5812 District Oversight Fee	-	29,754	29,754	55,609	53,558	53,558	55,609	53,558	71,761	74,752	71,761	71,761	74,335	**695,770**	584,234	(111,536)
5814 SPED Encroachment	-	9,818	9,818	17,672	17,672	17,672	17,672	17,672	17,672	17,672	17,672	17,672	35,249	**213,936**	164,870	(49,065)
5815 Public Relations/Recruitment	-	-	89,593	89,593	89,593	89,593	89,593	89,593	89,593	89,593	89,593	89,593	-	**895,931**	756,285	(139,646)
	364,614	404,186	564,705	615,789	613,738	613,738	598,414	711,708	729,910	732,902	614,566	614,566	109,584	**7,288,420**	**6,140,318**	**(1,148,101)**
Depreciation																
6900 Depreciation Expense	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	-	**31,786**	30,935	(851)
	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	-	**31,786**	**30,935**	**(851)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**4,789,164**	**6,593,116**	**6,773,253**	**6,824,337**	**6,822,286**	**6,104,250**	**5,818,632**	**5,925,894**	**5,932,032**	**5,928,992**	**5,810,655**	**6,753,193**	**109,584**	**74,185,387**	**64,019,894**	**(10,165,493)**
Monthly Surplus (Deficit)	**(4,786,044)**	**(3,287,282)**	**(3,152,201)**	**(671,270)**	**(674,502)**	**158,974**	**655,973**	**22,111**	**2,151,466**	**2,536,814**	**1,957,624**	**1,035,728**	**9,467,237**	**5,414,630**	**2,407,374**	**3,007,255**

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY27-28

Revised 2/19/26

ADA = 4728.50

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(4,786,044)	(3,287,282)	(3,152,201)	(671,270)	(674,502)	158,974	655,973	22,111	2,151,466	2,536,814	1,957,624	1,035,728	9,467,237	**5,414,630**		
Cash flows from operating activities																
Depreciation/Amortization	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	-	**31,786**		
Public Funding Receivables	5,405,880	-	23,992	-	-	1,115,540	2,192,751	-	-	-	-	-	(9,576,821)	**(838,658)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	(1,500,000)	-	**(1,500,000)**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(87,033)	-	-	-	-	-	-	-	-	-	-	-	109,584	**22,551**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	535,452	(3,284,633)	(3,125,560)	(668,621)	(671,854)	1,277,163	2,851,373	24,760	2,154,115	2,539,463	1,960,273	(461,623)				
Cash, Beginning of Month	8,787,179	9,322,632	6,037,998	2,912,439	2,243,818	1,571,964	2,849,127	5,700,500	5,725,260	7,879,375	10,418,838	12,379,112				
Cash, End of Month	**9,322,632**	**6,037,998**	**2,912,439**	**2,243,818**	**1,571,964**	**2,849,127**	**5,700,500**	**5,725,260**	**7,879,375**	**10,418,838**	**12,379,112**	**11,917,488**				

