

TACMO Board Meeting - April 22, 2025 Agenda

April 22, 2025 6:30pm - 8:30pm

Blue Oak Academy (Multi-Purpose Room) and Sycamore Valley Academy (Multi-Purpose Room) In order to ensure that members of the public are provided a meaningful opportunity to address the Board on nonagenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening, many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconferenced meeting shall be by roll call.

If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent at dball@theacademiescharters.org and the complete packet will be shared electronically.

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 and (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1. OPENING BUSINESS

6:30pm

1.1. ADA ACCOMMODATIONS

11.1 This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1.1.2 If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

1.2. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

1.3. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.3.1 General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.4. ADJOURN TO CLOSED SESSION

1.5. CALL PUBLIC SESSION TO ORDER

2. CLOSED SESSION

2.1. There are no Closed Session items to include this evening.

3. REGULAR SESSION RECONVENED

3.1. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

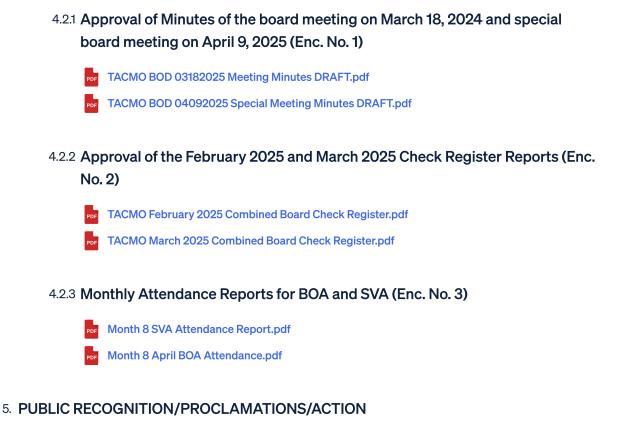
3.3. CALL PUBLIC SESSION TO ORDER

4. CONSENT AGENDA

4.1. ADMINISTRATIVE SERVICES

4.1.1 There are no Administrative Services items to discuss this evening.

4.2. SUPERINTENDENT'S OFFICE



5.1. There are no Public Recognition/Proclamations items to include this evening.

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1 There are no Program Update items to include this evening.

6.2. Board Development

6.2.1 There are no Board Development items to include this evening.

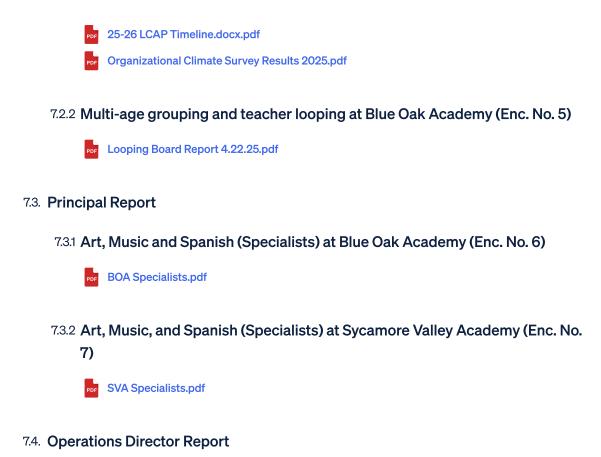
7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1. Board Member Report

7.2. Superintendent Report

7.2.1 Summary of 2024-25 Organizational Climate Survey Data (Enc. No. 4)



7.5. Human Resources Director Report

7.6. Teacher Representative Report

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

9.1. Monthly Financials Presentation (Enc. No. 8) ACTION



PDF TACMO April 25 Board Presentation-FY25 March.pdf

9.2. UCSF Multitudes Dyslexia Screener for Blue Oak Academy and Sycamore Valley Academy (Enc. No. 9) ACTION



CA Public School Multitudes Terms and Conditions (1)-48-static.pdf

9.3. DRAFT School Bus Monitor Job Description (Enc. No. 10) ACTION

DRAFT School Bus Monitor Job Description_CMO (rev. 04-2025, eff. 07-2025).pdf

9.4. DRAFT Behavior Technician Aide Job Description revision (Enc. No 11) ACTION

DRAFT Behavior Technician Aide Job Description 2025_CMO (rev. 04-2025, eff. 07-2025).pdf

9.5. Consolidation and Restructuring of Classified Instructional Support Positions (Enc. No. 12) ACTION

Enclosure includes a proposal summary cover page, followed by the current job descriptions and the newly proposed job descriptions for board review.



Consolidation and Restructuring of Aide Roles_Enclosure Packet.pdf

10. ADJOURNMENT

- 10.1. Request for future Board Agenda items
- 10.2. The next The Academies CMO board meeting: May 20, 2025 at 6:30 PM.

END 8:30pm



TACMO BOARD MEETING MARCH 18, 2025

Minutes



TUESDAY, MARCH 18, 2025 6:30 PM – 8:30 PM PDT

Blue Oak Academy (Multi-purpose Room & Sycamore Valley Academy (Multi-purpose Room)

IN ATTENDANCE:

Mary Aceves, Donya Ball, Sheridyn Blain, Shauna Dolin, Cristina Gutierrez, Corey Morse, Stacey Nelson, Harold Rollin, Staci Soares, Mackenzie Souza, Alex Tietjen, Alexis Vance

1. OPENING BUSINESS

Others in attendance: John Alvares, Gina Ananian, Brianna Bakke, Devon Enos, Justine Esquivel, Erica Galindo, Janell Geiger, Kristina Gravitt, Jocelyn Hendershot, Cristina Johnson, Jacob Martinez, Shannon McMahon, Meagan Miller, Lori Poggione, Judah Tanner, Lauren Ventura, Stephanie Villarreal, Tina Weeaks, Laurie

1.1 CALL PUBLIC SESSION TO ORDER

Tietjen called the meeting to order at 6:30 PM.

1.2 ADA ACCOMMODATIONS

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

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1.3 IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

Tietjen identified item 2.1.

1.4 PUBLIC COMMENT ON CLOSED SESSION TOPICS

General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

1.5 ADJOURN TO CLOSED SESSION

Tietjen adjourned to closed session at 6:31 PM.

2. CLOSED SESSION

2.1 PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Instructional Aide, After School Program Aide

3. REGULAR SESSION RECONVENED

Tietjen reconvened public session at 6:37 PM.

3.1 REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Tietjen reported the board voted 5-0 to approve the following hires and appointments: Instructional Aide, After School Program Aide

3.2 General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

4. CONSENT AGENDA

Tietjen identified items 4.1 & 4.2. Items were approved by general consent.

4.1 ADMINISTRATIVE SERVICES

There are no Administrative Services items to discuss this evening.

4.2 SUPERINTENDENT'S OFFICE

4.2.1 Approval of Minutes of the board meeting on February 18, 2025 (Enc. No. 1)

4.2.2 Approval of the January 2024 Check Register Report (Enc. No. 2)

4.2.3 Monthly Attendance Reports for BOA and SVA (Enc. No. 3)

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

5.1 There are no Public Recognition/Proclamations items to include this evening.

6. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

7.1 Program Update

7.1.1 There are no Program Update items to include this evening.

7.2 Board Development

7.2.1 2025 TACMO Board Self-Evaluation Results (Enc. No. 4)

Dr. Ball reported this is an annual process to show how we are meeting our own expectations. Board members requested more time to discuss items prior to the meeting in the future: office hours, phone calls, etc. Event attendance is an area the Board feels they could improve upon.

7.3 Board Member Report

Aceves: Nothing to report

Gutierrez: Nothing to report

Blain: Apologized for missing the prior month's meeting due to illness.

Rollin: Reported attending the 1st game for Sycamore Valley Academy's baseball team. The team lost but appeared to have a good time. Rollin acknowledged the efforts of everyone involved: Principal, Corey Morse; Vice Principal, Mackenzie Souza; the coaches; Bryce Hernandez; the Blackmon's.

Tietjen: Reported attending Blue Oak Academy's school musical and thought it was fantastic.

7.4 Teacher Representative Reports for Blue Oak Academy and Sycamore Valley Academy

Janell Geiger reported on the current project-based learning projects happening at Sycamore Valley Academy: 2nd/3rd grade hosted a wax museum, researched and prepared speeches, wrote biographies, and visited the fire station. 4th/5th grades studied the Bill of Rights, selected an amendment and wrote a persuasive essay, and studied animals in science. Middle School worked on hexagonal thinking and connecting ideas with evidence, argumentative writing; 6th/7th grades worked on Roman & Medieval inventions to solve modern problems; 8th grade worked on systems of government and a model UN project.

7.4.1 Multi-Age Grouping and Looping at Blue Oak Academy (Enc. No. 5)

Dr. Ball introduced the topic and a request coming from the teachers at Blue Oak Academy.

Jocelyn Hendershot reported this is a request teachers have been bringing up for several years in which the teachers are unanimously in favor. Hendershot went over the enclosure that included data on multi-age grouping and looping and discussed the benefits to students and teachers.

Soares noted BOA is only looking to change to the looping model for 2nd and 3rdgrades for the 2025-26 school year, then possibly 4th and 5th grades in the future if the change goes well. This option is currently only available to offer at Blue Oak Academy because of campus size and space.

The board had several questions and discussion ensued.

Aceves questioned how we are bringing equality across both schools. Tietjen requested to bring the topic back for the April Board Meeting for more discussion, asked for more data to be presented, and possibly soliciting parent feedback.

7.5 Human Resources Director Report

7.5.1 Proposed 2025-26 Teacher Salary Schedule (Enc. No. 6)

Dr. Ball introduced the topic and let the Board know this request is coming from teachers for alignment with competitive districts. TCOE helped in developing the draft schedule.

Dolin presented the enclosure. We worked with five other districts with comparable sized schools while creating the draft. If the schedule is adopted, we intend to ask for TCOEs assistance with transcript review to ensure accuracy. Dolin went over the changes including step increases and column placement. Blain expressed gratitude to Dolin for the work put into this draft schedule. Dr. Ball reported the next steps will be working with EdTec for preliminary budgeting.

7.6 Operations Director Report

There was no report this evening.

7.7 Principal Reports

7.7.1 CARE4 at Blue Oak Academy (Enc. No. 7)

Vice Principal, Alexis Vance, reported meeting with outside behavior specialists before re-launching CARE4 to get all involved on the same page. Vance clarified why we moved to CARE4 instead of the previously adopted CORE4. Incentive programs such as Innovator of the Week and monthly Innovator awards have proved successful. Vance showed a video created by BOA students with help from Mrs. Gravitt and reported behavior incidents have decreased. Gutierrez thanked the Vice Principals for their reports and requested Trimester 3 data regarding behavior incidents to be discussed at a future meeting. Blain requested pushing out the positive news regarding the decrease of behavior incidents to families.

7.7.2 CARE4 at Sycamore Valley Academy (Enc. No. 8)

Vice Principal, Mackenzie Souza, reported how they have been supporting their teachers with the re-launch of CARE4: weekly resources shared through Padlet, posters in all classrooms and cafeteria, ParentSquare, parent forums. Incentive

programs such as the Explorer Games, CARE4 tickets, leadership produced videos. Souza reported the data is showing a positive impact in behavior incidents shown by the decrease from Trimester 1 to Trimester 2. Next steps will include a student survey and a parent survey.

7.8 Superintendent Report

7.8.1 AB 3216 Phone Free School Act: Parent & Student Feedback and Draft Policy(Enc. No. 9)

Dr. Ball gave an update on AB 3216. Parents and students were given the opportunity to provide feedback in an equitable process. Legal counsel provided us with a draft BP since we do not currently have one in place. Law requires us to have a BP approved by July 1, 2026.

Board discussion ensued.

7.8.2 2025-26 Transportation Update for SVA (Enc. No. 10)

Dr. Ball shared the enclosure of the Classic Charter quote and how it was developed. If we use Classic Charter, we will need to create a new job position to monitor student bus riders.

Dr. Ball reminded the Board that VUSD has terminated our agreement for the 2025-26 school year and will not be providing bus routes for our schools. Board discussion ensued.

7.8.3 2025-26 Budget & LCAP Development: Report budget priorities from

educational partners (Enc. No. 11)

Dr. Ball presented our educational partner feedback and noted the data will be disaggregated and shared with the Board at the April meeting. Blain expressed gratitude toward The Academies' teachers for their thoughtful and thorough priorities.

7.8.4 Form 700 Statement of Economic Interests (Enc. No. 12)

Dolin reported Form 700 is an annual requirement for Administrators and Board members. It is due April 1st every year.

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1 There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

9.1 Monthly Financials Presentation (Enc. No. 13) ACTION

Meagan Miller of EdTec presented the monthly financials including: 2nd interim report overview, 2024-25 forecast summary, 2024-25 current forecast vs. previous forecast, monthly cash balance, accounts payable aging, FY26 January proposal, LAO analysis and recommendations, federal department of education update.

Rollin moved to approve the Monthly Financials Presentation; Gutierrez seconded; Approved 5-0.

9.2 2024-2025 2nd Interim Reports for Blue Oak Academy and Sycamore Valley Academy (Enc. No. 14) ACTION

Dr. Ball reported the interim reports have been submitted to our authorizer, TCOE, and the item is required to be Board approved.

Gutierrez moved to approve the 2024-2025 2nd Interim Reports for Blue Oak Academy and Sycamore Valley Academy; Blain seconded; Approved 5-0.

9.3 Form 990 Income Tax Return for Year Ended June 30, 2024 (Enc. No. 15) ACTION

Dr. Ball reported the form had been reviewed by EdTec to make sure the financials aligned, and that annual approval is required.

Rollin moved to approve Form 990 Income Tax Return for Year Ended June 30, 2024; Aceves seconded; Approved 5-0.

9.4 DRAFT BP 24-003 Title IX Board Policy (Enc. No. 16) ACTION

On January 9, 2025, a federal court ruled that the 2024 Title IX regulations, which had expanded protections to include sexual orientation and gender identity, exceeded presidential authority and were unconstitutional. This decision vacated the 2024 regulations, reverting Title IX enforcement to the previous standards established in an earlier administration.

The revised policy:

- removes gender identity and sexual orientation from the definition of sex discrimination, rolling back protections for transgender and non-binary individual
- requires harassment to be severe, pervasive, and objectively offensive to be actionable
- removes these explicit protections for pregnant and parenting students, reducing obligations for schools to provide accommodation
- *imposes restrictions on transgender students participating in gender-aligned sports teams*

Dr. Ball reported our policy has been updated with the assistance of legal counsel to align with current federal regulations. Dr. Ball reviewed the brief synopsis of major changes that were made, and reported this item must be approved as this went into law on January 9th and we are required to abide by all federal regulations.

Gutierrez moved to approve DRAFT BP 24-003 Title IX Board Policy; Rollin seconded; Rollin commented that he is struggling with many things going on right now and asked if he could be a no-vote for this item. He decided to make a "second" for this item so it would be able to come to a vote. He will be voting "aye" to approve this item because laws are important, and even though there are others in the country who are blatantly disregarding laws, it doesn't mean we should as well.

Tietjen commented that he will be voting "aye" for the same reasoning.

Gutierrez commented that our families know what we stand for, and she is choosing to believe in the law. Administrations will come and go, and we have to trust that we will be back here re-updating this policy. She will be voting "aye."

Blain commented that she agrees with the rule of the law, but in good consciousness cannot support a law that is immoral. She will be voting "no," but respects everyone else's need to vote "aye."

The item was approved 4-1-0 with Blain in opposition.

9.5 DRAFT Speech & Language Pathology Assistant Job Description (Enc. No. 17) ACTION

Judah Tanner reported this position will assist students with IEPs, assist the Speech Pathologist with assessing students, retrieve students from classrooms, and take them back to their classrooms.

Ball commented that we currently contract with Presence Learning, but the number of IEP students proves the need for this potential position. We are unsure if we will hire for this position but would like to have an approved job description for when the need arises. Board discussion ensued.

Aceves moved to approve the DRAFT Speech & Language Pathology Assistant Job Description; Gutierrez seconded; Approved 5-0.

10. ADJOURNMENT

10.1 Request for future Board Agenda items

Tietjen requested bringing back Multi-Age Grouping and Looping at Blue Oak Academy with more data for further discussion.

Gutierrez requested a CARE4 update for Trimester 3 behavior incidents.

10.2 The next The Academies CMO board meeting: April 22, 2025, at 6:30 PM.

Tietjen adjourned the meeting at 8:48 PM.



TACMO SPECIAL BOARD MEETING APRIL 9, 2025

Minutes



WEDNESDAY, APRIL 9, 2025 6:30 PM – 8:30 PM PDT

Blue Oak Academy Multi-purpose room, 28050 Rd. 148, Visalia, CA 93292

IN ATTENDANCE:

Donya Ball, Cristina Gutierrez, Harold Rollin, Alex Tietjen, Craig Wheaton

1. OPENING BUSINESS

Others in attendance: Dedi Semovia

1.1. CALL PUBLIC SESSION TO ORDER

Tietjen called the meeting to order at 6:30 PM.

1.2. ADA ACCOMMODATIONS

- 1.2.1. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.
- 1.2.2. If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION Tietjen identified item 2.1.

- **1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS**
 - 1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name. There was no public comment this evening.
- 1.5. ADJOURN TO CLOSED SESSION

Tietjen adjourned to closed session at 6:33 PM.

2. CLOSED SESSION

2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider the appointment/employment/resignation of a public employee for the position of: Superintendent

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

Tietjen called public session back to order at 6:40 PM.

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Tietjen reported with four board members present (Alex Tietjen, Christina Gutierrez, Harold Rollin, Craig Wheaton) and three board members absent (Mary Aceves, Sheridyn Blain, Marilou Monsivais), the board unanimously voted 4-0 to accept the resignation of the Superintendent at CMO from their At-Will Employment Agreement effective 6/30/2025.

3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

- 4. CONSENT AGENDA
 - **4.1.** ADMINISTRATIVE SERVICES
 - **4.1.1.** There are no Administrative Services items to include this evening.
 - **4.2. SUPERINTENDENT'S OFFICE**
 - 4.2.1. There are no Superintendent's Office items to include this evening.
- 5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION
 - 5.1. There are no Public Recognition/Proclamation/Action items to include this evening.
- 6. PROGRAM UPDATE & BOARD DEVELOPMENT
 - Presentation/Public Hearing/Public Comment/Board Discussion
 - **6.1.** Program Update
 - **6.1.1.** There is no Program Update to include this evening.
 - 6.2. Board Development
 - 6.2.1. There are no Board Development items to include this evening.
- 7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

- **7.1.** There are no Community Reports to include this evening.
- 8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

- **8.1.** There are no Administrative Panel items to discuss this evening.
- 9. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

9.1. TCOE Superintendent Search Agreement with TACMO (Enc. No. 1) ACTION Dedi Semovia, Assistant Superintendent of Human Resources for Tulare County Office of Education, presented the overview of the process to conduct a Superintendent search. The first round of interviews will be planned for May 30th & 31st. Rollin moved to approve the TCOE Superintendent Search Agreement with TACMO; Gutierrez seconded; Approved 4-0.

10. ADJOURNMENT

- 10.1. Request for future Board Agenda items
- **10.2.** The next The Academies CMO board meeting: April 22, 2025 at 6:30 PM Tietjen adjourned the meeting at 6:57 PM.

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School:	ТАСМО					CULCL
Month:	February 202	25				
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				Total Paid By		\$ 232,955.42 \$ 3,657.71
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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8832	Amazon Capital Services	2/7/2025	Bill #1C4T-4C4L-6GK1Supplies Bill #1DCL-44R4-314LSupplies Bill #1DCR-JMLP-9YRCSupplies Bill #1GHM-NWCQ-3WDDSupplies Bill #1NHT-7MRF-1J3HSupplies Bill #1NHT-7MRF-1J3HSupplies Bill #1LTV-MLCW-96JHSupplies Bill #16Q9-Q4KR-KMNYSupplies Bill #16Q9-Q4KR-KMNYSupplies Bill #11DC-6TK9-9GGFSupplies Bill #1KKT-4JM7-JCQ3Supplies Bill #1P9J-TQFK-3N61Supplies		\$ 958.31
Check	8833	Amara Lee Brenner	2/7/2025	Bill #112624Reimb: Dinner Fast Snack on the way back home & Mileage		\$ 358.48
Check	8834	Cline's Business Equipment, Inc.	2/7/2025	Bill #253345Contract Usage charge: 12/12/24 - 01/11/25 & Standard min Charge		\$ 785.53
Check	8835	J&D Lighting & Alarm	2/7/2025	Bill #386209Intrusion Monitoring; 02/01 - 04/30/25		\$ 125.52
Check	8836	Kelly De Lemos	2/7/2025	Bill #011525Reimb: Lemons K-5 acid/base Halloween chemistry & 4/5 science rock cycle model supplies		\$ 147.99
Check	8837	Morris Levin & Son	2/7/2025	Bill #2412-266911Job as Quoted		\$ 9,250.00
Check	8838	ODP Business Solutions, LLC	2/7/2025	Bill #407484386001Supplies Bill #408074922001Supplies Bill #402538278001Supplies Bill #405394126001Supplies Bill #407482902001Supplies Bill #405406195001Supplies		\$ 1,587.27
Check	8839	REV Robotics LLC	2/7/2025	Bill #189091Services		\$ 265.83
Check	8840	Sweetwater	2/7/2025	Bill #44102949Yamaha Airlift Marching Snare drum Stand		\$ 706.02
Check	8841	TCG Administrators, a HUB International Company	2/7/2025	Bill #182776Monthly Administration Fees		\$ 22.00
Check	8842	Lauran Vantura	2/7/2025	Bill #012225Reimb: ASP enrichment		\$ 13.52

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8843	Visalia Unified School District	2/7/2025	Bill #3110Transportation Charges: December 2024		\$ 206.55
Check	8844	Waste Management/USA Waste	2/7/2025	Bill #4866650-0165-8Waste Svc: February 2025		\$ 935.18
Check	8845	American Fidelity Assurance	2/7/2025	Bill #250783209/30/25 Flex Plan Liability Coverage		\$ 504.52
Check	8846	American Fidelity Assurance	2/7/2025	Bill #D79771112/01 - 12/31/24 Flex Plan Liability Coverage Bill #D80848401/01 - 01/31/25 Flex Plan Liability Coverage		\$ 11,348.80
Check	8847	Krystal Eastman	2/7/2025	Bill #012825Reimb: Mileage Bill #122024Reimb: Mileage		\$ 160.96
Check	8848	Adam Gonzales MS, BCBA	2/7/2025	Bill #006Behavior Systems Consultation		\$ 540.00
Check	8849	Stacey Nelson	2/7/2025	Bill #013125Reimb: Beads for making TACMO Staff bracelets Gift & Mileage		\$ 160.91
Check	8850	Tulare County Superintendent of Schools	2/7/2025	Bill #25220212x18 & 9x12 ActVnet Building Signs Bill #252140School Safety Symposium: 003/05/25		\$ 470.82
Check	8851	Visalia Rawhide	2/7/2025	Bill #0129252025 Community Organization of the Night & Informational Booths		\$ 1,200.00
Check	8852	Self-Insured Schools of California	2/7/2025	Bill #February 2025Billing Period: February 2025		\$ 74,151.40
Check	8853	EdTec	2/21/2025	Bill #CINV-00007413EdTec Monthly - February 2025		\$ 16,230.00
Check	8854	Amazon Capital Services	2/21/2025	Bill #1HHG-QFYL-3HKLSupplies Bill #1XQF-4PMC-JNWPSupplies Bill #1RVY-4WYM-936DSupplies Bill #14LT-VQTD-6YCYSupplies Bill #191P-CRGL-3771Supplies Bill #1GL1-GVCX-7HJVSupplies Bill #13PY-9CLC-H4Q9Supplies		\$ 643.42
Check	8855	Foundation for Educational Administration	2/21/2025	Bill #163965ACSA - Payroll Period: 02/01 - 02/28/25		\$ 797.29
Check	8856	David Britter	2/21/2025	Bill #012825Reimb: 2 bulbs for Science Lesson 6.2.8 the effects of light on temperature in a closed system Bill #081924AReimb: Amazon Basics - 1800W Portable Induction cooktop Burner & Stainless steel Pot with Lid		\$ 249.46

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8857	Cline's Business Equipment, Inc.	2/21/2025	Bill #254412Contract Usage charge: 01/01 - 01/31/25 Bill #254317Contract Usage charge: 01/01 - 01/31/25 & Standard min Charge Bill #254123Contract Usage charge: 12/22/24 - 01/21/25 & Standard min Charge		\$ 1,013.13
Check	8858	EPS Operations, LLC	2/21/2025	Bill #INV900047197Materials & Supplies		\$ 190.83
Check	8859	J.W.Pepper & Son, Inc.	2/21/2025	Bill #367248663Art & Music Supplies Bill #367246208Art & Music Supplies		\$ 76.49
Check	8860	Law Offices of Young, Minney & Corr, LLP	2/21/2025	Bill #14761Legal Svcs thru: 01/06 - 01/28/25		\$ 3,658.00
Check	8861	Lyricos learning LLC	2/21/2025	Bill #20250610STEAM On Demand Services		\$ 8,000.00
Check	8862	Jacob Martinez	2/21/2025	Bill #020425Reimb: Alice in Wonderland Props		\$ 251.15
Check	8863	Miller Brothers Screenprinting	2/21/2025	Bill #25-005T-shirts & Printing		\$ 2,269.01
Check	8864	PresenceLearning, Inc.	2/21/2025	Bill #INV77686SLP Svcs: Weekly Dedicated OT & SLP Hours		\$ 13,171.13
Check	8865	Read Naturally	2/21/2025	Bill #272502Read Naturally Encore II Sequenced level 2.5 & 3.5		\$ 468.65
Check	8866	Rick's Vending	2/21/2025	Bill #142166Materials & Supplies		\$ 52.03
Check	8867	Staci Soares	2/21/2025	Bill #020825Reimb: Science Review Materials & Spelling Bee Trophy		\$ 176.83
Check	8868	Michelle Southern	2/21/2025	Bill #012925CPR Skills Validation for Adult and child Bill #011525CPR Skills Validation for Adult and child		\$ 675.00
Check	8869	Steve Weiss Music Inc.	2/21/2025	Bill #INV1301569.3Art & Music Supplies		\$ 854.98
Check	8870	The Mclennan Group, LLC	2/21/2025	Bill #1072LCAP Mid Year Reporting		\$ 449.55
Check	8871	Tulare County Superintendent of Schools	2/21/2025	Bill #252250Meal Fee Bill #2524032024-2025 Teacher Induction Program Candidate Support Bill #252141School Safety Symposium: 03/05/25		\$ 33,360.00
Check	8872	Lauran Vantura	2/21/2025	Bill #020725Reimb: Tissues for Students Bill #020725AReimb: Mileage		\$ 200.30
Check	8873	Visalia Unified School District	2/21/2025	Bill #3146Transportation Charges due by 03/06/25 Bill #3153Transportation Charges: January 2025		\$ 9,137.00
Check	8874	Big L Ranch	2/21/2025	Bill #0522251st Grade Students		\$ 460.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amour	nt
Check	8875	ODP Business Solutions, LLC	2/21/2025	Bill #409813429001Supplies Bill #407513624001Supplies Bill #409355797001Supplies Bill #409812687001Supplies Bill #407551539001Supplies Bill #409063931001Supplies Bill #407535053001Supplies Bill #407550998001Supplies Bill #407550998001Supplies Bill #407217569001Supplies Bill #405005784001Supplies Bill #405008588001Supplies Bill #409030243001Supplies Bill #409030243001Supplies		\$ 1,59	91.45
Check	8876	Teacher Synergy, LLC	2/21/2025	Bill #292895725KinderWriting Kindergarten Writing Curriculum Bundled		\$ 19	90.99
Check	8877	Lauren Ventura	2/21/2025	Bill #021425Reimb: Staff Development day treat		\$ 8	30.95
Check	8878	Visalia Unified School District	2/21/2025	Bill #3147Transportation Charges Due by 03/06/25			97.75
Check	8879	William V. Macgill & Co.	2/21/2025	Bill #IN0891289Paper Tape 1"X10 Yards 12 Rolls per box		\$ 2	27.68
Check	8880	Canela Software Inc	2/21/2025	Bill #021925Immediate subscription renewal for vision testing software through 6/30/2025		\$ 1 1	16.00
Check	8881	Six Flags Magic Mountain	2/21/2025	Bill #JF-MM-SG-0000010065Middle School field trip fees 3/14/25		\$ 5,80	05.55
Check	8882	Investors Property Management	2/21/2025	Bill #March 2025TACMO Home Office Monthly Rent		\$ 90	00.00
Check	8883	Jessica Juarez	2/28/2025	Bill #041724Reimb: Science Day Materials & Treasure Box - Positive Incentives Bill #031124Reimb: Treasure Box Items		\$ 8	31.54
Check	8884	Stacey Nelson	2/28/2025	Bill #040524Reimb: Mileage		\$ 8	32.61
Check	8885	Donya Ball	2/28/2025	Bill #050924Reimb: Personalized award		\$ 4	43.35
Check	8886	Jessica Bennett	2/28/2025	Bill #050924Reimb: Felt/Art		\$6	63.94
Check	8887	Amanda Harris	2/28/2025	Bill #091024Reimb: Classroom Suppiles		\$ 23	31.46
Check	8888	Amazon Capital Services	2/28/2025	Bill #1XQM-3P3G-Q173Supplies Bill #17J6-TCNX-MQYVSupplies Bill #1JWX-Q1QJ-P114Supplies Bill #1XKW-PXGV-TWG3Supplies Bill #1JLF-VJC7-YWXLSupplies Bill #1J3X-PF74-9WVHSupplies Bill #1F9L-XL33-QKL4Supplies		\$ 43	35.63

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	A	Mount
Check	8889	American Fidelity Assurance	2/28/2025	Bill #250783409/30/25 Flex Plan Liability Coverage		\$	504.52
Check	8890	American Fidelity Assurance	2/28/2025	Bill #D81944702/01 - 02/28/25 Flex Plan Liability Coverage		\$	5,674.40
Check	8891	Cline's Business Equipment, Inc.	2/28/2025	Bill #255046Standard min charge Bill #255048Contract Usage charge: 01/13 - 02/12/25 Bill #255047Standard min charge		\$	144.83
Check	8892	DigiTech Integration, Inc.	2/28/2025	Bill #8266IT Services: 09/05/24		\$	9,514.00
Check	8893	ODP Business Solutions, LLC	2/28/2025	Bill #407570307001Supplies Bill #410402746001Supplies Bill #404648338001Supplies Bill #410465150001Supplies Bill #410802241001Supplies Bill #410787538001Supplies Bill #409487231001Supplies		\$	891.08
Check	8894	Sweetwater	2/28/2025	Bill #44357965Humes & Barg Tpt. Cup Mute Bill #44410252SKB Drum Hardware Case 33x15		\$	536.78
Check	8895	Visalia Unified School District	2/28/2025	Bill #3170Transportation Charges Due by 03/13/25		\$	337.50
Check	DB020425	Samantha Bowman	2/4/2025	DB020425 - TACMO home office weekly cleaning		\$	50.00
Check	DB020425-1	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION	2/4/2025	DB020425-1 - Use Tax quarterly payment		\$	566.78
Check	DB020425-2	Employers Insurance	2/4/2025	DB020425-2 - Monthly Workers Comp Insurance Payment		\$	4,359.00
Check	DB021025	SoCalGas	2/10/2025	DB021025 - TACMO Home Office monthly gas bill		\$	109.67
Check	DB021125	Southern California Edison	2/11/2025	DB021125 - TACMO Home Office monthly electricity bill		\$	107.60
Check	DB021325	LEAF	2/13/2025	DB021325 - Monthly copier service		\$	388.48
Check	DB021825	Cardmember Service	2/18/2025	DB021825 - Community West Bank Visa 8054		\$	3,376.38
Check	DB022025	LEAF Capital Funding, LLC	2/20/2025	DB022025 - Monthly copier service		\$	211.64
Check	DB022525	Samantha Bowman	2/25/2025	DB022525 - TACMO home office weekly cleaning		\$	50.00
Credit Card	9515-8054	GrubHub.com	2/13/2025	01/21 - GrubHub.com - Working lunch meeting to review dyslexia assessments		\$	85.13
Credit Card	9515-8054	The Webstaurant Store	2/13/2025	02/12 - The Webstaurant Store - Janitorial Supplies		\$	1,651.73
Credit Card	9515-8054	FaceBk	2/13/2025	01/31 - FaceBk - Facebook ad for student recruiting		\$	159.34
Credit Card	9515-8054	Sal's Mexican Restaurant	2/13/2025	02/06 - Sal's Mexican Restaurant - Principal Lunch with Fairmont Elementary School during site visit		\$	52.32
Credit Card	9515-8054	Left of Center Visalia	2/13/2025	02/11 - Left of Center Visalia - Board Chair & Superintendent Lunch		\$	45.06

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	А	mount
Credit Card	9515-8054	Tracfone *Services	2/13/2025	01/21 - Tracfone *Services - TACMO home office monthly cell phone bill		\$	16.73
Credit Card	9515-8054	Tracfone *Services	2/13/2025	01/21 - Tracfone *Services - TACMO home office monthly cell phone bill		\$	16.73
Credit Card	9515-8054	DiscountSch	2/13/2025	01/22 - DiscountSch - ASP Supplies		\$	103.55
Credit Card	9515-8054	Comcast California	2/13/2025	01/23 - Comcast California - TACMO home office monthly internet/phone bill		\$	203.27
Credit Card	9515-8054	Heidi Songs	2/13/2025	01/24 - Heidi Songs - Subscription for Tweeaks		\$	29.99
Credit Card	9515-8054	Heidi Songs	2/13/2025	01/24 - Heidi Songs - Subscription for Ahendrick		\$	29.99
Credit Card	9515-8054	UPS	2/13/2025	01/24 - UPS - Mailing CUM to Rocky Hill Elementary		\$	12.45
Credit Card	9515-8054	UPS	2/13/2025	01/24 - UPS - Mailing CUM to Elenor Roosevelt Elementary		\$	13.17
Credit Card	9515-8054	DiscountSch	2/13/2025	01/27 - DiscountSch - ASP Supplies		\$	103.55
Credit Card	9515-8054	Tk Products LLC	2/13/2025	02/13 - Tk Products LLC - Voice Amplifier for PE Teachers		\$	151.43
Credit Card	9515-8054	Speaking Latino	2/13/2025	02/13 - Speaking Latino - World Language Teacher Summit		\$	67.00
Credit Card	9515-8054	REV Robotics	2/13/2025	02/13 - REV Robotics - Robotics Club materials		\$	143.18
Credit Card	9515-8054	DLR ROOM RESPASSKEY	2/13/2025	01/16 - DLR ROOM RESPASSKEY - PowerSchool Univeristy Conference hotel deposit		\$	320.58
Credit Card	9515-8054	Amazon Market Pmts	2/13/2025	01/24 - Amazon Market Pmts - ASP Supplies		\$	4.96
Credit Card	9515-8054	Amazon Market Pmts	2/13/2025	01/27 - Amazon Market Pmts - ASP Supplies		\$	47.36
Credit Card	9515-8054	Amazon Mktp us	2/13/2025	01/27 - Amazon Mktp us - ASP Supplies		\$	13.37
Credit Card	9515-8054	EIG *Constant Contact	2/13/2025	02/07 - EIG *Constant Contact - Monthly renewal for email subscription		\$	58.00
Credit Card	9515-8054	Wix.com	2/13/2025	02/12 - Wix.com - Annual Renewal for www.theacademiescharters.org		\$	324.00
Credit Card	9515-8054	FaceBk	2/13/2025	01/31 - FaceBk - Facebook ad for student recruiting		\$	4.82