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY28-29

Revised 2/19/26

ADA = 5292.00

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 4728.50	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	3,538,248	3,538,248	6,368,847	6,368,847	6,368,847	6,368,847	6,368,847	8,055,474	8,055,474	8,055,474	8,055,474	8,055,474	**79,198,101**	68,610,368	10,587,733
8012 Education Protection Account	-	-	-	205,063	-	-	205,063	-	-	299,150	-	-	349,125	**1,058,400**	945,700	112,700
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	23,444	**23,444**	20,947	2,497
	-	3,538,248	3,538,248	6,573,910	6,368,847	6,368,847	6,573,910	6,368,847	8,055,474	8,354,624	8,055,474	8,055,474	8,428,043	**80,279,945**	**69,577,015**	**10,702,930**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	655,722	**655,722**	585,900	69,822
8290 Title I, Part A - Basic Low Income	-	-	292,454	-	-	292,454	-	-	292,454	-	-	-	292,454	**1,169,817**	1,045,253	124,564
8291 Title II, Part A - Teacher Quality	-	-	37,229	-	-	37,229	-	-	37,229	-	-	-	37,229	**148,915**	133,058	15,857
8294 Title IV, Part A	-	-	23,101	-	-	23,101	-	-	23,101	-	-	23,101	-	**92,402**	82,563	9,839
	-	-	352,784	-	-	352,784	-	-	352,784	-	-	23,101	985,405	**2,066,857**	**1,846,775**	**220,082**
Other State Revenue																
8311 State Special Education	-	377,582	377,582	679,648	679,648	679,648	679,648	679,648	679,648	679,648	679,648	679,648	679,648	**7,551,644**	6,545,284	1,006,360
8560 State Lottery	-	-	-	-	-	-	359,856	-	-	359,856	-	-	719,712	**1,439,424**	1,286,152	153,272
8599 Other State Revenue	-	-	-	-	223,587	-	-	-	-	85,995	-	-	34,398	**343,980**	307,353	36,628
	-	377,582	377,582	679,648	903,235	679,648	1,039,504	679,648	679,648	1,125,499	679,648	679,648	1,433,758	**9,335,048**	8,138,789	1,196,259
Other Local Revenue																
8660 Interest Revenue	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	-	**41,900**	37,439	4,462
	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	3,492	-	**41,900**	**37,439**	**4,462**
Total Revenue	**3,492**	**3,919,322**	**4,272,106**	**7,257,049**	**7,275,574**	**7,404,771**	**7,616,905**	**7,051,987**	**9,091,397**	**9,483,614**	**8,738,613**	**8,761,714**	**10,847,206**	**91,723,750**	**79,600,017**	**12,123,733**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	2,544,643	2,544,643	2,544,643	2,544,643	2,544,643	2,544,643	2,544,643	2,544,643	2,544,643	2,544,643	2,544,643	3,228,673	-	**31,219,746**	27,204,112	(4,015,634)
1175 Teachers' Extra Duty/Stipends	109,281	109,281	109,281	109,281	109,281	109,281	109,281	109,281	109,281	109,281	109,281	109,281	-	**1,311,368**	1,138,295	(173,073)
1200 Pupil Support Salaries	314,022	314,022	314,022	314,022	314,022	314,022	314,022	314,022	314,022	314,022	314,022	397,951	-	**3,852,195**	3,151,215	(700,979)
1300 Administrators' Salaries	227,732	227,732	227,732	227,732	227,732	227,732	227,732	227,732	227,732	227,732	227,732	282,655	-	**2,787,706**	2,426,990	(360,716)
	3,195,678	3,195,678	3,195,678	3,195,678	3,195,678	3,195,678	3,195,678	3,195,678	3,195,678	3,195,678	3,195,678	4,018,560	-	**39,171,015**	**33,920,612**	**(5,250,402)**
Classified Salaries																
2200 Support Salaries	11,057	11,057	11,057	11,057	11,057	11,057	11,057	11,057	11,057	11,057	11,057	14,191	-	**135,817**	131,850	(3,966)
2300 Classified Administrators'	103,511	103,511	103,511	103,511	103,511	103,511	103,511	103,511	103,511	103,511	103,511	131,677	-	**1,270,299**	954,941	(315,358)
2400 Clerical and Office Staff Salaries	72,040	72,040	72,040	72,040	72,040	72,040	72,040	72,040	72,040	72,040	72,040	94,432	-	**886,870**	663,583	(223,288)
	186,608	186,608	186,608	186,608	186,608	186,608	186,608	186,608	186,608	186,608	186,608	240,299	-	**2,292,986**	**1,750,374**	**(542,612)**
Benefits																
3101 STRS	610,375	610,375	610,375	610,375	610,375	610,375	610,375	610,375	610,375	610,375	610,375	767,534	-	**7,481,664**	6,478,837	(1,002,827)
3301 OASDI	23,140	23,140	23,140	23,140	23,140	23,140	23,140	23,140	23,140	23,140	23,140	29,795	-	**284,330**	217,046	(67,284)
3311 Medicare	49,043	49,043	49,043	49,043	49,043	49,043	49,043	49,043	49,043	49,043	49,043	61,751	-	**601,228**	517,229	(83,999)
3401 Health and Welfare	460,319	460,319	460,319	460,319	460,319	460,319	460,319	460,319	460,319	460,319	460,319	460,319	-	**5,523,833**	4,761,210	(762,624)
3501 State Unemployment	6,831	6,831	6,831	6,831	6,831	6,831	34,155	27,324	13,662	6,831	6,831	6,831	-	**136,619**	120,644	(15,976)
3601 Workers' Compensation	47,352	47,352	47,352	47,352	47,352	47,352	47,352	47,352	47,352	47,352	47,352	59,621	-	**580,496**	499,394	(81,102)
3901 Other Benefits	118,381	118,381	118,381	118,381	118,381	118,381	118,381	118,381	118,381	118,381	118,381	149,053	-	**1,451,240**	1,248,485	(202,756)
	1,315,442	1,315,442	1,315,442	1,315,442	1,315,442	1,315,442	1,342,766	1,335,935	1,322,273	1,315,442	1,315,442	1,534,904	-	**16,059,411**	**13,842,844**	**(2,216,567)**
Books and Supplies																
4100 Textbooks and Core Curricula	-	824,310	824,310	824,310	824,310	-	-	-	-	-	-	-	-	**3,297,241**	2,869,250	(427,991)
4200 Books and Other Materials	832	832	832	832	832	-	-	-	-	-	-	-	-	**4,162**	3,622	(540)
4302 School Supplies	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	14,150	-	**169,797**	147,756	(22,040)
4305 Software	225,701	225,701	225,701	225,701	225,701	225,701	225,701	225,701	225,701	225,701	225,701	225,701	-	**2,708,407**	2,356,848	(351,559)
4310 Office Expense	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	9,041	-	**108,495**	94,412	(14,083)
4311 Business Meals	3,274	3,274	3,274	3,274	3,274	3,274	3,274	3,274	3,274	3,274	3,274	3,274	-	**39,292**	34,192	(5,100)
4400 Noncapitalized Equipment	-	338,339	338,339	338,339	338,339	338,339	-	-	-	-	-	-	-	**1,691,696**	1,472,109	(219,587)
	252,998	1,415,648	1,415,648	1,415,648	1,415,648	590,505	252,166	252,166	252,166	252,166	252,166	252,166	-	**8,019,090**	**6,978,190**	**(1,040,900)**