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Combined B School:	oard Check Ro	egister				ed	teć
Month:	March 2025						
				Total Paid By	Check:	\$ 165	5,781.09
				Total Paid By Cred	it Card:	\$ 7	7,132.72
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	An	nount
Check	8896	EdTec	3/7/2025	Bill #CINV-00008039Postage Bill back Bill #CINV-00007942EdTec Monthly - March 2025		\$ 1	6,268.69
Check	8897	Amazon Capital Services	3/7/2025	Bill #146R-C6DW-6NW7Supplies Bill #1LCC-RLG9-YDLDSupplies Bill #1PD9-99VJ-GN49Supplies Bill #1PD9-99VJ-GN49Supplies Bill #1QT3-XGPL-TDC3Supplies Bill #10T3-XGPL-TDC3Supplies Bill #11JR-N4TG-4L1QSupplies Bill #1LJR-N4TG-4L1QSupplies Bill #1CPK-H9CH-C1JJSupplies Bill #146Q-Q7YV-K3DWSupplies Bill #1QRC-WXM1-QD4PSupplies Bill #1CL4-3FKD-RDW7Supplies		\$	1,450.62
Check	8898	Cline's Business Equipment, Inc.	3/7/2025	Bill #251360Standard min charge Bill #255613Contract Usage charge: 01/12 - 02/11/25 & Standard min Charge Bill #255755Contract Usage charge: 01/22 - 02/21/25 & Standard min Charge Bill #251361Contract Usage charge: 11/13 - 12/12/24 Bill #253110Contract Usage charge: 12/13/24 - 01/12/25		\$	1,870.11
Check	8899	Shauna Dolin	3/7/2025	Bill #021225Reimb: Mileage Bill #022825Reimb: Mileage		\$	53.61
Check	8900	Krystal Eastman	3/7/2025	Bill #020125Reimb: Mileage		\$	91.42
Check	8901	Enerspect Medical Solutions, LLC	3/7/2025	Bill #27988Infant/Child for the philips HeartStart Onsite SMART Pads Cartridge HS1		\$	125.79
Check	8902	JAMF Software, LLC	3/7/2025	Bill #90186777PRO-EDU-IOS Jamf Pro iOS: 07/31/24 - 07/30/25		\$	2,538.00
Check	8903	Marenem Inc	3/7/2025	Bill #17922Secret Stories On-Demand Phonics Workshop		\$	400.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8904	Pacific Employers	3/7/2025	Bill #17497Quarterly Membership Dues for HR Services - Quarterly Billing		\$ 297.00
Check	8905	Self-Insured Schools of California	3/7/2025	Bill #March 2025Billing Period: March 2025		\$ 73,059.65
Check	8906	TCG Administrators, a HUB International Company	3/7/2025	Bill #183147Monthly Administration Fees		\$ 28.00
Check	8907	Tulare County Superintendent of Schools	3/7/2025	Bill #252630Professional Learning Registration Bill #252599Meal Fee Bill #252603Professional Learning Registration Bill #252494Professional Learning Registration		\$ 660.00
Check	8908	Waste Management/USA Waste	3/7/2025	Bill #4872128-0165-7Waste Svc: March 2025		\$ 838.15
Check	8909	William V. Macgill & Co.	3/7/2025	Bill #IN0893003Flexible Fabric Bandages 1300/Case		\$ 66.32
Check	8910	Fresno Chaffee Zoo	3/10/2025	Bill #10562249BOA 1st grade field trip fees for trip on 5/2/2025. Order 10562249		\$ 657.00
Check	8911	Amazon Capital Services	3/18/2025	Bill #1FVN-NVKK-L3N9Supplies Bill #13Q4-7RMF-FVWKSupplies Bill #1QT3-XGPL-LVMDSupplies Bill #13XD-4961-LD6KSupplies		\$ 320.74
Check	8912	Cline's Business Equipment, Inc.	3/18/2025	Bill #256447IT Service: 02/27/25 Bill #256154Contract Usage charge: 02/01 - 02/28/25 Bill #256248Contract Usage charge: 02/01 - 02/28/25 Bill #256299Staples		\$ 1,718.97
Check	8913	Conjuguemos	3/18/2025	Bill #57963Premium Access for an Individual Account		\$ 45.00
Check	8914	J.W.Pepper & Son, Inc.	3/18/2025	Bill #367318315Art & Music Supplies		\$ 22.63
Check	8915	Cristina Kaviani-Johnson	3/18/2025	Bill #022725Reimb: Math Night & Math Manipulatives for Ice		\$ 354.10
Check	8916	Law Offices of Young, Minney & Corr, LLP	3/18/2025	Bill #15187Legal Svcs thru: 02/09 - 02/28/25		\$ 2,546.00
Check	8917	Mystery Science	3/18/2025	Bill #290549School Membership: 2025-2026		\$ 1,695.00
Check	8918	Stacey Nelson	3/18/2025	Bill #030725Reimb: Mileage		\$ 94.71

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check Check	8919 8920	ODP Business Solutions, LLC PresenceLearning, Inc.	3/18/2025	Bill #410807020001Supplies Bill #410387614001Supplies Bill #412723042001Supplies Bill #407570307002Supplies Bill #412078309001Supplies Bill #410806816001Supplies Bill #1NV77898SLP Svcs: Weekly Dedicated OT & SLP		\$ 893.05
Check	8921	Sequoia Riverlands Trust	3/18/2025	Hours Bill #1021Field Trip: Kaweah Oaks Preserve - 04/24/25		\$ 928.64
Check	8922	Lauren Ventura	3/18/2025	Bill #030425Reimb: Mileage		\$ 179.41
Check	8923	Amazon Capital Services	3/24/2025	Bill #030423Keinib. WileageBill #1PGQ-33KX-CLJVSuppliesBill #1PGQ-33KX-CLJVSuppliesBill #1WWR-1NDC-9X4NSuppliesBill #149Y-JW3X-7NLPSuppliesBill #1K1C-JMKM-KV44SuppliesBill #1KJG-KTW1-LR7GSuppliesBill #1FTK-HRDC-9X4NSuppliesBill #1FTK-HRDC-9X4NSuppliesBill #1P77-CR4M-9VVWSuppliesBill #1GYF-XWPF-9KY1SuppliesBill #1RVJ-WTD3-94M7SuppliesBill #194W-HH1F-PMPVSupplies		\$ 824.03
Check	8924	Foundation for Educational Administration	3/24/2025	Bill #164763ACSA - Payroll Period: 03/01 - 03/31/25		\$ 797.29
Check	8925	David Britter	3/24/2025	Bill #022825Reimb: Supplies for WIN Noodle/ Ravioli Project		\$ 62.36
Check	8926	CliftonLarsonAllen LLP	3/24/2025	Bill #L251131613Preparation of 2023 informational tax returns for the year ended 06/30/24		\$ 3,150.00
Check	8927	Cline's Business Equipment, Inc.	3/24/2025	Bill #256788Standard min charge Bill #256789Contract Usage charge: 02/13 - 03/12/25 Bill #256787Standard min charge		\$ 158.84
Check	8928	Jacob Martinez	3/24/2025	Bill #030825Reimb: High School Musical Props		\$ 307.22
Check	8929	Corey Morse	3/24/2025	Bill #031225Reimb: California League of Middle Schools Conference		\$ 268.10
Check	8930	ODP Business Solutions, LLC	3/24/2025	Bill #412078803001Supplies Bill #410342334001Supplies Bill #414364509001Supplies Bill #413632073001Supplies Bill #412628973001Supplies		\$ 225.76

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8931	Staci Soares	3/24/2025	Bill #030825Reimb: Pizza for Alice in Wonderland & High School Musical - reimbursed Gravitt out of pocket		\$ 172.55
Check	8932	Visalia Unified School District	3/24/2025	Bill #3206Transportation Charges Due by 04/02/25 Bill #3247Transportation Charges Due by 04/11/25		\$ 2,681.07
Check	8933	Visalia Unified School District	3/24/2025	Bill #3246Transportation Charges due by 04/11/25 Bill #3238Transportation Charges: February 2025		\$ 12,338.00
Check	8934	EdTec	3/24/2025	Bill #CINV-00008161CRDC reporting & CRDC final data review and certification: February 2025		\$ 1,120.00
Check	8935	Investors Property Management	3/24/2025	Bill #April 2025TACMO Home Office Monthly Rent		\$ 900.00
Check	8936	Amazon Capital Services	3/28/2025	Bill #141H-MQYD-QFFWSupplies Bill #1W14-K9Y3-9V6DSupplies		\$ 242.58
Check	8937	American Fidelity Assurance	3/28/2025	Bill #2324933B09/30/24 Flex Plan Liability Coverage Bill #2324932B09/30/24 Flex Plan Liability Coverage Bill #2324934C09/30/24 Flex Plan Liability Coverage Bill #2324931B09/30/24 Flex Plan Liability Coverage Bill #2324913B09/30/24 Flex Plan Liability Coverage Bill #2324930B09/30/24 Flex Plan Liability Coverage		\$ 1,349.94
Check	8938	David Britter	3/28/2025	Bill #022825AReimb: Supplies for WN Noodle/Dessert		\$ 33.18
Check	8939	Cline's Business Equipment, Inc.	3/28/2025	Bill #257206Contract Usage charge: 02/12 - 03/11/25 & Standard min Charge		\$ 1,174.98
Check	8940	Jocelyn Hendershot	3/28/2025	Bill #031725Reimb: Math and Reading small group supplies		\$ 100.43
Check	8941	Idea Printing & Graphics Inc.	3/28/2025	Bill #126537Absence Verification/Tardy Slip 2 Part White/Canary 80 Books		\$ 520.80
Check	8942	Shannon McMahon	3/28/2025	Bill #031425Reimb: Shipping to Steve Weiss Percussion Company Bill #031425AReimb: Membership for participation		\$ 283.55

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8943	ODP Business Solutions, LLC	3/28/2025	Bill #414015695001Supplies Bill #414011536001Supplies Bill #414057766001Supplies Bill #414039270001Supplies Bill #414058945001Supplies Bill #412628547001Supplies		\$ 1,260.60
Check	8944	School Nurse Supply, Inc	3/28/2025	Bill #1044852-INMedical Supplies		\$ 75.45
Check	8945	Tulare County Superintendent of Schools	3/28/2025	Bill #252815Meal Fee		\$ 60.00
Check	8946	Lauren Ventura	3/28/2025	Bill #031325Reimb: Enrichment Supplies Bill #032125Reimb: Walmart Supplies for 3/20 & 3/21 Conference Care Bill #031725Reimb: Skittles for minimum day 3/17 enrichment activity		\$ 74.39
Check	8947	Visalia Unified School District	3/28/2025	Bill #3207Damaged Chromebook replacement fee		\$ 415.00
Check	8948	William V. Macgill & Co.	3/28/2025	Bill #IN0888659Exergen Temporal Scanner		\$ 96.57
Check	DB030425	Samantha Bowman	3/4/2025	DB030425 - TACMO home office weekly cleaning		\$ 50.00
Check	DB030425-1	Employers Insurance	3/4/2025	DB030425-1 - Monthly workers comp payment		\$ 4,359.00
Check	DB031125	Samantha Bowman	3/11/2025	DB031125 - TACMO home office weekly cleaning		\$ 50.00
Check	DB031125-1	SoCalGas	3/11/2025	DB031125-1 - TACMO home office monthly gas bill		\$ 123.21
Check	DB031225	Southern California Edison	3/12/2025	DB031225 - TACMO home office monthly electricity bill		\$ 114.13
Check	DB031325	LEAF	3/13/2025	DB031325 - SVA Monthly copier service		\$ 388.48
Check	DB031725	Cardmember Service	3/17/2025	DB031725 - Community West Bank Visa 8054		\$ 7,103.44
Check	DB031825	Samantha Bowman	3/18/2025	DB031825 - TACMO home office weekly cleaning		\$ 50.00
Check	DB032025	LEAF Capital Funding, LLC	3/20/2025	DB032025 - Monthly copier service		\$ 211.64
Check	DB032525	Samantha Bowman	3/25/2025	DB032525 - TACMO home office weekly cleaning		\$ 50.00
Credit Card	9515-8054	Left of Center Visalia	3/13/2025	02/18 - Left of Center Visalia - Lunch with board chair and vice chair		\$ 54.47
Credit Card	9515-8054	Burger King	3/13/2025	03/10 - Burger King - Lunch during middle schools conference		\$ 28.61
Credit Card	9515-8054	Grubhubrosasitalianri	3/13/2025	02/20 - Grubhubrosasitalianri - Food for February board meeting		\$ 327.80
Credit Card	9515-8054	Outback	3/13/2025	02/24 - Outback - Staff dinner after Tulare County Teacher Recruiting fair		\$ 190.78
Credit Card	9515-8054	Bravo Farms	3/13/2025	02/25 - Bravo Farms - Lunch with board chair		\$ 41.18
	9515-8054		3/13/2025	03/03 - FaceBk - Facebook ad for student recruiting		\$ 1.38
	9515-8054	FaceBk	3/13/2025	03/03 - FaceBk - Facebook ad for student recruiting		\$ 202.92

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	4	Amount
Credit Card	9515-8054	Tracfone *Services	3/13/2025	02/18 - Tracfone *Services - TACMO home office montly cell phone bill		\$	16.73
Credit Card	9515-8054	Tracfone *Services	3/13/2025	02/19 - Tracfone *Services - ASP monthly cell phone bill		\$	16.73
Credit Card	9515-8054	Comcast California	3/13/2025	02/24 - Comcast California - TACMO home office montly phone and internet bill		\$	203.40
Credit Card	9515-8054	UPS*1ZYTU4590305489102	3/13/2025	02/24 - UPS*1ZYTU4590305489102 - CUM file mailed to Eleanor Roosevelt Elm.		\$	15.14
Credit Card	9515-8054	Amazon Market Pmts	3/13/2025	02/27 - Amazon Market Pmts - Computer equipment for office		\$	97.64
Credit Card	9515-8054	Amazon Market Pmts	3/13/2025	03/03 - Amazon Market Pmts - Charge 1 of 2 on same receipt: Office supplies		\$	29.28
Credit Card	9515-8054	Amazon Market Pmts	3/13/2025	03/03 - Amazon Market Pmts - Charge 2 of 2 on same receipt: Office supplies		\$	41.55
Credit Card	9515-8054	Amazon Market Pmts	3/13/2025	03/03 - Amazon Market Pmts - Office supplies		\$	36.88
Credit Card	9515-8054	The Intentional IEP	3/13/2025	03/05 - The Intentional IEP - Annual renewal of IEP reference materials		\$	198.97
Credit Card	9515-8054	Apple.com	3/13/2025	02/18 - Apple.com - Charge 1 of 2 on same receipt: iPad		\$	3,584.98
Credit Card	9515-8054	Apple.com	3/13/2025	02/18 - Apple.com - Charge 2 of 2 on same receipt: iPad equipment		\$	590.00
Credit Card	9515-8054	Apple.com	3/13/2025	02/19 - Apple.com - iPad equipment		\$	452.01
Credit Card	9515-8054	Bluehost	3/13/2025	02/20 - Bluehost - Annual renewal of tacmo.org		\$	36.17
Credit Card	9515-8054	Apple.com	3/13/2025	02/27 - Apple.com - Computer security software		\$	270.00
Credit Card	9515-8054	Amazon Market Pmts	3/13/2025	03/03 - Amazon Market Pmts - ASP Supplies		\$	21.30
Credit Card	9515-8054	Amazon Market Pmts	3/13/2025	03/04 - Amazon Market Pmts - Computer supplies		\$	35.79
Credit Card	9515-8054	EIG *Constant Contact	3/13/2025	03/07 - EIG *Constant Contact - Monthly renewal for email subscription		\$	58.00
Credit Card	9515-8054	Panera Bread	3/13/2025	02/18 - Panera Bread - Food for staff development meeting		\$	74.20
Credit Card	9515-8054	West Coast Sourdough	3/13/2025	02/26 - West Coast Sourdough - Lunch meeting with Superintendent		\$	48.97
Credit Card	9515-8054	Panda Express	3/13/2025	02/27 - Panda Express - PD lunch: site visit in Sanger		\$	36.77
Credit Card	9515-8054	Chef Paul's Cafe	3/13/2025	03/07 - Chef Paul's Cafe - PD lunch: Middle Schools conference		\$	95.82
Credit Card	9515-8054	Downtown West Parking Garage	3/13/2025	03/07 - Downtown West Parking Garage - Parking fees during middle school conference		\$	1.50
Credit Card	9515-8054	Safeway	3/13/2025	03/10 - Safeway - Groceries for middle school conference		\$	85.79

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-8054	Downtown West Parking Garage	3/13/2025	03/10 - Downtown West Parking Garage - Parking fees during middle school conference		\$ 8.0
Credit Card	9515-8054	"Tst* Alvarado Street	3/13/2025	03/10 - "Tst* Alvarado Street - Lunch during middle schools conference		\$ 109.0
Credit Card	9515-8054	Lalla Grill	3/13/2025	03/10 - Lalla Grill - Dinner during middle schools conference		\$ 95.0
Credit Card	9515-8054	Downtown West Parking Garage	3/13/2025	03/10 - Downtown West Parking Garage - Parking fees during middle school conference		\$ 4.0
Credit Card	9515-8054	PARTYWORKS	3/13/2025	02/19 - PARTYWORKS - Supplies for February board meeting		\$ 20.

Attendance Summary By Grade

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	24	0	0	1	23	432	0	8	21.00	403.00	22.39	95.05%
0	38	0	0	1	37	684	0	8	26.00	650.00	36.11	96.15%
Subtotal	62	0	0	2	60	1116	0	16	47.00	1053.00	58.50	95.73%
1	45	0	0	0	45	810	0	0	63.00	747.00	41.50	92.22%
2	41	0	0	0	41	738	0	0	38.00	700.00	38.89	94.85%
3	46	0	0	0	46	828	0	0	36.00	792.00	44.00	95.65%
Subtotal	132	0	0	0	132	2376	0	0	137.00	2239.00	124.39	94.23%
4	45	0	0	0	45	810	0	0	73.00	737.00	40.94	90.99%
5	45	0	0	0	45	810	0	0	75.00	735.00	40.83	90.74%
6	45	0	0	1	44	810	0	8	23.00	779.00	43.28	97.13%
Subtotal	135	0	0	1	134	2430	0	8	171.00	2251.00	125.05	92.94%
7	47	0	0	0	47	846	0	0	74.00	772.00	42.89	91.25%
8	42	0	0	0	42	756	0	0	66.00	690.00	38.33	91.27%
Subtotal	89	0	0	0	89	1602	0	0	140.00	1462.00	81.22	91.26%
Grand Total	418	0	0	3	415	7524	0	24	495.00	7005.00	389.16	93.40%

Sycamore Valley Academy

02/24/2025 to 03/21/2025 = 18 school days

To the best of my knowledge, the above attendance information is correct.

100 Signed - 0 Date

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

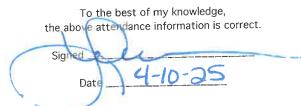
[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Attendance Summary By Grade

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	40	0	0	0	40	720	0	0	92.00	628.00	34.89	87.22%
0	54	0	0	0	54	972	0	0	48.00	924.00	51.33	95.06%
Subtotal	94	0	0	0	94	1692	0	0	140.00	1552.00	86.22	91.73%
1	42	0	0	1	41	756	0	11	42.00	703.00	39.06	94.36%
2	46	0	0	0	46	828	0	0	62.00	766.00	42.56	92.51%
3	41	0	0	0	41	738	0	0	37.00	701.00	38.94	94.99%
Subtotal	129	0	0	1	128	2322	0	11	141.00	2170.00	120.56	93.90%
4	44	0	0	0	44	792	0	0	47.00	745.00	41.39	94.07%
5	42	0	0	0	42	756	0	0	41.00	715.00	39.72	94.58%
6	41	0	0	0	41	738	0	0	0.00	738.00	41.00	100.00%
Subtotal	127	0	0	0	127	2286	0	0	88.00	2198.00	122.11	96.15%
7	50	1	0	1	50	918	0	5	0.00	913.00	50.72	100.00%
8	31	0	0	0	31	558	0	0	0.00	558.00	31.00	100.00%
Subtotal	81	1	0	1	81	1476	0	5	0.00	1471.00	81.72	100.00%
Grand Total	431	1	0	2	430	7776	0	16	369.00	7391.00	410.61	95.24%

Blue Oak Academy 02/24/2025 to 03/21/2025 = 18 school days



Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION 2025-2026

BUDGET & LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) TIMELINE

DATE	DESCRIPTION
August 6 & 9, 2024 (PM & AM)	Monthly parent forums to provide organizational
September 10 & 11, 2024 (PM & AM)	updates, receive stakeholder input, and answer
October 22 & 23, 2024 (PM & AM)	questions
November 18 & 19, 2024 (PM & AM)	PM @ 6:30 p.m.
January 14 & 16, 2024 (PM & AM)	AM @ 9:00 a.m.
February 11 & 12, 2025 (AM & PM)	
March 13 & 14, 2025 (PM & AM)	
April 21 & 23, 2025 (PM & AM)	
May 13 & 14, 2025 (PM & AM)	
January 3 - January 31, 2025	Parent, staff, and students (3-8) completion of organizational climate survey
	Staff completion of employee experience survey
January 21, 2025- Board Meeting	LCAP Mid-Year Monitoring Report
February 19, 2025	Meeting with site teacher representatives to preview revised certificated salary.
March 4, 2025	25-26 budget priorities meeting with TACMO staff. Receive input.
March 13 & 14, 2025- Parent Forums	25-26 budget priorities meetings with TACMO families. Receive input.
March 18, 2025- Board Meeting	Report out budget priorities from staff and families
	Present draft revised salary schedule for certificated staff
April 21 & 23, 2025- Parent Forums	Report on the summary of the organization climate survey data
April 22, 2025- Board Meeting	Report on the summary of the organization climate survey data and employee experience data
May 5, 2025	25-26 draft budget review with TACMO board treasurer, CMO admin, site admin, and teacher reps. Solicit feedback.
May 20, 2025- Board Meeting	Report plans and potential goals to address eight (8) state priorities in the 25-26 LCAP
	25-26 draft budget review with TACMO board of directors. Solicit feedback.

June 11, 2025- Special Board Meeting	Public Hearing 25-26 LCAP and budget educational partner input regarding proposed expenditures.
June 16, 2025- Board Meeting	Presentation of LCAP State Indicators. Approval of 25-26 LCAP and budget.



2025 ORGANIZATION CLIMATE SURVEY RESULTS



2025 Recap: Parents

- The most consistent reason families chose both schools is the small school environment.
- Families overwhelmingly view their chosen school as a better option than their neighborhood school. The perception of "better" has been consistent over five years. The organization-wide average of parents who viewed the schools as a better option over the last 5 years is 84.7%

Areas of Growth

- Facilities are viewed as well maintained.
- Students are engaged in positive activities that support academic success.
- Instruction for English Language Learners is perceived positively.
- Parents report strong satisfaction with their children's school experience.
- Schools are seen as safe environments for students and staff.

Areas of Decline

- Extra and co-curricular activities are seen as lacking.
- Instruction for gifted learners could be strengthened.
- There's room for improvement in encouraging parent involvement.
- Confidence in the hiring and retention of qualified staff is lower than other areas.
- Feedback on student academic progress can be improved.



2025 Recap: Staff

Areas of Growth

- High confidence in the quality of instruction provided to students
- School facilities are especially well rated at Blue Oak Academy.
- Staff feel that academic progress feedback to students is a strength.
- Character and moral development are well supported.
- Safety is perceived positively.

Areas of Decline

- Concerns about hiring and retaining highly qualified staff, particularly at Blue Oak Academy.
- Instructional support for gifted learners and English Language Learners needs improvement, especially at Sycamore Valley Academy.
- Opportunities for enrichment and extracurriculars are seen as limited.
- Encouraging parent involvement isn't as strong a perception among staff.
- Instruction for students with disabilities is viewed less favorably than general instruction.



2025 Recap: Students

Areas of Growth

- Students feel they receive quality instruction at both schools.
- Feedback from teachers is recognized and valued.
- Many students are happy and satisfied with their school experience.
- Core and enrichment subject offerings are appreciated across both campuses.
- Character and moral development are acknowledged alongside academics.

Areas of Decline

- Concerns about hiring and retaining highly qualified staff
- Instructional support for gifted learners and English Language Learners needs improvement
- Opportunities for enrichment and extracurriculars are seen as limited.
- Encouraging parent involvement isn't as strong a perception among staff
- Instruction for students with disabilities is viewed less favorably than general instruction.



SURVEY PARTICIPATION

Educational Partner	2020	2021	2022	2023	2024	2025
Parent	45	321	215	218	162 20% of Parents	254 30% of Parents
	14- BOA 31- SVA	153- BOA 168- SVA	143-BOA 72-SVA	112-BOA 106-SVA	74-BOA 88-SVA	127-BOA 127-SVA
Staff	51	17	28	54	80 73% of Staff	80 66% of Staff
	25-BOA 26- SVA	5- BOA 8- SVA 4- Both	14- BOA 14- SVA	19- BOA 31- SVA 4-Both	26- BOA 47- SVA 7-Both	31- BOA 41- SVA 8-Both
Student (Grades 3-8)	266	145	241	395	423 82% of students	522 100% of students
	68- BOA 198- SVA	30-BOA 115-SVA	67- BOA 174-SVA	154- BOA 241-SVA	179-BOA 70% of students 244-SVA 95% of students	263-BOA 100% of students 259-SVA 100% of students
Total	362	483	484	667	665	856 40

Primary Reason for Electing School 2022/2023/2024/2025/2026

Group	Teaching Model	Differentiation	Gifted Education	Small School	Neighborhood School
Parent					
BOA	21%/28%/25%/13%/19%	2%/8%/3%/6%/6%	23%/17%/21%/13%/11%	36%/37%/38%/57%/52%	6 18%/10%/13%/11%/12%
SVA	17%/29%/22%/26%/17%	8%/5%/5%/7%/7%	29%/29%/27%/14%/19%	33%/29%/34%/40%/38%	% 13%/8%/12%/13%/19%



Comparing School to Local Education Option 2021/2022/2023/2024/2025

Group	Better Option	Equal Option	Worse Option
Parent			
BOA	89%/96%/90%/76%/83%	6%/4%/10%/17%/11%	5%/0%/0%/7%/6%
SVA	86%/81%/82%/83%/81%	11%/11%/16%/13%/13%	3%/8%/2%/4%/6%



The organization hires and retains highly qualified staff. My school hires and keeps highly qualified staff.

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	98%/95%/96%/89%/87% 96%/93%/89%/92%/87%	
Staff BOA SVA	89%/93%/74%/75%/79% 90%/86%/97%/96%/91%	
Students		
BOA SVA	100%/85%/89%/88%/84% 94%/87%/84%/89%/70%	



The organization keeps school facilities well maintained. My school keeps school facilities well maintained.

Educational Partner	AGREE/STRONGLY AGREE
Parent BOA SVA	99%/93%/88%/93%/95% 100%/99%/95%/92%/94%
Staff BOA SVA	100%/100%/79%/73%/97% 100%/100%/94%/96%/85%
Students BOA SVA	97%/83%/78%/84%/76% 89%/67%/59%/56%/56%



The organization provides quality instruction for my student(s). My school provides me with quality instruction.

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	100%/98%/99%/96%/91%/90% 97%/94%/91%/93%/97%/91%	
Staff BOA SVA	100%/100%/95%/94%/87% 100%/100%/100%/100%/100%	
Students		THE
BOA SVA	94%/90%/88%/85%/86% 92%/85%/89%/86%/83%	



The organization provides quality instruction for gifted learners. My school provides good instruction for gifted learners.

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	94%/90%/92%/89%/84% 90%/84%/83%/91%/85%	
Staff		
BOA SVA	89%/71%/69%/85%/68% 92%/93%/88%/94%/85%	AT H
Students		
BOA SVA	88%/83%/86%/86%/80% 85%/83%/86%/83%/82%	



The organization provides quality instruction for English Language Learners (ELLs).

My school provides good instruction for English Language Learners (ELLs).

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	97%/97%/98%/97%/96% 95%/91%/94%/99%/98%	
Staff		
BOA SVA	45%/93%/100%/92%/82% 42%/79%/94%/83%/78%	
Students		
BOA SVA	97%/88%/87%/92%/87% 99%/83%/87%/87%/89%	



The organization provides quality instruction for students with disabilities. My school provides good instruction for students with disabilities.

Educational Partner	AGREE/STRONGLY AGREE
Parent	
BOA SVA	97%/92%/89% 92%/95%/95%
Staff	
BOA SVA	90%/82%/74% 100%/91%/91%
Students	
BOA SVA	84%/83%/85% 91%/90%/87%



The organization encourages parent involvement. My school encourages my parents to be involved.

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	100%/95%/95%/93%/89% 100%/95%/87%/92%/94%	
Staff		
BOA SVA	100%/100%/95%/97%/87% 100%/100%/100%/98%/100%	/T ł
Students		
BOA SVA	94%/76%/82%/79%/89% 87%/84%/84%/82%/79%	



The organization provides quality feedback pertaining to students' academic progress.

I receive good feedback from my teacher about areas I can improve

upon.			
·	Educational Partner	AGREE/STRONGLY AGREE	
	Parent		
	BOA SVA	92%/98%/97%/89%/87% 93%/88%/84%/83%/88%	
	Staff		
	BOA SVA	100%/100%/79%/97%/82% 92%/100%/100%/100%/93%	
	Students BOA SVA	100%/91%/93%/91%/89% 86%/80%/85%/84%/79%	THE



I am satisfied with my/our student(s)' academic progress and achievement.

I am happy with my school accomplishments.

Educational Partner	AGREE/STRONGLY AGREE
Parent	
BOA SVA	95%/91%/92%/86%/88% 88%/88%/85%/88%/90%
Staff	
BOA SVA	78%/93%/74%/91%/76% 75%/79%/84%/98%/89%
Students	
BOA SVA	94%/92%/86%/77%/84% 79%/84%/71%/74%/74%



The school engages students in positive activities that lead to academic success. My school encourages me participate in positive activities that lead to academic success.

Educational Partner	AGREE/STRONGLY AGREE
Parent	
BOA SVA	98%/99%/96%/96%/94% 95%/94%/94%/95%/96%
Staff	
BOA SVA	89%/100%/95%/94%/87% 92%/100%/100%/98%/100%
Students	
BOA SVA	94%/91%/87%/83%/87% 85%/79%/85%/83%/74%



The school offers students sufficient extra and co-curricular activities. My school offers students enough extra and co-curricular activities (outside of the classroom).

Educat	ional Partner	AGREE/STRONGLY AGREE	
Parent			
	BOA SVA	84%/98%/78%/73%/79% 74%/78%/82%/80%/89%	
Staff			
	BOA SVA	45%/86%/64%/82%/84% 34%/72%/97%/98%/98%	
Students			
	BOA SVA	94%/77%/68%/72%/73% 73%/66%/76%/85%/71%	SYCAMORE VALLEY adademy

53

BLUE OAK

ACADEMY

Students and staff are safe at school. I feel safe at my school.

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	99%/95%/96%/95%/94% 100%/97%/94%/93%/94%	
Staff		
BOA SVA	89%/100%/85%/88%/87% 92%/100%/94%/98%/100%	
Students		THE
BOA SVA	97%/89%/96%/76%/77% 95%/79%/71%/71%/69%	

THE ACADEMENT DREANIZATION CHARTER MANAGEMENT DREANIZATION SYCAMORE VALLEY AGADEMY BLUE OAK AGADEMY My student(s) are satisfied with their school on a daily basis. I am happy and satisfied attending my school on a daily basis.

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	97%/94%/94%/80%/91% 92%/92%/92%/89%/91%	
Staff		
BOA SVA	100%/100%/95%/100%/87% 100%/93%/97%/93%/96%	
Students		THE
BOA SVA	97%/82%/69%/72%/73% 79%/70%/68%/69%/64%	S



The organization has broad offerings in both core subjects and enrichment opportunities.

My school offers both core subjects (ELA, Math, Science, Social Studies) and enrichment opportunities (Spanish, Art, Music, etc).

Educational Partner	AGREE/STRONGLY AGREE	
Parent		
BOA SVA	95%/95%/90%/92%/84% 88%/91%/86%/88%/84%	
Staff		
BOA SVA	67%/86%/90%/94%/84% 59%/79%/97%/ 96%/91%	
Students		
BOA SVA	87%/94%/92%/91%/95% 96%/97%/92%/95%/93%	



The school supports students' character and moral development. My school recognizes my character and moral development not just my academic achievements.

Educational Partner	AGREE/STRONGLY AGREE
Parent	
BOA SVA	99%/97%/99%/86%/88% 99%/97%/90%/91%/91%
Staff	
BOA SVA	100%/100%/95%/91%/84% 92%/93%/100%/98%/96%
Students	
BOA SVA	94%/84%/82%/78%/76% 84%/74%/76%/71%/71%

BLUE OAK

ACADEMY

CHARTER MANAGEMENT ORGANIZ

SYCAMORE

VALLEY

ACADEMY

THE

Looping Pilot for Grades ²/₃ at Blue Oak Academy

1. Alignment of Looping to Strategic Plan

The proposed 2nd/3rd grade looping pilot supports multiple goals from our strategic plan.

Strategic Priority	Connection to Looping	Supporting Research
Improve Student Achievement	A narrowed focus on standards based instruction. Looping creates instructional continuity, allowing teachers to start Year 2 with deep knowledge of student strengths and needs. This may accelerate academic growth and reduce time spent on review.	Hattie: "Teacher-student relationships (ES = 0.72) is among the highest-leverage strategies for student achievement. Looping allows this relationship to extend and deepen, creating a classroom where learning accelerates." — <i>Visible Learning, John Hattie</i>
Increase Student Discourse & Improve Writing (A1 & A2)	More frequent student discourse, academic risk-taking, and confidence in writing since teachers can build on communication routines established in Year 1.	Hattie: Classroom discussion (0.82) and feedback (0.75) are more impactful in looping classrooms where rapport is strong and students feel secure.
Implement Tier 1 Behavior System (A3)	Year 2 begins with already-established behavior norms, reducing classroom disruptions and allowing Tier 1 systems to operate more efficiently.	Looping is linked to reduced disciplinary incidents and stronger student-teacher trust (Burke, 1996; Checkley, 1995).
Hire and Retain Qualified Staff (B1 & B2)	Teaching one grade level each year vs. two <i>may reduce stress and</i> <i>burnout</i> increasing desire to remain a teacher at the school. The relational satisfaction of looping contributes to higher teacher morale and retention.	Hattie: Teacher collective efficacy (1.57) is more attainable in systems where teachers feel supported, valued, and skilled.
Retain Students (B3)	Families may value consistency in who teaches their child. <i>The strong</i> <i>relationships</i> formed in looping create a more personalized and nurturing school experience.	Studies show higher parent satisfaction and lower student attrition in schools using looping, especially in early grades (Grant & Johnson, 1995).

Equity Through
Gifted Education
for AllGifted strategies like inquiry,
metacognition, and student ownership
are more effectively scaffolded over
two years. Looping allows time for
deeper development of these skills in
all students.Differentiation and cognitive
strategy instruction (Hattie ES
= 0.60–0.77) improve in
environments with teacher
familiarity and long-term
planning.

2. Outcome Measurements for Teacher Looping

To evaluate the pilot's success and determine its long-term viability, we will implement a comparative data analysis approach. The pilot looping cohort will be compared to historical multi-age cohorts, with additional attention to subgroup performance (English Learners, Special Population, etc.). Beginning with 2/3 allows for careful implementation, staff development, and data collection. The 2nd/3rd grade looping pilot is a research-aligned, mission-driven initiative that directly supports our strategic plan actions and academic, behavioral, and staffing goals. By reducing complexity for teachers, strengthening teacher-student relationships, and promoting continuity of instruction, this pilot offers a strategic approach to increasing achievement and equity for all students.