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY28-29

Revised 2/19/26

ADA = 5292.00

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	832,040	832,040	832,040	832,040	832,040	832,040	832,040	832,040	832,040	832,040	832,040	-	**9,152,435**	7,964,423	(1,188,011)
5103 Substitute Teacher	-	322	322	322	322	322	322	322	322	322	322	322	-	**3,540**	3,080	(459)
5105 Security	-	231	231	231	231	231	231	231	231	231	231	231	-	**2,540**	2,210	(330)
5106 Other Educational Consultants	-	-	20,972	20,972	20,972	20,972	20,972	20,972	20,972	20,972	20,972	20,972	-	**209,724**	182,501	(27,223)
	-	832,592	853,565	853,565	853,565	853,565	853,565	853,565	853,565	853,565	853,565	853,565	-	**9,368,238**	**8,152,215**	**(1,216,023)**
Operations and Housekeeping																
5201 Auto and Travel	-	32,321	32,321	32,321	32,321	32,321	32,321	32,321	32,321	32,321	32,321	32,321	-	**355,536**	309,386	(46,150)
5300 Dues & Memberships	18,088	18,088	18,088	18,088	18,088	18,088	18,088	18,088	18,088	18,088	18,088	18,088	-	**217,060**	188,885	(28,175)
5400 Insurance	23,391	23,391	23,391	23,391	23,391	23,391	23,391	23,391	23,391	23,391	23,391	23,391	-	**280,690**	244,255	(36,434)
5501 Utilities	658	658	658	658	658	658	658	658	658	658	658	658	-	**7,901**	6,875	(1,026)
5502 Janitorial Services	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	-	**18,200**	15,838	(2,362)
5900 Communications	51,038	51,038	51,038	51,038	51,038	51,038	51,038	51,038	51,038	51,038	51,038	51,038	-	**612,453**	532,955	(79,498)
5901 Postage and Shipping	-	-	1,573	1,573	1,573	1,573	1,573	1,573	1,573	1,573	1,573	1,573	-	**15,731**	13,689	(2,042)
	94,692	127,013	128,586	128,586	128,586	128,586	128,586	128,586	128,586	128,586	128,586	128,586	-	**1,507,570**	**1,311,883**	**(195,687)**
Facilities, Repairs and Other Leases																
5601 Rent	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	22,027	-	**264,324**	264,324	-
5602 Additional Rent	14,896	14,896	14,896	14,896	14,896	14,896	14,896	14,896	14,896	14,896	14,896	14,896	-	**178,755**	155,553	(23,203)
5603 Equipment Leases	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	1,105	-	**13,262**	11,541	(1,721)
5604 Other Leases	45,236	45,236	45,236	45,236	45,236	45,236	45,236	45,236	45,236	45,236	45,236	45,236	-	**542,827**	472,366	(70,460)
5610 Repairs and Maintenance	506	506	506	506	506	506	506	506	506	506	506	506	-	**6,067**	5,279	(787)
	83,770	83,770	83,770	83,770	83,770	83,770	83,770	83,770	83,770	83,770	83,770	83,770	-	**1,005,235**	**909,063**	**(96,172)**
Professional/Consulting Services																
5801 IT	230,069	230,069	230,069	230,069	230,069	230,069	230,069	230,069	230,069	230,069	230,069	230,069	-	**2,760,834**	2,402,470	(358,364)
5802 Audit & Taxes	-	-	-	17,841	17,841	17,841	-	-	-	-	-	-	-	**53,522**	52,125	(1,397)
5803 Legal	37,949	37,949	37,949	37,949	37,949	37,949	37,949	37,949	37,949	37,949	37,949	37,949	-	**455,390**	396,279	(59,111)
5804 Professional Development	-	-	41,112	41,112	41,112	41,112	41,112	41,112	41,112	41,112	41,112	41,112	-	**411,123**	357,758	(53,365)
5805 General Consulting	-	-	34,890	34,890	34,890	34,890	34,890	34,890	34,890	34,890	34,890	34,890	-	**348,905**	303,616	(45,289)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	132,550	132,550	132,550	-	-	-	**397,650**	346,034	(51,616)
5807 Bank Charges	-	-	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	1,672	-	**16,719**	14,549	(2,170)
5808 Printing	-	-	14	14	14	14	14	14	14	14	14	14	-	**141**	123	(18)
5809 Other taxes and fees	-	-	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	3,816	-	**38,164**	33,210	(4,954)
5810 Payroll Service Fee	265	265	265	265	265	265	265	265	265	265	265	265	-	**3,174**	2,762	(412)
5811 Back Office Service Fee	150,718	150,718	150,718	150,718	150,718	150,718	150,718	150,718	150,718	150,718	150,718	150,718	-	**1,808,621**	1,573,857	(234,764)
5812 District Oversight Fee	-	35,382	35,382	65,739	63,688	63,688	65,739	63,688	80,555	83,546	80,555	80,555	84,280	**802,799**	695,770	(107,029)
5814 SPED Encroachment	-	11,327	11,327	20,389	20,389	20,389	20,389	20,389	20,389	20,389	20,389	20,389	40,061	**246,221**	213,936	(32,285)
5815 Public Relations/Recruitment	-	-	102,957	102,957	102,957	102,957	102,957	102,957	102,957	102,957	102,957	102,957	-	**1,029,572**	895,931	(133,641)
	419,002	465,712	650,174	707,433	705,383	705,383	689,593	820,092	836,958	839,950	704,408	704,408	124,342	**8,372,836**	**7,288,420**	**(1,084,416)**
Depreciation																
6900 Depreciation Expense	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	-	**32,638**	31,786	(852)
	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	-	**32,638**	**31,786**	**(852)**
Interest																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**5,550,909**	**7,625,182**	**7,832,190**	**7,889,449**	**7,887,398**	**7,062,255**	**6,735,450**	**6,859,118**	**6,862,323**	**6,858,483**	**6,722,942**	**7,818,978**	**124,342**	**85,829,019**	**74,185,387**	**(11,643,631)**
Monthly Surplus (Deficit)	**(5,547,417)**	**(3,705,859)**	**(3,560,084)**	**(632,399)**	**(611,824)**	**342,515**	**881,455**	**192,868**	**2,229,074**	**2,625,131**	**2,015,671**	**942,736**	**10,722,864**	**5,894,731**	**5,414,630**	**480,101**