WestEd has agreed to help develop the data collection and reports to determine the effectiveness in alignment with our current strategic plan. In addition, this information will be used to determine if scaling the looping model out to 4/5th grades will be impactful.

The data used will be similar to the metrics outlined below. They will be fully determined upon approval of the looping pilot.

Metric	Data Source	Baseline	Comparison
% of students meeting typical and stretch growth	i-Ready	Multi-age cohorts (2023–2025)	Looping cohort (2025–2027)
Student writing benchmark scores	Internal (aligned to TCOE) rubrics	Multi-age writing performance	Looping writing growth over 2 years
Increase in academic discourse	Walkthrough data, observations (DigiCoach), student self-report	Rubric baseline in 2025. Currently working to determine baseline data.	Measured annually

Tier 1 behavior implementation	Behavior logs, incident reports.	Final year of 2/3 multi-age (2024–25)	Looping cohort (2025–27)
Equity gap closure	Disaggregated growth by EL, IEP, and FRL subgroups	Current equity gap in multi-age data	Gap reduction over time in looping
Staff and student experience	Surveys, exit interviews.	Baseline collected in Spring 2025	Collected annually during pilot

3. Long-Term Strategy and Sustainability

This change is designed as a two-year pilot, beginning with the incoming 2nd and 3rd grade students in 2025–26, and evaluated for impact and feasibility through 2027.

School Year	Implementation	Notes
2024–25	Final year of 2nd/3rd multi-age	Baseline data collected
2025–26	2nd and 3rd grade run as separate single-grade classes	Year 1 of pilot begins
2026–27	Teachers loop with students into 3rd grade	Year 2 of pilot
2027–28	Formal evaluation year	Review all outcome data and make recommendations for future structure; should this model be moved into 4/5th grades.

4. Standards Overview (2nd/3rd grade)

- English Language Arts (ELA):
 - 2nd Grade: Approximately 89 standard
 - 3rd Grade: Approximately 89 standard

• Mathematics:

- 2nd Grade: Approximately 26 standard
- 3rd Grade: Approximately 26 standard

Total per grade: 2nd Grade: ~115 standard/3rd Grade: ~115 standard

Combined 2nd and 3rd Grades:-~230 standard This means that a teacher in a multi-age 2nd/3rd grade classroom is responsible for covering approximately 230 standards, effectively doubling the instructional planning and delivery requirements compared to teaching a single grade level. Managing this extensive range of standards can make it challenging to delve deeply into each standard and to provide differentiated instruction tailored to individual student needs.

5. Maintaining Quality Across the Organization

The following language is taken directly from the TCOE and TACMO Board approved Blue Oak Academy charter petition, which is valid through June 30, 2030, to ensure alignment with the approved commitments and continued charter quality.

Students will experience multi-age grouping and/or teacher looping, to be determined by site-based needs.

Borrowing from Montessori and Waldorf methods, Blue Oak Academy is structured to instruct students differently because of our core philosophical belief that learning should be student-centered and that these models are a highly effective way to educate. Multi-age classrooms include students from at least two grade levels. These are created intentionally, guided by student need, with the purpose to scaffold or accelerate learning. The looping model is a structure that places a teacher to spend at least two years with the same group of students.

Overview

Multi-Age

It marks a departure from the traditional age-grade lock step system that the vast majority of American schools have implemented since 1843, when the "one-room schoolhouse model" was replaced by "a factory model that was used to classify and manage the increasing need of urban schools...a product of the Industrial Revolution" (Stone, 1997).

Many thinkers are recognizing the arbitrary nature of single-graded learning environments. Sir Ken Robinson, creativity expert, describes how our system has come to be single-graded and our need to rethink this practice: "It's about conformity. It's about batching. We still educate people by age group, for example. Why do we do that? It's because it's a managerial convenience. It's not because it answers to any model of human growth or development. We assume that all the five year olds should be educated together, all the six year olds, all the seven year olds... It's like the most important thing they have in common is their date of manufacture. Well, I know five year olds who are a lot smarter than some twelve year olds, according to what they are doing. It's also about standardization; we all know this." (Robinson, 2011).

The graded system assumes, "that all children are the same in development and needs; that they can be taught in the same way... and that education is a product, not a process" (Stone, 1997). The graded system is curriculum-centered and efficiency-minded. Even when teachers within graded schools consciously work to create student-centered environments, "the structure of the graded system... hinders continuous, successful progress for all children" (Stone, 1997). Because single-graded environments encourage the use of "the same

curricula to teach diverse groups of students, graded education might neglect some students' needs, especially those of high- and low-achievers." (Song, Spradlin & Plucker, 2009).

In contrast, the multi-age approach assumes:

all children, even children of the same age, are different in their development and needs; that children construct their own knowledge in their own way; that learning should be child-centered, not curriculum-centered; and that education is a process, not a product (Piaget,1976, Piaget and Inhelder, 1969). Multi-age classrooms also promote social learning-- children learning from each other. (Vygotsky, 1978) (Stone, 1997).

Because these assumptions underlie a multi-age environment, a multi-age school is a natural fit for student-centered and project-based learning.

In sum, the multi-age structure is utilized as the Blue Oak Academy model because it begins with the assumption of diversity in students, not sameness, and it is compatible with learning outcomes we aim for: producing life-long learners and instilling a mastery orientation.

Looping

As a school which prioritizes the unique attributes and needs of each and every student, we have

learned from experience that some students will thrive in a multi-age classroom, whereas, some will struggle with that structure. We will offer the looping model as a comparable, evidenced-based alternative. Based on research, we posit that it will provide similar advantages while limiting the disadvantages we have observed in some of our student population.

Before expounding on the myriad of potential advantages of a looping classroom, it is important to note that it is a structure allowing for certain outcomes, not the direct cause (Grant, Richardson, & Forsten, 2000). Cistone (2004) found that most principals and teachers reported that looping increased the effectiveness of classroom instruction. With the longer amount of time with each student, teachers have a better understanding of students' academic and socio-emotional needs, including effective vs. ineffective techniques with them; all necessary elements to provide more opportunities to custom-tailored the curriculum and be innovative. Teachers are able to have more long-term objectives, especially with the Special Education referral process and IEP goals (Maynard, 2018). Teachers also report more opportunities for innovation. Staff attendance improved as missed days dropped to an average of fewer than three days a year from the previous seven days average (Grant, Richardson, & Forsten, 2000).

In one article that focused on looping as the structure for gifted students, 100% parents replied that the looping was a positive experience for their child. Research, such as that by Bafile in 2009, has shown this model to increase parent involvement as these stronger bonds helped create a sense of community, especially between the teacher and families (Thompson, Franz, & Miller, 2009, Maynard, 2018).

Academic Advantages

Multi-Age Grouping

Both ends of the achievement spectrum, high-achieving and lower-achieving students, will benefit from this structure at Blue Oak Academy, as "age-segregated classrooms are particularly difficult for children whose development differs from the norm" (Pratt, 1986). This is because multi-age classes encourage differentiation. "Teachers of multi age classes are more likely to see their students as diverse than as similar and to provide developmentally appropriate (that is, differentiated) curricula" (Lloyd, 1999).

Multi-age grouping removes the social stigma of being an outlier when students' chronological age and cognitive ability are disparate. The opportunity to progress on a continuum toward mastery without grade-imposed limits will encourage greater motivation and feelings of success. Research indicates that this affective advantage translates to greater achievement for students. "Statistical analysis demonstrated that students from multiage classrooms achieved greater academic outcomes in relation to their abilities and demonstrated greater increases in academic achievement than students of the same and higher abilities from single-age classrooms, [even] when all classrooms employed developmentally appropriate teaching practices" (Kinsey, 2001).

Looping

When highlighting the evidence of proven academic outcomes, looping has been shown to create the

structure for more efficient instruction (Maynard, 2018). Bafile, in 2009, estimates that students gain about a month of teaching by looping with the same instructor which eliminates the typical time spent on getting acquainted and establishing routines/structures (Grant, Richardson, & Forsten, 2000). In 2004, Cistone reports significant gains have been seen in both reading and math (Maynard, 2018). In Brown's study that specifically looked at students with disabilities and looping, 100% showed growth in both reading and math (2011). When looking specifically at middle school students, it was found that looping helped some to re-engage academically (Franz et al., 2010). For all grades, looping allows for the gift of time as teachers are able to view summer as an extended break; instead of a closure to instruction (Franz et al., 2010, Thompson et al., 2009).

Looping has proven to be especially beneficial for students with extra obstacles to their learning. Cistone (2009) states that students were significantly more likely to be promoted to the next grade due to competence in academic benchmarks (Maynard, 2018). In a Massachusetts school district's seven year analysis of their looping data, the retention rate dropped by more than 43% in grades two through eight. Herterch, 2009, found that students with low socioeconomic status as well as minorities outperformed their non-looping peers (Brown, 2011). Hill and Jones' research revealed academic gains for all and the largest effects were for minorities. Another study in 2010 observed that females achieved statistically significantly higher on the Mississippi curriculum test (Franz et al., 2010). "A multi-year assignment at this age provides the gift of time that allows less mature children to catch up with their peers that's nullifying the need for retention" (Brown, 2011, p. 26) These studies explain why looping has been linked to a reduction in referrals for special ed assessment (Franz et al., 2010).

6. Financial Impact

Enrollment increase of 18 students = +\$103k annual net income

Blue Oak Academy			
2025-26 Budget			
	Current Operation	Revised Operation	Favorable/(Unfavorable) Variance
Enrollment	430	448	18
ADA %	94%	94%	0%
ADA	404.20	421.12	16.92
LCFF/ADA	\$ 12,188	\$ 12,188	
LCFF Revenue	\$ 4,926,288	\$ 5,132,504	\$ 206,217
Additional Expense			
Salaries + Benefits		\$ 93,122	\$ (93,122)
Technology		\$ 2,500	\$ (2,500)
Furniture		\$ 7,500	\$ (7,500)
Net Income			\$ 103,095

7. Summary

The proposed 2nd/3rd grade looping pilot is designed to align with BOA's strategic goals and directly support key academic, behavioral, and staffing objectives. The pilot aims to achieve multiple measurable outcomes:

- Increased Student Achievement: The separation of grades in the 2nd and 3rd grade classrooms will allow for deeper, more critical thinking, with teachers able to focus on a single grade level. This enhanced focus can lead to stronger academic performance, particularly in areas such as writing, discourse, and critical thinking skills. As a result, we anticipate increased student achievement, as teacher efficacy improves through the continuity of instruction and relationships developed over two years.
- 2. Enhanced Student Discourse and Writing: By fostering a stable environment and building on the established communication routines of Year 1, teachers can promote more frequent and effective student discourse. This academic risk-taking, combined with consistent feedback, will elevate student writing and overall academic performance, which is crucial to the success of our academic strategic goals.
- 3. **Improved Teacher Efficacy and Retention**: With teachers focusing on only one grade level per year, the workload will be reduced, allowing for more effective instructional planning and delivery. This shift will increase teacher satisfaction and effectiveness, which, in turn, is expected to lead to higher teacher retention rates. Additionally, the simpler structure of a single-grade focus may attract highly qualified candidates to our school, further improving staff quality.
- 4. **More Effective Tier 2 Instruction**: One of the anticipated outcomes is that teachers will be able to provide more effective Tier 2 interventions in the classroom, as they will be able to build stronger relationships with their students and tailor instruction more effectively. This will reduce the reliance on pull-out services for intervention, leading to more inclusive and equitable educational practices and directly supporting the A4 COST strategic action.
- 5. **Strategic Goal Alignment**: We believe that the implementation of the looping model will significantly contribute to meeting both our Instruction and Invest in People strategic goals. Specifically, we anticipate improvements in up to 4 out of 4 Instruction strategic goals, and 3 out of 4 Invest in People strategic goals, especially after the two-year pilot period.

The pilot will be evaluated based on data from the 2nd and 3rd-grade cohorts, comparing academic progress and behavioral outcomes to historical multi-age cohorts. The results will guide any future recommendations, including potential expansion to 4th and 5th grades.

We hope to prove, through this pilot, that transitioning from a multi-age model to a single-grade looping structure in early grades will be highly beneficial for both students and staff, leading to stronger academic outcomes, enhanced teacher satisfaction and retention, and better overall alignment with our strategic goals.

Enrichment Programs at Blue Oak Academy 2024-2025 Music • Spanish • Art

BOA's enrichment programs in **Music, Spanish**, and **Art** offer students meaningful opportunities to grow beyond the traditional classroom. These experiences allow students to discover areas they find exciting and personally meaningful, sparking creativity and fostering a deeper love of learning. By increasing engagement and supporting students in finding their passions, these programs help improve academic achievement, strengthen behavior, and contribute to a positive and inclusive school culture.

Music: Mrs. McMahon

This year, our **6th-8th** grade music program provided more personalized instruction and expanded performance opportunities:

- Divided 6th-8th Grade Band into Beginning and Advanced groups for more targeted learning
- First marching band performance at the Candy Cane Lane Parade with color guard alongside the band
- Advanced band students attended CMEA Festival
- Weekly Performances by students at Friday assemblies

K–5 Music Instruction included: Weekly music classes culminating in a festive Winter performance in December and an upcoming Spring Showcase featuring patriotic American songs

Spanish: Senor Villasenor

All TK-8 students receive high-quality instruction that blends language development with cultural exploration:

- Día de los Muertos Ofrenda project
- Piñata Making to explore celebration and community (2nd/3rd Grade)
- Cinco de Mayo Celebration with TK: language, music, and dance

These experiences foster deeper cultural understanding and meaningful language acquisition.

Art: Instructional Aides and Teachers

Art instruction is provided through a collaborative approach between classroom teachers and instructional aides:

- Integration with grade level universal themes and seasonal projects.
- First annual art showcase and sale during Open House.
- Friday recess art stations to expand play opportunities and improve tier 1 behavior.

SYCAMORE VALLEY ACADEMY SPECIALIST REPORT 2024-2025











Overview: This year, middle school students expanded their global awareness and language skills through music, storytelling, and structured curriculum work. **Highlights**: Participated in global music competitions, Locura De Marzo and Locotubre, engaging with students worldwide through real-time polls and Spanish-language songs. 7th & 8th graders began using Senderos 1, which supports structured learning in grammar, vocabulary, reading, and cultural understanding 6th graders continue with Somos 1, a story-based curriculum that emphasizes communication and high-frequency vocabulary through compelling narratives and interactive discussions

Using Rockalingua, students engage with Spanish through music, movement, interactive games, and visuals. This multisensory approach helps students internalize vocabulary and grammar naturally while exploring cultural themes.

TK-1st Grade: Students explored music through movement, sign language, and group singing. Rhythm activities with scarves and song-based sign language supported coordination and engagement. 2nd-3rd Grade: Digital music composition and rhythmic activities nurtured creativity and performance readiness. 4th-5th Grade: Music reinforced geography and culture through U.S. history-themed songs and hands-on percussion. Middle School Choir: Performed at a joyful winter concert held on the stage at The Creative Center! They are currently preparing for a Rawhide game performance to be held on 5/4/25. Students also mentor TK–1 studens for upcoming performances.

Middle School Band: Focused on ensemble growth, collaboration, and original arrangements. Both band and choir were featured in a California State Lottery video!

PRIMARY SOLENCE



Kinder students using metric rulers to practice how scientists use size as a way to describe matter.



1st graders practicing with tools that scientists use.



2nd & 3rd graders using engineering principles to design a way for Rapunzel to escape her tower.



2nd & 3rd graders studying the physical properties of materials to design a hat that could protect them from the sun



Young scientists discovering the relationship of Order vs. Chaos, turning a pile of letter magnets into meaningful words



A perennial favorite: exploring acid/base chemistry with fizzy lemons. Every scientist from K-5 got to engage in this messy learning

MIDDLE SCHOOL

PRIMARY ART

n grade 1–5, students have been exposed to how the great artists created their artwork by emulating their particular style. They emulated Picasso, Monet and Frida Kahlo. In addition to looking closely at their artwork, they talked about color, the elements and principles of art, and used various mediums. The highlight at these grade levels was their work on Picasso. In middle school, students wrote about art every week. They looked very closely at the details of The Arnolfini Portrait by Jan Van Eyck and discussed how the portrait of the merchant and his wife explained goods traded in the 15th century. In addition to the Arnolfini Portrait, students also looked closely at The Lansdowne Portrait of George Washington, looking for details and the meaning of those details in the lifesize portrait of our first president. They then created their own portrait of selected founding fathers in the style of either Picasso/Warhol/Van Gogh.

Middle school's biggest accomplishment was creating and binding a hardcover book to display their Index Card of the Day artwork. Students hand-sewed the signatures and glued and bound the cover and end pages over a series of weeks. This was an enormous accomplishment, and the students were very proud of their work.

Much of the best artwork from each class throughout the school year has been saved for our Celebration of Creativity on May 15, including the Middle schooler's books. Additionally, there are 32 pieces of original SVA student artwork on display at the TCOE Student Art Exhibit.