FY26-27 California Online Public Schools - Orange County

Monthly Cash Flow/Forecast FY28-29

Revised 2/19/26

ADA = 5292.00

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(5,547,417)	(3,705,859)	(3,560,084)	(632,399)	(611,824)	342,515	881,455	192,868	2,229,074	2,625,131	2,015,671	942,736	10,722,864	**5,894,731**		
Cash flows from operating activities																
Depreciation/Amortization	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	-	**32,638**		
Public Funding Receivables	7,433,456	-	643,076	-	-	-	1,500,289	-	-	-	-	-	(10,847,206)	**(1,270,385)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	(1,500,000)	-	**(1,500,000)**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(109,584)	-	-	-	-	-	-	-	-	-	-	-	124,342	**14,758**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	1,779,175	(3,703,140)	(2,914,288)	(629,680)	(609,104)	345,235	2,384,464	195,588	2,231,794	2,627,851	2,018,391	(554,544)				
Cash, Beginning of Month	11,917,488	13,696,664	9,993,524	7,079,237	6,449,557	5,840,453	6,185,687	8,570,151	8,765,739	10,997,533	13,625,384	15,643,775				
Cash, End of Month	**13,696,664**	**9,993,524**	**7,079,237**	**6,449,557**	**5,840,453**	**6,185,687**	**8,570,151**	**8,765,739**	**10,997,533**	**13,625,384**	**15,643,775**	**15,089,230**				

Coversheet

Approval of Education Protection Account Resolution and Budgets (attached)

Section:	VI. Action Items
Item:	Q. Approval of Education Protection Account Resolution and Budgets (attached)
Purpose:	Vote
Submitted by:	
Related Material:	260609 EPA BIM - CalOPS.pdf FY27_CalOPS Education Protection Account (EPA)_6.2.26.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Education Protection Account Resolution

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Policy
Date: 6/5/25
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): State Requirement
Decision Type (Action Item, Information Only, etc.): Action

Background (Brief Summary of Background Information):

The Education Protection Account (EPA) was established as part of Proposition 30, the Schools and Local Public Safety Protection Act, approved by California voters in November 2012. The primary aim of the EPA is to provide financial stability and protect funding for Califorina's public education system. Funds are distributed to California public schools quarterly. EPA funds must not be spent on administrative activities, but rather must be spent on instructional expenditures. Each school is required to outline how EPA funds will be spent at a public meeting of the governing board annually. Upon board approval, the spending plan must be posted on the school's website. After final expenditures have occurred, those amounts must also be posted on the website. What follows in the board documents are the proposed spending plan for the EPA funding that we have received for each of the California Online Public Schools.

Rationale (Why is this important and why is this coming to the Board):

To outline how California Online Public Schools and each of its schools has used the EPA funds for the years 2012-13 through 2025-56, and what the plan is to use the funds during 2026-27.

Evidence of Due Diligence:
Prepared by Charter Impact under the guidance of CalOPS leadership.

Fiscal Impact:
None, all elements have been incorporated into the overall budget and will be spent, tracked and reported accurately.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Prepared/Recommended/Approved By: LaChelle

CalOPS 2026-27 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
2026-27 Education Protection Account
Projected Expenditures through: June 30, 2027
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	CalOPS - Total	CalOPS - Orange County	CalOPS - Central Valley	CalOPS - Northern California	CalOPS - North Bay	CalOPS - Monterey Bay	CalOPS - Central Coast
AMOUNT AVAILABLE FOR THIS FISCAL YEAR								
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Revenue Limit Sources	8010-8099	9,233,253.00	820,250.00	3,073,579.00	5,148,737.00	40,704.00	112,603.00	37,380.00
Federal Revenue	8100-8299	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources and Contributions	8900-8999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL AVAILABLE		9,233,253.00	820,250.00	3,073,579.00	5,148,737.00	40,704.00	112,603.00	37,380.00
EXPENDITURES AND OTHER FINANCING USES								
(Objects 1000-7999)	**Function Codes**							
Instruction	1000-1999	9,233,253.00	820,250.00	3,073,579.00	5,148,737.00	40,704.00	112,603.00	37,380.00
Instruction-Related Services								
Instructional Supervision and Administration	2100-2150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AU of a Multidistrict SELPA	2200	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instructional Library, Media, and Technology	2420	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Instructional Resources	2490-2495	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Administration	2700	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pupil Services								
Guidance and Counseling Services	3110	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Psychological Services	3120	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Attendance and Social Work Services	3130	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Health Services	3140	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Speech Pathology and Audiology Services	3150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pupil Testing Services	3160	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pupil Transportation	3600	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Food Services	3700	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Pupil Services	3900	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Ancillary Services	4000-4999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community Services	5000-5999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Enterprise	6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Administration	7000-7999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Plant Services	8000-8999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	9000-9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		9,233,253.00	820,250.00	3,073,579.00	5,148,737.00	40,704.00	112,603.00	37,380.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00	0.00	0.00	0.00	0.00	0.00	0.00

Coversheet

Approval of Spring Consolidated Applications (attached)

Section:	VI. Action Items
Item:	R. Approval of Spring Consolidated Applications (attached)
Purpose:	Vote
Submitted by:	
Related Material:	260609 Spring Consolidated Application BIM - CalOPS.pdf FY27-CalOPS Spring Con App_Consolidated.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Spring Consolidated Application (ConApp)

Category (Contract Approval, Policy, Personnel, General Approval. etc.): Approval
Date: 6/5/25
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): State Requirement
Decision Type (Action Item, Information Only, etc.): Action

Background (Brief Summary of Background Information):

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, typically from mid-May to the end of June, each local educational agency (LEA), using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp. The spring release documents participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Rationale (Why is this important and why is this coming to the Board):

The Spring ConApp report covers data reporting for FY24-25, FY25-26 and the application for FY26-27.

Evidence of Due Diligence:
Charter Impact reviewed the prior year ConApp reports and data in preparation of the latest Spring ConApp report.

Fiscal Impact:
This is the application for Title funds.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable): Approval

Prepared/Recommended/Approved By:

California Department of Education **Consolidated Application**

California Online Public Schools Southern California (30 66464 0106765)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 1:51 PM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$120,579
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$120,579

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$120,579

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.25

Homeless Liaison Training Information

*****Warning*****
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/23/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$958,957
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$1,182

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$1,182
Homeless services provided (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

California Online Public Schools Southern California (30 66464 0106765)

Status: None
Date: None

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****
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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	08/10/2023
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance

Warning
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2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Southern California (30 66464 0106765)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 1:30 PM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Central Coast (42 75010 0138891)

Status: Draft
Saved by: charter impact
Date: 5/21/2026 10:02 AM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$4,035
Transferred–in amount	$0
Transferred–out amount	$0
2024–25 Total allocation	$4,035

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$941
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$941
2024–25 Unspent funds	$3,094

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Central Coast (42 75010 0138891)

Status: Draft
Saved by: charter impact
Date: 5/21/2026 10:08 AM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$2,838
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$2,838

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$2,838

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@californiaops.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/10/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$21,733
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$217

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools Central Coast (42 75010 0138891)

Status: Draft
Saved by: charter impact
Date: 5/21/2026 9:58 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Central Coast (42 75010 0138891)

Status: Draft
Saved by: charter impact
Date: 5/21/2026 9:59 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Central Coast (42 75010 0138891)

Status: Draft
Saved by: charter impact
Date: 5/21/2026 10:00 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools Central Valley (54 71803 0112458)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 10:59 AM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$31,537
Transferred–in amount	$0
Transferred–out amount	$0
2024–25 Total allocation	$31,537

Professional Development Expenditures

Professional development for teachers	$6,012
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$6,012
2024–25 Unspent funds	$25,525

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Central Valley (54 71803 0112458)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 11:02 AM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$27,056
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$27,056

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$27,056

Warning
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.04

Homeless Liaison Training Information

*****Warning*****
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	05/24/2022
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$226,702
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$224

*****Warning*****
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$224
Homeless services provided (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****
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California Department of Education **Consolidated Application**

California Online Public Schools Central Valley (54 71803 0112458)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 10:47 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Title	Director of Business Services

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools Central Valley (54 71803 0112458)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 10:48 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools Central Valley (54 71803 0112458)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 10:49 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Monterey Bay (44 75432 0139410)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 12:51 PM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$14,256
Transferred–in amount	$0
Transferred–out amount	$0
2024–25 Total allocation	$14,256

Professional Development Expenditures

Professional development for teachers	$3,742
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$3,742
2024–25 Unspent funds	$10,514

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools Monterey Bay (44 75432 0139410)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 12:52 PM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$10,647
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$10,647

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$10,647

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@californiaops.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$73,652
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$736

*****Warning*****
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$736
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools Monterey Bay (44 75432 0139410)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 12:44 PM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Monterey Bay (44 75432 0139410)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 12:46 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools North Bay (17 64055 0129601)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 4:15 PM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$5,400
Transferred–in amount	$0
Transferred–out amount	$0
2024–25 Total allocation	$5,400

Professional Development Expenditures

Professional development for teachers	$1,178
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$1,178
2024–25 Unspent funds	$4,222

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools North Bay (17 64055 0129601)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 4:18 PM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$4,454
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$4,454

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$4,454

Warning
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/10/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$36,305
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$39
Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$39

Warning
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless services provided (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools North Bay (17 64055 0129601)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 4:11 PM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools North Bay (17 64055 0129601)

Status: Draft
Saved by: charter impact
Date: 6/2/2026 3:28 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

California Online Public Schools North Bay (17 64055 0129601)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 4:13 PM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Northern California (39 68650 0125849)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:27 PM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$54,754
Transferred–in amount	$0
Transferred–out amount	$0
2024–25 Total allocation	$54,754

Professional Development Expenditures

Professional development for teachers	$12,430
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$12,430
2024–25 Unspent funds	$42,324

Warning
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California Department of Education **Consolidated Application**

California Online Public Schools Northern California (39 68650 0125849)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:52 PM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$43,689
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$43,689

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$43,689

Warning
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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@californiaops.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

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2025–26 Homeless Education Policy, Requirements, and Implementation

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Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/10/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$301,246
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$425

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2025–26 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$425
Homeless services provided (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

California Online Public Schools Northern California (39 68650 0125849)