The Academies CMO Board Financial Update

MEAGAN MILLER APRIL 22, 2025



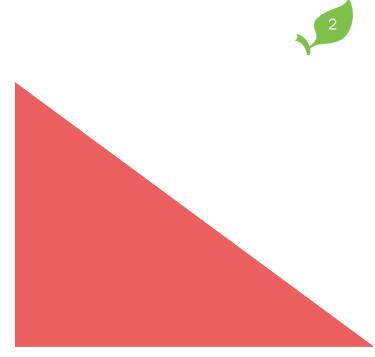




1. FY25 March Financial Update

2. Exhibits

- FY25 March Financials



March Financials

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2024-2025



2024-25 Forecast Summary

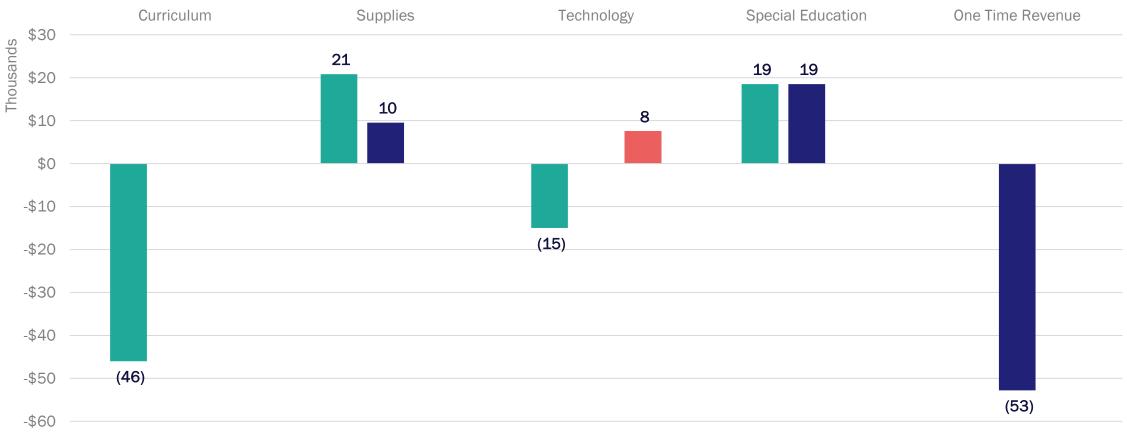
\$51k increase to Total Operating Income

		SVA	BOA	Total	СМО
Total	Approved Budget	5,622,663	5,820,720	11,443,383	1,431,424
Total	Current Forecast	5,699,886	5,782,132	11,482,018	1,455,322
Revenue	Increase (decrease)	77,223	(38,588)	38,635	23,898
	Approved Budget	5,609,199	5,697,525	11,306,724	1,431,424
Expenses	Current Forecast	5,686,209	5,608,467	11,294,676	1,455,322
	Decrease (Increase)	(77,010)	89,058	12,048	(23,898)
Operating	Approved Budget	13,465	123,195	136,659	0
Operating	Current Forecast	13,678	173,664	187,342	(0)
Income	Increase (decrease)	213	50,470	50,683	(0)
	Beg. Balance (Audited)	2,270,992	1,528,856	3,799,848	0
Fund Balance	Operating Income (Loss)	13,678	173,664	187,342	0
Ending Fund	Balance (Current Forecast)	2,284,670	1,702,520	3,987,190	0
Ending Fund	Balance as % of Expenses	40%	30%	35%	



2024-25 Current Forecast vs Previous Forecast

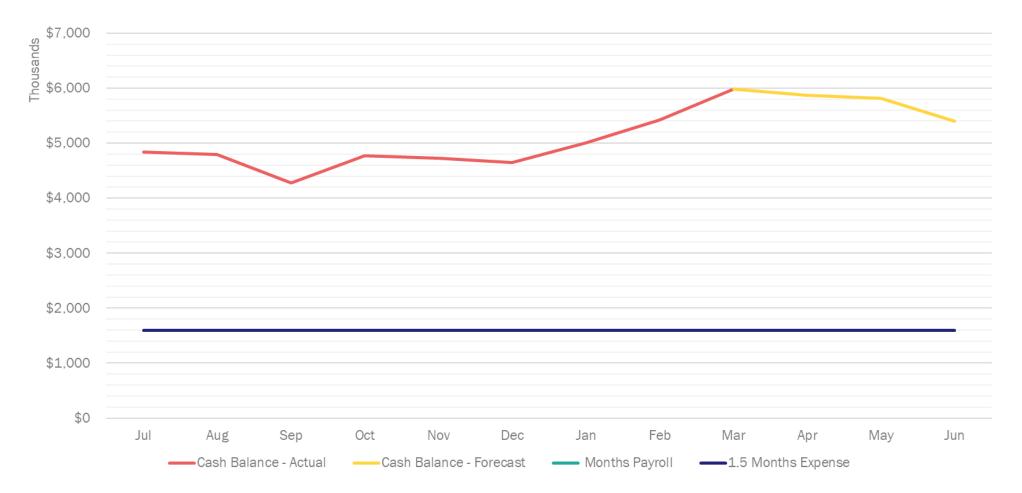
Expenses adjusted to reflect trends as approaching end of year



SVA BOA CMO

Monthly Cash Balance

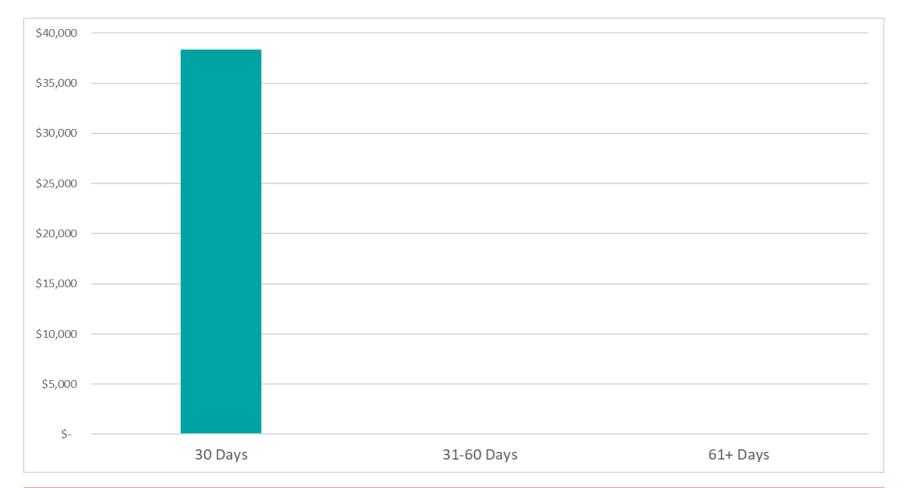
As of March 2025, 171 days cash on hand



Accounts Payable Aging



As of 3/31/25, TACMO had \$38k invoices outstanding at 30 days or less



Aging AP represents invoices submitted to EdTec but not paid as of last day of the month

Exhibits

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2024-2025

		Actual				Budget & Forecast						
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
SUMMARY												
Revenue												
LCFF Entitlement	447,317	539,894	331,283	2,783,506	4,552,641	4,583,904	4,581,888	(2,016)	29,247	1,798,382	61%	
Federal Revenue	-	23,498	-	38,873	179,235	201,734	201,734	-	22,499	162,861	19%	
Other State Revenues	41,010	71,986	17,505	318,978	807,482	817,238	816,313	(925)	8,830	497,334	39%	
Local Revenues	781	1,458	489,966	580,112	78,806	77,052	77,452	400	(1,354)	(502,660)	749%	
Fundraising and Grants	35	100	2,634	13,084	4,500	20,507	22,500	1,993	18,000	9,416	58%	
Total Revenue	489,144	636,935	841,388	3,734,555	5,622,663	5,700,434	5,699,886	(548)	77,223	1,965,332	66%	
Expenses												
Compensation and Benefits	321,738	360,369	356,105	2,964,785	3,986,956	4,069,819	4,075,615	(5,796)	(88,659)	1,110,830	73%	
Books and Supplies	15.146	1.658	4,850	2,904,785	155.169	4,009,819	4,075,015	(33,591)	(, ,	111.024	42%	
Services and Other Operating Expenditures	20,224	48.303	31.845	278,464	1.445.187	1,428,560	1,406,223	(33,391) 22.337	38,964	1,127,759	20%	
Depreciation	1,364	1,364	51,045	11,834	21,887	11,897	11,400,223	- 22,557	9,990	64	99%	
Other Outflows & Amortization	-	-	-	-	- 21,007	-	-	-	-	-	007	
Total Expenses	358,472	411,694	392,800	3,336,532	5,609,199	5,669,159	5,686,209	(17,050)	(77,010)	2,349,677	59%	
Net Income	130,671	225,241	448,588	398,023	13,465	31,275	13,678	(17,598)	213	(384,345)		
			,		.0,100	0.,2.0		(11,000)	2.0	(00 1,0 10)		
Fund Balance												
Beginning Balance (Unaudited)					2,210,214	2,210,214	2,210,214					
Audit Adjustment					-	60,778	60,778					
Net Income					13,465	31,275	13,678					
Ending Fund Balance					2,223,678	2,302,267	2,284,670					
Fund Balance as a % of Expenses					40%	41%	40%					

=		Actual		YTD			Budget &	Forecast		Budget & Forecast						
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent					
KEY ASSUMPTIONS																
Enrollment Summary																
K-3					196	196	196	-	-							
4-6					141	141	141	-	-							
7-8					78	78	78	-	-							
Total Enrolled					415	415	415	-	-							
ADA %																
K-3					94.5%	95.0%	95.0%	0.0%	0.5%							
4-6					94.5%	95.0%	95.0%	0.0%	0.5%							
7-8					94.5%	95.0%	95.0%									
Average ADA %					94.5%	95.0%	95.0%	0.0%	0.5%							
ADA																
К-3					185.22	186.20	186.20	-	0.98							
4-6					133.25	133.95	133.95	-	0.70							
7-8					73.71	74.10	74.10	-	0.39							
Total ADA					392.18	394.25	394.25	-	2.07							

		Actual		YTD			Budget &	Forecast			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	265,153	265,153	270,562	1,890,940	2,527,318	3,254,248	2,924,505	(329,743)	397,187	1,033,565	65%
8012 Education Protection Account Entitlement	-	177,595	- 270,302	355.190	1,234,299	543,994	776.392	232,397	(457,908)	421,202	46%
8019 State Aid - Prior Years		6,064	-	6,064	1,234,299		-	232,397	(437,300)	(6,064)	4070
8096 Charter Schools in Lieu of Property Taxes	182,164	91,082	60,721	531,313	791,023	785,661	880,991	95,330	89,968	349,678	60%
SUBTOTAL - LCFF Entitlement	447,317	539,894	331,283	2,783,506	4,552,641	4,583,904	4,581,888	(2,016)	29,247	1,798,382	61%
Federal Revenue					00 400	00.400	00 400			00 400	00/
8181 Special Education - Entitlement	-	-	-	-	86,160	86,160	86,160	-	-	86,160	0% 63%
8291 Title I	-	17,375	-	28,276	42,551	44,948	44,948	-	2,397	16,672	
8292 Title II 8294 Title IV	-	3,623	-	5,597 5,000	7,951	8,053	8,053	-	102	2,456 5,000	70% 50%
8296 SRSA Grant	-	2,500	-	5,000	10,000 32,573	10,000 32,573	10,000 32,573	-	-	32,573	0%
8299 All Other Federal Revenue	-	-	-	-	32,373	20,000	20,000	-	- 20.000	20.000	0%
SUBTOTAL - Federal Revenue		23,498	-	38,873	179,235	20,000	20,000		20,000	162,861	19%
		23,430	-	30,073	179,233	201,734	201,734		22,455	102,001	1378
Other State Revenue											
8319 Other State Apportionments - Prior Years	1,277	-	-	2,182	-	2,182	2,182	-	2,182	-	100%
8381 Special Education - Entitlement (State	16,213	16,213	14,753	130,415	139,783	139,783	139,783	-	-	9,368	93%
8382 Special Education Reimbursement (State	2,847	2,847	-	17,399	31,261	31,426	32,574	1,148	1,313	15,176	53%
8550 Mandated Cost Reimbursements	-	-	-	7,640	7,583	7,640	7,640	-	57	0	100%
8560 State Lottery Revenue	-	32,252	-	32,252	101,994	112,415	112,415	-	10,421	80,163	29%
8590 All Other State Revenue	-	-	2,752	5,490	268,213	244,443	244,443	-	(23,770)	238,953	2%
8591 Prop 28 Arts & Music in Schools	4,928	4,928	-	27,377	56,833	102,512	100,438	(2,074)	43,605	73,061	27%
8593 ELO-Program	15,746	15,746	-	80,478	201,814	176,836	176,836	-	(24,978)	96,358	46%
8596 Other State Revenue 6	-	-	-	15,746	-	-		-	-	(15,746)	
SUBTOTAL - Other State Revenue	41,010	71,986	17,505	318,978	807,482	817,238	816,313	(925)	8,830	497,334	39%
Local Revenue											
8660 Interest	81	1,458	81	2,176	7,182	2,000	2,400	400	(4,782)	224	91%
8676 After School Program Revenue	100	-	-	100	-	_,	_,	-	-	(100)	
8689 FUA Reimbursement	-	-	-	-	71,624	71,624	71,624	-	-	71,624	0%
8699 All Other Local Revenue	-	-	-	3,428	-	3,428	3,428	-	3,428	0	100%
8999 Uncategorized Revenue	600	-	489,885	574,409	-	-	-	-	-	(574,409)	
SUBTOTAL - Local Revenue	781	1,458	489,966	580,112	78,806	77,052	77,452	400	(1,354)	(502,660)	749%
Fundaciation and Occurta											
Fundraising and Grants			0.000	0.050		45.000	45 000		15 000	10.050	4.40/
8801 Donations - Parents	-	-	2,000	2,050	-	15,000	15,000	-	15,000	12,950	14%
8802 Donations - Private	- 35	- 100	- 634	3,793	- 4,500	-	-	-	-	(3,793)	83%
8803 Fundraising	- 35	100	034	6,241 1,000	4,500	5,507	7,500	1,993	3,000	1,259 (1,000)	03%
8811 PTO Fundraising SUBTOTAL - Fundraising and Grants	- 35	- 100	2,634	13,084	4,500	20,507	22,500	1,993	- 18,000	9,416	58%
		100	2,034	15,004	4,500	20,307	22,300	1,995	10,000	3,410	50 /0
TOTAL REVENUE	489,144	636,935	841,388	3,734,555	5,622,663	5,700,434	5,699,886	(548)	77,223	1,965,332	66%
	403,144	000,000	041,000	3,734,335	3,022,003	3,700,434	3,033,000	(0+0)	11,225	1,303,332	00 /0

			Actual		YTD			Budget 8	Forecast			
		Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPE	INSES											
Com	pensation & Benefits											
Certi	ficated Salaries											
1100	Teachers Salaries	127,655	127,515	127,259	1,064,976	1,286,996	1,286,996	1,286,996	-	-	222,021	83%
1101	Teacher - Stipends	750	-	-	28,014	84,643	69,643	69,643	-	15,000	41,629	40%
1103	Teacher - Substitute Pay	1,744	7,104	8,048	55,329	75,750	75,750	75,750	-	-	20,422	73%
1111	Teacher - Specialist	12,797	12,797	12,797	104,530	197,432	191,281	191,281	-	6,151	86,751	55%
1148	Teacher - Special Ed	26,989	27,820	27,311	237,051	289,318	304,318	304,318	-	(15,000)	67,267	78%
1150	Teacher - Intervention	13,374	13,374	13,374	114,238	270,216	267,003	267,003	-	3,213	152,764	43%
1300		22,512	22,512	22,512	204,970	271,337	271,337	271,337	-	(0)	66,368	76%
	SUBTOTAL - Certificated Salaries	205,821	211,122	211,300	1,809,106	2,475,692	2,466,328	2,466,328	-	9.364	657,222	73%
			,	,	,,	, ,,,,,,	, ,	, ,		- /	,	
Class	sified Salaries											
2100	Classified Instructional Aide Salaries	11,531	28,746	27,117	200,255	209,951	278,332	278,332	-	(68,381)	78,077	72%
2103	Classified - Special Education	7,342	20,792	20,199	130,161	154,661	183,755	188,900	(5,145)		58,738	69%
2400	Classified Clerical & Office Salaries	8,830	14,809	13,582	114,345	144,474	144,474	144,474	-	-	30,129	79%
2930	Other Classified - Maintenance/grounds	4,158	3,966	3,616	36,866	47,008	47,008	47,008	-	-	10,142	78%
2935	Other Classified - Substitute	1,547	941	2,848	10,861	15,000	15,000	15,000	-	-	4,139	72%
2940	Other Classified - Summer	-	-	-	-	10,576	-	-	-	10,576	-	
	SUBTOTAL - Classified Salaries	33,408	69,254	67,361	492,489	581,671	668,569	673,714	(5,145)	(92,043)	181,225	73%
-	oyee Benefits											
3100		39,222	40,103	39,888	330,967	469,992	468,204	468,204	-	1,788	137,236	71%
3300	OASDI-Medicare-Alternative	5,593	8,420	8,283	64,217	81,325	87,837	88,231	(394)		24,013	73%
3400	Health & Welfare Benefits	29,730	27,267	27,533	243,469	327,644	327,644	327,644	-	-	84,175	74%
3500	Unemployment Insurance	4,603	2,202	1,603	10,772	15,355	16,752	16,958	(207)	,	6,186	64%
3600	Workers Comp Insurance	3,265	1,874	-	12,637	30,574	31,349	31,400	(51)		18,764	40%
3900		95	128	137	1,127	4,703	3,136	3,136	-	1,568	2,009	36%
	SUBTOTAL - Employee Benefits	82,508	79,993	77,444	663,189	929,593	934,921	935,573	(652)	(5,979)	272,383	71%
Beek	a 8 Cumplian											
ВООК 4100	s & Supplies Approved Textbooks & Core Curricula Materials	_		1,695	1.904	22,000	10,000	56,000	(46,000)	(34,000)	54,096	3%
4100	Books & Other Reference Materials	- 1,086	- 109	1,695	4,197	10,335	8,334	6,000	(46,000) 2,303	4,303	54,096 1,834	3% 70%
4200	Materials & Supplies	669	109	-	4,197	5,509	8,334 4,000	2,200	2,303	4,303 3,309	471	70%
4300	Educational Software	009	-	-	24,296	23,050	4,000 24,296	2,200	1,000		4/1	100%
4320	Instructional Materials & Supplies	- 23	- 469	- 533	24,290	7,800	33,678	30,678	3,000	(1,246) (22,878)	28,351	8%
4325	Art	25	409	555	1,497	14,399	14,399	14,399	3,000	(22,070)	12,901	10%
4320		- 691	- 607	- 1,458	7,340	14,399	14,399	9,250	- 750	- 3,600	12,901	79%
4330	Office Supplies PE Supplies	73	-	1,450	1,540	2,323	2,323	1,900	423	423	388	80%
4335	Teacher Supplies	127	- 363	- 380	7,186	19,950	12,323	10,080	2,320	9,870	2,894	71%
4340		-	5	360	7,180	- 19,950	12,400	10,080			2,094	100%
4352	After School Program Science	- 148	5	-	5 478	- 800	- 800	5 800	(5)	(5)	- 322	60%
		9,270		-	478 9,412	5,500	12,000	12,000	-		322 2,588	60% 78%
4410 4420	Classroom Furniture, Equipment & Supplies Computers: individual items less than \$5k	9,270	-	- 415	9,412 12,242	5,500 15,000	12,000 15,000	12,000	-	(6,500)	2,588	78% 82%
4420 4430	•	- 3,061	- 104	415	7,024		8,835	8,835	-	-	2,758	82% 79%
4430	Non Classroom Related Furniture, Equipment & Supplies Student Food Services	3,001	-	40	1,024	8,835	8,835	8,835 400	- 600		400	79% 0%
4710		-	-	- 243	- 301	5,000 1,818	1,000	400 600	1,218	4,600 1,218	400 299	0% 50%
4720	SUBTOTAL - Books and Supplies	15,146	1,658	243 4,850	81,450	155,169	1,010	192,474	(33,591)		111,024	<u> </u>
	COBICIAL - DOORS and Oupplies	10,140	1,000	4,000	51,430	155,109	130,003	132,474	(33,331)	(37,303)	111,024	₩ ∠ /0