Status: Draft
Saved by: charter impact
Date: 5/22/2026 3:57 PM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance
Authorized Representative's Signature Date	
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	LaChelle Carter
Authorized Representative's Title	Director of Finance

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2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Coversheet

Approval of Stipend (attached)

Section: VI. Action Items
Item: S. Approval of Stipend (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS_20June_202026_20Stipend_20BIM_20-_20CalOPS.pdf

California Online Public Schools

Board Information Memo

SUBJECT: Stipend for CalOPS Staff

Category (Contract Approval, Policy, Personnel, General Approval. etc.): General Approval
Date: 6/9/26
Reason for Board Consideration (Fiscal Policy, State Requirement, etc.): Fiscal Policy
Decision Type (Action Item, Information Only, etc.): Consent Item

Background (Brief Summary of Background Information):
Our organization endured a significant transition in the 2024-2025 school year. The planning for this transition began years before the 2024-2025 school year, and continues to this day. The staff is to be lauded for their hard work and commitment to this transition. Every single activity performed by every single staff member changed when we began the 2024-2025 school year. Additionally, we have seen significant gains in two areas from the transition start to date. Our state test scores are amongst the highest they have ever been and our enrollment continues to increase.

For the purpose of honoring the hard work and dedication of the staff throughout this transition, California Online Public School proposes a 15% one-time off schedule transition stipend for all its employees, active as of 6-1-26. The projected pay date for this one-time 15% transition stipend will be 6-25-26.

Rationale (Why is this important and why is this coming to the Board):
The CalOPS Administrative Team is keenly interested in honoring the work of all staff. We feel that this transition stipend will help to honor the work of CalOPS staff. We are in a fiscal position to provide this stipend due in large part to all of the hard work and pro-active approach by many of our staff members and their focus on meeting the needs of every child that comes our way and thus accomplishing our enrollment goals. We now have a steady pipeline of families interested in our program and we feel we are in a healthy enough fiscal position to offer this transition bonus to our staff. In addition, we need to ensure that our fiscal budget helps us meet the demands of the 80/40 test. The best way for us to meet this need is to offer a stipend of this magnitude.

Evidence of Due Diligence:
CalOPS staff and Charter Impact have analyzed the budget thoroughly, and now that the 2nd Interim has concluded along with the Governor's May "revise" to the state budget, we have identified the revenue within our current budget that can be used to issue this transition stipend to our staff.

California Online Public Schools

Fiscal Impact:

	TOTAL			
	Enrollment	**7,968**	**7,968**	**0**
	ADA	**8,269**	**8,269**	**0**
		No Stipend	**15% Stipend**	**$ Variance**
Revenue	State Aid-Rev Limit	$ 111,739,345	$ 111,739,345	$0
	Federal Revenue	3,049,989	3,049,989	$0
	Other State Revenue	20,349,222	20,349,222	$0
	Other Local Revenue	6,766,290	6,766,290	$0
	Total Revenue	**$ 141,904,845**	**$ 141,904,845**	**$0**
Expenses	Certificated Salaries	$ 53,027,437	$ 60,529,907	($7,502,471)
	Classified Salaries	2,768,389	3,219,498	($451,109)
	Benefits	21,029,468	23,006,311	($1,976,843)
	Books and Supplies	11,904,154	11,904,154	$0
	Subagreement Services	13,231,571	13,231,571	$0
	Operations	1,935,458	1,935,458	$0
	Facilities	1,543,738	1,543,738	$0
	Professional Services	12,644,185	12,644,185	$0
	Depreciation	45,697	45,697	$0
	Interest	0	0	$0
	Total Expenses	**$ 118,130,097**	**$ 128,060,520**	**($9,930,423)**
Full Year	**Total Surplus(Deficit)**	**$ 23,774,748**	**$ 13,844,326**	**$ 9,930,423**
	As a % of Annual Expenses	20.1%	10.8%	
	Beginning Fund Balance (as of 7/1)	$ 27,648,218	27,648,218	$0
	Ending Fund Balance (as of 6/30)	**$ 51,422,966**	**$ 41,492,544**	**$9,930,423**
	YE Cash	**$ 42,102,370**	**$ 32,171,947**	**$ 9,930,423**

The table shows that the total cost to the organization for the 15% Transition Stipend is $9,930,423.

Potential Conflicts of Interest: N/A

Recommendation/Board Action (if applicable):
Motion to approve

Prepared/Recommended/Approved By: Richard Savage, Co-Superintendent

Coversheet

Board Approval/Ratification of Compensation Comparability Study for Co-Superintendent of Finance, Educational Services, and Student Services Position (attached)

Section: VIII. Action Items Continued
Item: A. Board Approval/Ratification of Compensation Comparability Study for Co-Superintendent of Finance, Educational Services, and Student Services Position (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Compensation Study 2026 (4918-2486-1838.v4).pdf

Compensation Comparability Study

California Online Public Schools
Co-Superintendent Model (2026-2027 School year)

Prior to Board action to approve any decisions regarding executive compensation, including approval of base salary, stipends, incentive compensation, or other forms of cash compensation, the Governing Board must exercise due diligence through a review of comparable compensation practices. This review is intended to ensure compliance with Internal Revenue Service (IRS) restrictions on excess compensation applicable to nonprofit executives, including charter school superintendents.

The Board's review and approval of executive compensation occurs at the following points:

- Upon initial hiring of an executive officer;
- Whenever the term of employment is renewed or extended; and
- Whenever the executive's compensation is modified.

This Executive Compensation Comparability Study is prepared to support the Board's due diligence obligations and to establish a rebuttable presumption of reasonableness under Section 4958 of the Internal Revenue Code. In accordance with IRS guidance, the Board's determination relies on appropriate comparability data, is made by individuals without conflicts of interest, and is contemporaneously documented. Comparable compensation information reviewed includes publicly available IRS Form 990 filings, board-approved employment agreements, reports from the State Controller's Office, and board-approved salary schedules.

Overview
California Online Public Schools operates as a district-level Local Educational Agency (LEA) overseeing six schools, serving approximately 9,000 students, with an annual operating budget of approximately $114.6 million. The Superintendent role carries districtwide responsibility for academic programs, fiscal oversight, operations, compliance, and organizational leadership comparable to small-to-mid-size California unified school districts and large charter LEAs.

For the 2026-2027 school year, California Online Public Schools will operate under a Co-Superintendent leadership model effective July 1, 2026 - June 30, 2027.

Dr. Richard Savage - **Co-Superintendent,Operations, Human Resources, Business Services**

- Base Salary: $329,303.06 (annualized)
- Board-approved stipends:
    - Doctorate stipend: $5,000 annually
    - Internet stipend: $30 per month
    - Medical opt-out stipend: $500 per month

Dr. Richie Romero - Co-Superintendent, Finance, Educational Services, Student Services

- Base Salary: $329,303.066 (annualized)
- Board-approved stipends:
    - Doctorate stipend: $5,000 annually

o Internet stipend: $30 per month

o Cell phone stipend: $40 per month

The Co-Superintendent model is a temporary leadership structure, and any associated stipends are limited in duration and scope.

The following is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in comparable California educational organizations. Compensation figures were derived from publicly available governing board documents, including board-approved employment agreements and salary schedules, as well as from publicly available Internal Revenue Service Form 990 filings for applicable nonprofit charter organizations, using the most recent filings available at the time of review. For governmental entities, compensation figures were derived from board-approved superintendent employment agreements, publicly posted governing board materials, and compensation reports from the State Controller's Office.

Peer organizations were selected to reflect similarities in organizational scope, governance structure, enrollment scale, and executive leadership responsibilities.This approach is intended to provide a reasonable and representative comparison set for purposes of evaluating executive compensation at the district-level.

Peer Benchmark Table - Superintendent/ Executive Director Compensation

Organization	Enrollment/ Annual Budget (Approx.)	Role	Board-Approved Total Cash Compensation
Pleasanton Unified School District	~14,700 students/ ~$260M	Superintendent	$345,000 base salary (2025-26)
Newark Unified School District	~6,900 students/ ~$120M	Superintendent	$270,000 base salary
Sage Oak Charter Schools	~8,000-9,000 students/ ~$100M+	Superintendent of Schools	$294,091-$344,045 salary schedule range (FY 2025-26); placement documented $63,582 retirement and health contribution

Highlands Community Charter & Technical Schools	~1,500-2,000 students	Executive Director	$316,378 base salary $57,094 retirement and health contribution
Castro Valley Unified	~9,570 students	Superintendent	$408,772 base salary $78,341 retirement and health contribution

Of the educational leaders sampled, the average base salary is approximately $331,844, ranging from approximately $270,000 to $408,772.

Compensation levels vary based on multiple factors, including organizational size and budget, districtwide versus network-level scope of responsibility,years of experience, tenure in role, student population served, staff size, and geographic labor market. Certain peer data points are included for contextual reference only and were not annualized or incorporated into summary calculations where differences in organizational scale or role structure would materially distort the analysis.

Peer compensation reviewed reflects annual cash compensation levels generally ranging from the high $200,000s to low-$400,000s for district and charter LEA executive leadership roles. Within this context, the Co-Superintendent compensation structure falls within the observed market range and is further supported by the shared leadership model, including that the performance of duties typically performed by other executives (such as COOs, CBOs, etc.), and the temporary nature of the arrangement.

Accordingly, based on the compensation comparability review conducted, the Board may



reasonably conclude that the proposed compensation structure is fair, reasonable and consistent with market practices for similarly situated executives, reflects prudent fiscal stewardship, aligns with prevailing market norms, and supports leadership continuity and organizational stability.



Appendix A - Public Source Documents

Pleasanton Unified School District

Superintendent Employment Agreement (2025-26)

https://resources.finalsite.net/images/v1751333331/pleasantonusdnet/qrlegwxr2mbtnbqrbazi/MGhyselsPUSDSuperintendentContract7125-63027Fina .pdf

IRS Form 990: Not applicable. Pleasanton Unified School District is a governmental entity and does not file IRS Form

990.

Newark Unified School District

Superintendent Employment Agreement

https://go.boarddocs.com/ca/nusd/Board.nsf/fi es/CREQQ8693AE0/%24fi e/Superintendent%20Contract Penelope%20Deleon.pdf

IRS Form 990: Not applicable. Newark Unified School District is a governmental entity and does not file IRS Form
990.