			Actual		YTD			Budget 8	Forecast			
		Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	s & Other Operating Expenses											
	Fravel - Mileage, Parking, Tolls	318	-	282	1,125	2,000	2,000	1,250	750	750	125	90%
	Travel and Lodging	1,110	(281)	-	3,419	4,500	4,500	4,500	-	-	1,081	76%
	Travel - Meals & Entertainment	40	-	452	659	400	400	659	(259)		-	100%
	Dues & Membership - Professional	-	-	-	-	1,575	1,575	1,000	575	575	1,000	0%
	nsurance	-	-	-	-	-	4,797	4,797	-	(4,797)	4,797	0%
	lanitorial, Gardening Services & Supplies	-	1,652	-	2,764	6,927	6,927	3,500	3,427	3,427	736 68	79%
	Jtilities - Waste Rent	1,773	-	1,696	8,779	8,847	8,847	8,847	-	-		99% 0%
	Repairs and Maintenance - Building	-	-	-	- 2,414	274,284	274,284 2,414	274,284 2,414	-	(2,414)	274,284	100%
	Non-Cash Lease Adjustment	-	-	-	2,414	- 57,305	(6,410)	(6,410)		63,715	(6,410)	0%
	Banking Fees	-	- 1	- 517	- 1,560	3,120	2,500	2,000	- 500	1,120	(0,410)	78%
	Non-Instructional Consultants	1,368	225	653	4,717	4,900	4,900	4,900	-	1,120	183	96%
	District Oversight Fees	-	-	-	4,717	45,526	45,839	45,819	- 20	(292)	45,819	0%
	Field Trips Expenses	355	662	2,303	5,181	30,000	30,000	30,000	-	(232)	24,819	17%
	Fines and Penalties	-	-	-	-	711	711	711		_	711	0%
	Fingerprinting	-	-	-	75	600	600	600	_	_	525	12%
	Fundraising Expenses	-	2,269	-	9,024	13,559	11,511	11,511	-	2.048	2,486	78%
	egal Fees	1.427	-	-	3,791	5,254	5,000	5,000	-	254	1,209	76%
	icenses and Other Fees	-	-	-	289	-	289	289	-	(289)	-	100%
	Marketing and Student Recruiting	635	82	102	1,262	5,706	3,000	1,750	1,250	3,956	488	72%
	Consultants - CALPADS	-	-	-	-	6,140	1,000	1,000	-	5,140	1,000	0%
	Payroll Fees	504	1,007	569	5,230	6,600	6,600	6,600	-	-	1,370	79%
	CMO Services	-	-	-	-	639,157	657,642	654,403	3,239	(15,246)	654,403	0%
5860 F	Printing and Reproduction	2,254	1,407	3,069	21,462	24,767	24,767	24,767	-	-	3,305	87%
5861 F	Prior Yr Exp (not accrued	-	-	238	4,864	-	5,000	5,000	-	(5,000)	136	97%
5863 F	Professional Development	2,128	15,150	2,124	25,894	34,159	24,159	25,894	(1,735)	8,265	-	100%
5869 S	Special Education Contract Instructors	7,255	6,454	8,519	58,095	117,271	117,271	98,771	18,500	18,500	40,676	59%
5875 S	Staff Recruiting	-	-	-	565	1,196	1,196	900	296	296	335	63%
5877 S	Student Activities	(35)	143	103	5,564	10,400	10,400	7,500	2,900	2,900	1,936	74%
5878 S	Student Assessment	-	-	-	3,857	6,928	6,928	5,000	1,928	1,928	1,143	77%
5880 S	Student Health Services	166	86	258	782	10,000	7,000	1,500	5,500	8,500	718	52%
	Student Information System	896	896	896	33,559	11,258	36,246	36,246	-	(24,988)	2,687	93%
	Fechnology Services	-	9,514	-	9,514	-	-	15,000	(15,000)	(15,000)	5,486	63%
	Fransportation - Student	-	8,936	10,035	45,777	89,355	89,355	89,355	-	-	43,578	51%
	Aiscellaneous Operating Expenses	-	-	-	16,703	-	16,703	16,703	-	(16,703)	-	100%
	Communications - Internet / Website Fees	28	28	28	662	19,756	18,163	18,163	-	1,593	17,501	4%
	Postage and Delivery	-	73	-	876	1,946	1,946	1,500	446	446	624	58%
	Communications - Telephone & Fax	-	-	-	-	1,040	500	500	-	540	500	0%
S	SUBTOTAL - Services & Other Operating Exp.	20,224	48,303	31,845	278,464	1,445,187	1,428,560	1,406,223	22,337	38,964	1,127,759	20%
Conital	Outlow & Depresention											
-	Outlay & Depreciation Depreciation	1,364	1,364	-	11,834	21,887	11,897	11,897	-	9,990	64	99%
	SUBTOTAL - Capital Outlay & Depreciation	1,364	1,364	-	11,834	21,887	11,897	11,897		9,990	64	99%
-	SOBTOTAL - Capital Outlay & Depreciation	1,304	1,304	-	11,034	21,007	11,097	11,097		3,330	04	33 /0
Other O	utflows & Amortization											
	SUBTOTAL - Other Outflows & Amortization	-	-	-	-	-	-	-		-	-	
TOTAL E	EXPENSES	358,472	411,694	392,800	3,336,532	5,609,199	5,669,159	5,686,209	(17,050)	(77,010)	2,349,677	59%

BOA Income Statement

As of Mar FY2025

		Actual			D Budget & Forecast						
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	529,196	457,001	413,031	3,029,818	4,840,654	4,803,615	4,797,833	(5,782)	(42,820)	1,768,016	63%
Federal Revenue	38,859	23,320	-	79,069	253,040	254,590	254,590	-	1,550	175,521	31%
Other State Revenues	47,697	92,459	17,864	341,523	663,671	713,079	659,508	(53,571)	(4,163)	317,985	52%
Local Revenues	-	1,494	-	1,203	60,500	60,000	61,500	1,500	1,000	60,297	2%
Fundraising and Grants	575	800	184	8,157	2,855	7,450	8,700	1,250	5,845	543	94%
Total Revenue	616,327	575,075	431,079	3,459,769	5,820,720	5,838,735	5,782,132	(56,603)	(38,588)	2,322,363	60%
Expenses											
Compensation and Benefits	328,187	372,007	356,476	3,046,859	4,108,233	4,071,782	4,071,782	-	36,451	1,024,923	75%
Books and Supplies	3,650	3.427	11,677	84,490	181.681	186,948	182,918	4,030	(1,237)	98,428	46%
Services and Other Operating Expenditures	17,328	38,375	44,423	236,452	1,407,611	1,375,981	1,345,328	30,653	62,283	1,108,877	18%
Depreciation	330	330	-	1,723	-	8,439	8,439		(8,439)	6,716	20%
Other Outflows & Amortization	-	-	-	212	-	-	-	-	-	(212)	
Total Expenses	349,495	414,140	412,576	3,369,735	5,697,525	5,643,151	5,608,467	34,683	89,058	2,238,733	60%
Net Income	266,831	160,935	18,503	90.034	123,195	195,585	173,664	(21,920)	50,470	83,630	
		,	,			,		(= -,-=-)			
Fund Balance											
Beginning Balance (Unaudited)					1,236,980	1,236,980	1,236,980				
Audit Adjustment					-	291,876	291,876				
Net Income					123,195	195,585	173,664				
Ending Fund Balance					1,360,174	1,724,440	1,702,520				

		Actual		YTD	Budget & Forecast							
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
KEY ASSUMPTIONS												
Enrollment Summary												
K-3					220	220	220	-	-			
4-6					149	149	149	-	-			
7-8					61	61	61	-	-			
Total Enrolled					430	430	430	-	-			
ADA %												
K-3					94.5%	94.0%	94.0%	0.0%	-0.5%			
4-6					94.5%	94.0%	94.0%	0.0%	-0.5%			
7-8					94.5%	94.0%	94.0%	0.0%	-0.5%			
Average ADA %					94.5%	94.0%	94.0%	0.0%	-0.5%			
ADA												
K-3					207.90	206.80	206.80	-	(1.10)			
4-6					140.81	140.06	140.06	-	(0.75)			
7-8					57.65	57.34	57.34	-	(0.31)			
Total ADA					406.36	404.20	404.20	-	(2.16)			

		Actual		YTD	Budget & Forecast						
		Actual		110			Budget 8				
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE		165	mai	Actuar ITD	Buuget VI	reredust	10100001	rorodust	rorodust	rtoniuning	opent
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	342,761	342,761	350,886	2,445,535	3,939,758	3,917,286	3,813,768	(103,518)	(125,990)	1,368,233	64%
8012 Education Protection Account Entitlement	-	19,490	-	38,981	81,272	80,840	80,840	-	(432)	41,859	48%
8019 State Aid - Prior Years	-	1,533	-	1,533	-	-	-	-	-	(1,533)	
8096 Charter Schools in Lieu of Property Taxes	186,435	93,218	62,145	543,769	819,624	805,490	903,225	97,736	83,601	359,456	60%
SUBTOTAL - LCFF Entitlement	529,196	457,001	413,031	3,029,818	4,840,654	4,803,615	4,797,833	(5,782)	(42,820)	1,768,016	63%
Federal Revenue					00.040	00.040	00.040			00.010	00/
8181 Special Education - Entitlement	-	-	-	-	88,218	88,218	88,218	-	-	88,218	0%
8291 Title I	-	17,251	-	29,516	49,436	50,531	50,531	-	1,095	21,015	58%
8292 Title II	-	3,569	-	5,694	8,215	8,670	8,670	-	455	2,976	66%
8294 Title IV	-	2,500	-	5,000	10,000	10,000	10,000	-	-	5,000	50%
8296 SRSA Grant	-	-	-	-	28,925	28,925	28,925	-	-	28,925	0%
8297 PY Federal - Not Accrued	38,859	-	-	38,859	-	-	-	-	-	(38,859)	
8299 All Other Federal Revenue		-	-	-	68,246	68,246	68,246	-	-	68,246	0%
SUBTOTAL - Federal Revenue	38,859	23,320	-	79,069	253,040	254,590	254,590	-	1,550	175,521	31%
Other State Revenue											
8319 Other State Apportionments - Prior Years	1,103	-	-	1,817	-	1,817	1,817		1,817	0	100%
8381 Special Education - Entitlement (State	16,583	16,583	15,091	99,850	174,245	174,245	174,245		-	74,396	57%
8382 Special Education Reimbursement (State	2,914	2,914	-	17,807	32,391	32,219	33,396	1,177	1,005	15,590	53%
8550 Mandated Cost Reimbursements	_,	_,	-	7,820	7,761	7,820	7,820	-	58	(0)	100%
8560 State Lottery Revenue	-	45,865	-	45,865	105,682	115,253	115,253		9,570	69,387	40%
8590 All Other State Revenue	-	-	2.773	5,606	-	52,786	-	(52,786)		(5,606)	
8591 Prop 28 Arts & Music in Schools	5,099	5,099	-	28,330	58,701	58,701	56,739	(1,963)		28,409	50%
8593 ELO-Program	21,998	21,998	-	112,432	284,890	270,239	270,239	-	(14,651)	157,807	42%
8596 Other State Revenue 6	-	-	-	21,998	-	-	-	-	-	(21,998)	
SUBTOTAL - Other State Revenue	47,697	92,459	17,864	341,523	663,671	713,079	659,508	(53,571)	(4,163)	317,985	52%
Local Revenue											
8660 Interest	-	1,494	-	886	500	-	1,000	1,000	500	114	89%
8689 FUA Reimbursement	-	-	-	-	60,000	60,000	60,000	-	-	60,000	0%
8699 All Other Local Revenue	-	-	-	317	-	-	500	500	500	183	63%
SUBTOTAL - Local Revenue	-	1,494	-	1,203	60,500	60,000	61,500	1,500	1,000	60,297	2%
Fundraising and Grants											
8801 Donations - Parents			_		1,000	200	-	(200)	(1,000)	-	
8802 Donations - Private	-	-		114	-	-	200	(200)	200	- 86	57%
8803 Fundraising	- 575	- 800	- 184	8.043	- 1,855	- 7.250	8,500	1,250	200 6,645	60 457	95%
SUBTOTAL - Fundraising and Grants	575	800	184	8,043 8,157	2,855	7,450	8,700	1,250	5,845	543	94%
			.04	0,107	2,000	1,400	0,700	1,200	0,040	0.40	U -170
TOTAL REVENUE	616,327	575,075	431,079	3,459,769	5,820,720	5,838,735	5,782,132	(56,603)	(38,588)	2,322,363	60%

		Actual		YTD			Budget 8	Forecast			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100 Teachers Salaries	128,292	128,292	121,551	1,063,615	1,263,603	1,331,262	1,331,262	-	(67,659)	267,647	80%
1101 Teacher - Stipends	-	-	-	28,303	62,074	47,074	47,074	-	15,000	18,771	60%
1103 Teacher - Substitute Pay	2,784	7,456	9,760	47,328	72,417	72,417	72,417	-	-	25,089	65%
1111 Teacher - Specialist	20,016	20,016	20,016	169,358	257,689	257,689	257,689	-	-	88,331	66%
1148 Teacher - Special Ed	24,353	25,182	25,103	219,602	276,501	291,501	291,501	-	(15,000)	71,899	75%
1150 Teacher - Intervention	12,159	12,159	12,159	103,265	167,109	161,754	161,754	-	5,355	58,489	64%
1300 Certificated Supervisor & Administrator Salaries	22,907	22,907	22,907	216,657	282,949	274,880	274,880	-	8,069	58,223	79%
SUBTOTAL - Certificated Salaries	210,512	216,013	211,496	1,848,128	2,382,342	2,436,577	2,436,577	-	(54,235)	588,449	76%
Classified Salaries											
2100 Classified Instructional Aide Salaries	17,541	39,697	36,521	281,805	471,310	363,057	363,057	-	108,254	81,252	78%
2103 Classified - Special Education	4,410	13,895	12,591	91,659	112,646	189,250	189,250	-	(76,604)	97,591	48%
2400 Classified Clerical & Office Salaries	7,484	11,968	11,728	95,066	136,880	118,570	118,570	-	18,310	23,504	80%
2905 Other Classified - After School	-	-		-	44,440	-	-	-	44,440	-	
2930 Other Classified - Maintenance/grounds	4,165	3,966	3,613	36,971	47,008	47,008	47,008	-	-	10,037	79%
2935 Other Classified - Substitute	624	4,053	3,349	15,680	-	18,000	18,000	-	(18,000)	2,320	87%
2940 Other Classified - Summer		-	-	-	8,653	-	-	-	8,653	-	
SUBTOTAL - Classified Salaries	34,223	73,578	67,802	521,180	820,938	735,885	735,885	-	85,053	214,705	71%
Employee Benefits											
3100 STRS	40,579	41,539	40,638	343,081	452,162	449,599	449,599		2,564	106,518	76%
3300 OASDI-Medicare-Alternative	5.629	8.668	8,099	64,935	98,276	96,750	96,750		1.525	31.815	67%
3400 Health & Welfare Benefits	29,009	27,926	26,828	244,916	300,244	300,244	300,244		-	55,329	82%
3500 Unemployment Insurance	4,735	2,279	1,594	11,037	16,888	17,436	17,436		(548)	6,399	63%
3600 Workers Comp Insurance	3,493	2,005	1,004	13,518	32,033	31,725	31,725		308	18,206	43%
3900 403b contribution	8	2,000	20	64	5,350	3,567	3,567		1,783	3,503	2%
SUBTOTAL - Employee Benefits	83.452	82.417	77,178	677,551	904.954	899,321	899,321	-	5,633	221,770	75%
		,	,	,		,	,		-,		
Books & Supplies											
4100 Approved Textbooks & Core Curricula Materials	-	191	-	4,407	9,547	8,547	8,547	-	1,000	4,140	52%
4200 Books & Other Reference Materials	1,130	-	115	3,311	20,283	13,975	13,975	-	6,308	10,664	24%
4300 Materials & Supplies	906	-	83	2,722	8,113	6,880	6,880	-	1,233	4,158	40%
4320 Educational Software	-	-	-	19,101	25,000	25,000	25,000	-	-	5,899	76%
4325 Instructional Materials & Supplies	86	446	535	4,739	14,212	34,821	34,821	-	(20,609)	30,082	14%
4326 Art	347	1,468	(327)	11,088	20,000	20,000	20,000	-	-	8,912	55%
4330 Office Supplies	919	747	1,621	11,808	15,926	15,926	15,926	-	-	4,118	74%
4335 PE Supplies	-	-	-	1,156	4,000	3,500	3,500	-	500	2,344	33%
4346 Teacher Supplies	-	296	1,076	6,147	10,800	10,000	10,000	-	800	3,853	61%
4355 Science	-	249	379	759	5,000	1,000	1,000	-	4,000	241	76%
4356 Recess Supplies	165	-		165	2,500	1,000	1,000	-	1,500	835	16%
4420 Computers: individual items less than \$5k	-	-	7,435	12,088	26,000	26,000	26,000	-	-	13,912	46%
4430 Non Classroom Related Furniture, Equipment & Supplies	97	-	520	6,484	13,520	13,520	13,520	-	-	7,036	48%
4710 Student Food Services	-	-	-	-	5,000	5,000	2,000	3,000	3,000	2,000	0%
4720 Other Food	-	30	240	515	1,780	1,780	750	1,030	1,030	235	69%
SUBTOTAL - Books and Supplies	3,650	3,427	11,677	84,490	181,681	186,948	182,918	4,030	(1,237)	98,428	46%