Sage Oak Charter Schools

Superintendent Salary Schedule (FY 2025-26) and Board Agenda Materials

https://app2.boardontrack.com/org/pQABiM/attachment/publicDownload/453885?s=pQABiM

IRS Form 990:
https:/!projects.propublica.orglnonprofits!organizations/ 4 74121914/202530859349301653/full

Highlands Community Charter & Technical Schools

Executive Director Employment Agreement

https://hccts.community.diligentoneplatform.com/document/d4096f5c-f28d-44c 1-b369-4b111a506560

IRS Form 990:
https://projects.propublica.org!nonprofits/organizations/ 46119096 7/20252135 9349306852/I RS990

Castro Valley Unified

Compensation reported to the State Controller's Office
https://publicpay.ca.gov/Reports/K-12/K-12Entity.aspx?entityid=6301&year=2024

Coversheet

Board Approval/Ratification of Compensation Comparability Study for Co-Superintendent of Operations, Human Resources and Business Services Position (attached)

Section: VIII. Action Items Continued
Item: C. Board Approval/Ratification of Compensation Comparability Study for Co-Superintendent of Operations, Human Resources and Business Services Position (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Compensation Study 2026 (4918-2486-1838.v4).pdf

Compensation Comparability Study

California Online Public Schools
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    - Internet stipend: $30 per month
    - Medical opt-out stipend: $500 per month

Dr. Richie Romero - Co-Superintendent, Finance, Educational Services, Student Services

- Base Salary: $329,303.066 (annualized)
- Board-approved stipends:
    - Doctorate stipend: $5,000 annually

o Internet stipend: $30 per month

o Cell phone stipend: $40 per month

The Co-Superintendent model is a temporary leadership structure, and any associated stipends are limited in duration and scope.

The following is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in comparable California educational organizations. Compensation figures were derived from publicly available governing board documents, including board-approved employment agreements and salary schedules, as well as from publicly available Internal Revenue Service Form 990 filings for applicable nonprofit charter organizations, using the most recent filings available at the time of review. For governmental entities, compensation figures were derived from board-approved superintendent employment agreements, publicly posted governing board materials, and compensation reports from the State Controller's Office.

Peer organizations were selected to reflect similarities in organizational scope, governance structure, enrollment scale, and executive leadership responsibilities.This approach is intended to provide a reasonable and representative comparison set for purposes of evaluating executive compensation at the district-level.

Peer Benchmark Table - Superintendent/ Executive Director Compensation

Organization	Enrollment/ Annual Budget (Approx.)	Role	Board-Approved Total Cash Compensation
Pleasanton Unified School District	~14,700 students/ ~$260M	Superintendent	$345,000 base salary (2025-26)
Newark Unified School District	~6,900 students/ ~$120M	Superintendent	$270,000 base salary
Sage Oak Charter Schools	~8,000-9,000 students/ ~$100M+	Superintendent of Schools	$294,091-$344,045 salary schedule range (FY 2025-26); placement documented $63,582 retirement and health contribution

Highlands Community Charter & Technical Schools	~1,500-2,000 students	Executive Director	$316,378 base salary $57,094 retirement and health contribution
Castro Valley Unified	~9,570 students	Superintendent	$408,772 base salary $78,341 retirement and health contribution

Of the educational leaders sampled, the average base salary is approximately $331,844, ranging from approximately $270,000 to $408,772.

Compensation levels vary based on multiple factors, including organizational size and budget, districtwide versus network-level scope of responsibility,years of experience, tenure in role, student population served, staff size, and geographic labor market. Certain peer data points are included for contextual reference only and were not annualized or incorporated into summary calculations where differences in organizational scale or role structure would materially distort the analysis.

Peer compensation reviewed reflects annual cash compensation levels generally ranging from the high $200,000s to low-$400,000s for district and charter LEA executive leadership roles. Within this context, the Co-Superintendent compensation structure falls within the observed market range and is further supported by the shared leadership model, including that the performance of duties typically performed by other executives (such as COOs, CBOs, etc.), and the temporary nature of the arrangement.

Accordingly, based on the compensation comparability review conducted, the Board may



reasonably conclude that the proposed compensation structure is fair, reasonable and consistent with market practices for similarly situated executives, reflects prudent fiscal stewardship, aligns with prevailing market norms, and supports leadership continuity and organizational stability.

California Online
Public Schools

Appendix A - Public Source Documents

Pleasanton Unified School District

Superintendent Employment Agreement (2025-26)

https://resources.finalsite.net/images/v1751333331/pleasantonusdnet/qrlegwxr2mbtnbqrbazi/MGhyselsPUSDSuperintendentContract7125-63027Fina .pdf

IRS Form 990: Not applicable. Pleasanton Unified School District is a governmental entity and does not file IRS Form

990.

Newark Unified School District

Superintendent Employment Agreement

https://go.boarddocs.com/ca/nusd/Board.nsf/fi es/CREQQ8693AE0/%24fi e/Superintendent%20Contract Penelope%20Deleon.pdf

IRS Form 990: Not applicable. Newark Unified School District is a governmental entity and does not file IRS Form
990.

Sage Oak Charter Schools

Superintendent Salary Schedule (FY 2025-26) and Board Agenda Materials

https://app2.boardontrack.com/org/pQABiM/attachment/publicDownload/453885?s=pQABiM

IRS Form 990:
https:/!projects.propublica.orglnonprofits!organizations/ 4 74121914/202530859349301653/full

Highlands Community Charter & Technical Schools

Executive Director Employment Agreement

https://hccts.community.diligentoneplatform.com/document/d4096f5c-f28d-44c 1-b369-4b111a506560

IRS Form 990:
https://projects.propublica.org!nonprofits/organizations/ 46119096 7/20252135 9349306852/I RS990

Castro Valley Unified

Compensation reported to the State Controller's Office
https://publicpay.ca.gov/Reports/K-12/K-12Entity.aspx?entityid=6301&year=2024