		Actual		YTD			Budget &	Forecast			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Services & Other Operating Expenses											
5210 Conference Fees	-	-	-	-	100	100	100	-	-	100	0%
5215 Travel - Mileage, Parking, Tolls	-	-	25	57	2,000	2,000	1,000	1,000	1,000	943	6%
5220 Travel and Lodging	-	-	-	1,238	3,500	3,500	2,500	1,000	1,000	1,262	50%
5225 Travel - Meals & Entertainment	-	-	-	-	1,040	1,040	500	540	540	500	0%
5305 Dues & Membership - Professional	-	-	158	158	1,500	1,500	750	750	750	592	21%
5400 Insurance	-	-	-	-	-	4,797	4,797	-	(4,797)	4,797	0%
5515 Janitorial, Gardening Services & Supplies	-	-	48	12,154	2,184	13,637	13,637	-	(11,453)	1,483	89%
5610 Rent	-	-	-	-	317,770	317,770	317,770	-	-	317,770	0%
5615 Repairs and Maintenance - Building	-	-	-	3,526	-	3,526	3,526	-	(3,526)	0	100%
5619 Non-Cash Lease Adjustment	-	-	-	-	50,205	(23,876)	(23,876)	-	74,081	(23,876)	0%
5820 Non-Instructional Consultants	1,368	225	467	4,797	2,400	4,900	4,900	-	(2,500)	103	98%
5824 District Oversight Fees	-	-	-	-	48,407	48,036	47,978	58	428	47,978	0%
5830 Field Trips Expenses	956	6,341	28,701	38,143	49,946	49,946	49,946	-	-	11,803	76%
5836 Fingerprinting	-	-	-	-	440	440	440	-	-	440	0%
5839 Fundraising Expenses	-	-	-	6,453	5,663	7,000	7,000	-	(1,337)	547	92%
5845 Legal Fees	1,679	3,292	484	6,435	6,628	6,000	6,435	(435)	193	-	100%
5851 Marketing and Student Recruiting	635	82	102	1,273	7,548	4,500	2,000	2,500	5,548	727	64%
5854 Consultants - CALPADS	-	-	-	-	5,791	500	500	-	5,291	500	0%
5857 Payroll Fees	580	1,079	542	5,302	6,903	6,903	6,903	-	-	1,600	77%
5858 CMO Services	-	-	-	-	662,267	674,240	670,919	3,321	(8,652)	670,919	0%
5860 Printing and Reproduction	958	212	2,468	14,844	24,718	24,718	24,718	-	-	9,874	60%
5861 Prior Yr Exp (not accrued	-	-	167	5,630	7,500	7,500	7,500	-	-	1,870	75%
5863 Professional Development	704	18,892	(286)	24,646	29,694	29,694	29,694	-	-	5,048	83%
5869 Special Education Contract Instructors	7,552	6,717	8,867	59,946	122,523	122,523	104,023	18,500	18,500	44,078	58%
5875 Staff Recruiting	-	-	-	565	3,822	2,000	1,000	1,000	2,822	435	57%
5877 Student Activities	1,741	526	1,187	7,668	10,400	10,400	10,400	-	-	2,732	74%
5878 Student Assessment	-	-	-	6,301	5,527	8,407	8,407	-	(2,880)	2,105	75%
5880 Student Health Services	70	58	329	1,836	10,400	5,000	2,000	3,000	8,400	164	92%
5881 Student Information System	1,056	896	896	33,403	11,258	35,930	35,930	-	(24,672)	2,527	93%
5893 Transportation - Student	-	-	97	1,017	-	919	1,500	(581)	(1,500)	483	68%
5910 Communications - Internet / Website Fees	30	30	30	266	6,343	1,298	1,298	-	5,046	1,031	21%
5915 Postage and Delivery	-	26	141	793	1,024	1,024	1,024	-	-	231	77%
5920 Communications - Telephone & Fax	-	-	-	-	110	110	110	-	-	110	0%
SUBTOTAL - Services & Other Operating Exp.	17,328	38,375	44,423	236,452	1,407,611	1,375,981	1,345,328	30,653	62,283	1,108,877	18%
			-								
Capital Outlay & Depreciation											
6900 Depreciation	330	330	-	1,723	-	8,439	8,439	-	(8,439)	6,716	20%
SUBTOTAL - Capital Outlay & Depreciation	330	330	-	1,723	-	8,439	8,439	-	(8,439)	6,716	20%
											_
Other Outflows & Amortization										· • · - ·	
7999 Uncategorized Expense	-	-	-	212	-	-	-	-	-	(212)	
SUBTOTAL - Other Outflows & Amortization		-	-	212	-		-	-	-	(212)	
TOTAL EXPENSES	349,495	414,140	412,576	3,369,735	5,697,525	5,643,151	5,608,467	34.683	89.058	2,238,733	60%
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					D Budget & Forecast						
		Actual		YTD			Budget &	Forecast			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	-	-	-	-	-	
Other State Revenues	-	-	-	-	-	-	-	-	-	-	
Local Revenues	10,624	10,088	14,725	100,040	1,431,424	1,461,882	1,455,322	(6,560)	23,898	1,355,281	7%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	
Total Revenue	10,624	10,088	14,725	100,040	1,431,424	1,461,882	1,455,322	(6,560)	23,898	1,355,281	7%
Expenses											
Compensation and Benefits	67,658	85,621	85,093	773,657	949,846	960,284	990,591	(30,307)	(40,744)	216,934	78%
Books and Supplies	3,939	9,413	1,519	37,326	97,540	90,589	70,902	19,687	26,638	33,576	53%
Services and Other Operating Expenditures	39,970	19,413	23,664	303,745	384,038	411,009	393,829	17,180	(9,791)	90,084	77%
Depreciation	-	-		-	-	-		-	-	-	
Other Outflows & Amortization	-	-	-	360	-	-	-	-	-	(360)	
Total Expenses	111,568	114,447	110,276	1,115,087	1,431,424	1,461,882	1,455,322	6,560	(23,898)	340,234	77%
Net Income	(100,944)	(104,359)	(95,551)	(1,015,047)	-	-	(0)	(0)	(0)	1,015,047	
	• • •										
Fund Balance											
Beginning Balance (Unaudited)					(0)	(2,946)	(2,946)				
Net Income					-	-	(0)				
Ending Fund Balance					(0)	(2,946)	(2,946)				
Fund Balance as a % of Expenses					0%	0%	0%				
KEY ASSUMPTIONS											
Enrollment Summary											
Total Enrolled					-	-	-	-	-		
ADA %											
Average ADA %											
ADA											
Total ADA					-	-	-	-	-		
				l							

		Actual		YTD Budget & Forecast							
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	
Federal Revenue											
SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	-	
Other State Revenue											
SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	-	
Local Revenue											
8676 After School Program Revenue	10,624	9,988	14,703	99,868	130,000	130,000	130,000	-	-	30,132	77%
8699 All Other Local Revenue	-	100	23	173	-	-	-	-	-	(173)	
8721 CMO Fees Revenue	-	-	-	-	1,301,424	1,331,882	1,325,322	(6,560)	23,898	1,325,322	0%
SUBTOTAL - Local Revenue	10,624	10,088	14,725	100,040	1,431,424	1,461,882	1,455,322	(6,560)	23,898	1,355,281	7%
Fundraising and Grants											
SUBTOTAL - Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	10,624	10.088	14,725	100,040	1,431,424	1,461,882	1,455,322	(6,560)	23,898	1,355,281	7%
	10,024	10,000	14,725	100,040	1,701,724	1,401,002	1,400,022	(0,000)	20,000	1,000,201	1 70

			Actual		YTD			Budget 8	Forecast			
		Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXP	ENSES											
Com	pensation & Benefits											
Certi	ficated Salaries											
1101	Teacher - Stipends	1,700	558	-	5,208	13,130	13,130	13,130	-	-	7,922	40%
1150	Teacher - Intervention	487	487	487	4,109	-	8,568	8,568	-	(8,568)	4,459	48%
1300	Certificated Supervisor & Administrator Salaries	15,399	15,399	15,399	145,980	186,169	186,169	186,169	-		40,189	78%
	SUBTOTAL - Certificated Salaries	15,886	16,444	15,886	155,297	199,299	207,867	207,867	-	(8,568)	52,570	75%
Class	sified Salaries											
2400		21.765	24.802	24,214	227.697	290.232	290.232	290,232			62.535	78%
2400		13,313	24,602	24,214	242,336	258,385	258,385	290,232	- (27,792)		43,841	85%
2903	SUBTOTAL - Classified Salaries	35,078	53,250	49,781	470,033	548,617	548,617	576,409	(27,792)	· · · · · · · · · · · · · · · · · · ·	106,376	82%
						010,011	0.0,011	010,100	(=:,:==)	(=:,: •=)		0270
Emp	loyee Benefits											
3100	STRS	3,034	3,034	3,034	29,068	38,066	39,703	39,703	-	(1,637)	10,635	73%
3300	OASDI-Medicare-Alternative	2,899	4,213	4,003	38,049	44,859	44,983	47,109	(2,126)	(2,250)	9,060	81%
3400	Health & Welfare Benefits	5,894	4,617	4,589	43,440	68,498	68,498	68,498	-	-	25,059	63%
3500	Unemployment Insurance	983	542	383	2,744	6,517	6,539	6,650	(110)	(133)	3,906	41%
3600		835	479	4,359	7,592	7,479	7,565	7,843	(278)	(364)	251	97%
3900		3,049	3,043	3,058	27,434	36,512	36,512	36,512	-	-	9,078	75%
	SUBTOTAL - Employee Benefits	16,695	15,928	19,426	148,326	201,931	203,800	206,314	(2,514)	(4,383)	57,988	72%
Bool	s & Supplies											
4330	••	-	126	123	1,003	2,081	1,500	1,300	200	781	297	77%
4335		-	151	-	151	_,	-	152	(152)		1	100%
4352		1.263	8,923	628	27,494	71,400	71,400	55,000	16,400	16,400	27,506	50%
4420	0	238	-	133	433	3,689	3,689	2,700	989	989	2,267	16%
4430		(109)	-	21	692	7,650	2,500	1,000	1,500	6,650	308	69%
4710		-	-	-	-	1,500	1,500	750	750	750	750	0%
4720	Other Food	2,546	213	614	7,553	11,220	10,000	10,000	-	1,220	2,447	76%
	SUBTOTAL - Books and Supplies	3,939	9,413	1,519	37,326	97,540	90,589	70,902	19,687	26,638	33,576	53%

		Actual		YTD			Budget &	Forecast			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Services & Other Operating Expenses											
5210 Conference Fees	-	-	-	11,420	743	12,000	12,000	-	(11,257)	580	95%
5215 Travel - Mileage, Parking, Tolls	406	177	614	3,996	4,080	4,080	4,080	-	-	84	98%
5220 Travel and Lodging	-	321	-	8,417	15,300	15,300	12,500	2,800	2,800	4,083	67%
5225 Travel - Meals & Entertainment	-	-	-	1,256	3,060	3,060	2,500	560	560	1,244	50%
5305 Dues & Membership - Professional	797	797	797	7,176	9,940	9,940	9,940	-	-	2,764	72%
5400 Insurance	-	-	-	48,092	42,505	48,092	48,092	-	(5,587)	(0)	100%
5515 Janitorial, Gardening Services & Supplies 5535 Utilities - All Utilities	150 330	157 217	200 237	1,573 2.794	3,334 3,150	3,000 3,150	2,400 3,150	600	934	827 356	66% 89%
5610 Rent	900	217 900	237	2,794	12,000	12,000	12,000	-	-	1,965	89% 84%
5615 Repairs and Maintenance - Building	900	900	900	10,035	651	651	651	-	-	651	0%
5619 Non-Cash Lease Adjustment	-	-	-		(564)	(560)	(560)	-	- (4)	(560)	0%
5803 Accounting Fees	17.150	_	3,150	25.899	20,000	25,000	25,899	(899)		(000)	100%
5809 Banking Fees	213	738	-	1,497	6,000	2,000	2,000	(000)	4,000	503	75%
5812 Business Services	14,438	14,438	14,438	129,938	173,250	173,250	173,250	-	-1,000	43,313	75%
5820 Non-Instructional Consultants	-	-	297	1,426	5,025	2,676	2,395	281	2.630	969	60%
5830 Field Trips Expenses	-	-	-	1,792	-	6,515	6,515	-	(6,515)	4,724	27%
5836 Fingerprinting	-	-	-	-	108	108	108	-	-	108	0%
5845 Legal Fees	1,091	366	2,062	18,520	9,364	20,000	20,000	-	(10,636)	1,480	93%
5848 Licenses and Other Fees	-	-	-	20	26	26	26	-	-	6	77%
5851 Marketing and Student Recruiting	-	-	-	445	945	945	750	195	195	305	59%
5857 Payroll Fees	136	316	207	11,580	11,634	15,953	15,953	-	(4,319)	4,373	73%
5860 Printing and Reproduction	206	139	404	2,816	3,150	3,150	3,150	-	-	334	89%
5861 Prior Yr Exp (not accrued	-	-	45	53	789	10	54	(44)	735	1	99%
5863 Professional Development	2,700	-	-	4,265	23,779	18,000	12,000	6,000	11,779	7,735	36%
5875 Staff Recruiting	1,200	-	-	1,752	3,243	2,000	2,000	-	1,243	248	88%
5877 Student Activities	-	-	-	-	917	917	917	-	-	917	0%
5893 Transportation - Student	-	-	-	136	-	136	136	-	(136)	-	100%
5910 Communications - Internet / Website Fees	195	527	240	7,211	28,397	26,397	18,897	7,500	9,500	11,686	38%
5915 Postage and Delivery	26	288	39	1,364	2,550	2,550	2,550	-	-	1,186	53%
5920 Communications - Telephone & Fax	33	33	33	271	663	663	475	188	188	204	57%
SUBTOTAL - Services & Other Operating Exp.	39,970	19,413	23,664	303,745	384,038	411,009	393,829	17,180	(9,791)	90,084	77%
Capital Outlay & Depreciation											
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-		-	_		
Other Outflows & Amortization											
7999 Uncategorized Expense	-	-	-	360	-	-	-	-	-	(360)	
SUBTOTAL - Other Outflows & Amortization	-	-	-	360	-	-	-	-	-	(360)	
TOTAL EXPENSES	111,568	114,447	110,276	1,115,087	1,431,424	1,461,882	1,455,322	6,560	(23,898)	340,234	77%

The Academies CMO Monthly Cash Forecast As of Mar FY2025

							2024							
							Actuals &							
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast		Balance
Beginning Cash	4,877,274	4,842,885	4,794,597	4,275,930	4,766,518	4,729,118	4,642,490	5,002,638	5,425,839	5,987,524	5,875,420	5,812,955		
REVENUE														
LCFF Entitlement	-	337,730	429,880	989,299	730,780	607,913	976,513	996,895	744,314	1,082,441	773,221	773,221	9,379,721	937,513
Federal Revenue	-	-	-	-	9,099	23,166	38,859	46,818	-	17,642	29,393	216,779	456,324	74,569
Other State Revenue	-	29,740	29,746	124,380	53,531	134,583	88,707	164,445	35,369	44,877	161,283	118,580	1,475,821	490,579
Other Local Revenue	46,257	46,922	13,608	16,195	17,037	12,200	11,405	13,040	504,691	(564,282)	10,127	1,467,073	1,594,274	-
Fundraising & Grants	841	3,148	4,520	1,431	2,500	4,473	610	900	2,818	2,653	3,653	3,653	31,200	-
TOTAL REVENUE	47,098	417,539	477,754	1,131,306	812,948	782,336	1,116,094	1,222,098	1,287,192	583,332	977,677	2,579,306	12,937,340	1,502,661
EXPENSES														
Certificated Salaries	96,527	464,026	604,194	448,001	435,943	449,361	432,219	443,578	438,682	283,616	480,014	534,611	5,110,772	-
Classified Salaries	80,335	128,286	249,745	179,093	211,007	151,501	102,710	196,082	184,943	153,143	185,863	163,299	1,986,008	-
Employee Benefits	99,562	173,147	174,503	167,196	177,677	161,941	182,655	178,338	174,048	190,568	176,430	185,144	2,041,208	-
Books & Supplies	39,759	49,361	18,952	16,651	14,118	9,146	22,735	14,498	18,046	79,392	80,288	82,446	446,294	902
Services & Other Operating Expenses	105,392	47,650	96,321	105,976	105,906	73,869	77,523	106,092	99,932	131,975	131,407	1,945,946	3,145,380	117,392
Capital Outlay & Depreciation	-	-	-	-	-	10,168	1,694	1,694	-	6,301	1,695	(1,216)	20,336	-
Other Outflows	-	-	-	571	-	-	-	-	-	(571)	-	-	-	-
TOTAL EXPENSES	421,575	862,470	1,143,715	917,489	944,650	855,986	819,536	940,281	915,652	844,424	1,055,696	2,910,230	12,749,998	118,294
Operating Cash Inflow (Outflow)	(374,477)	(444,931)	(665,962)	213,817	(131,703)	(73,650)	296,559	281,817	371,540	(261,092)	(78,019)	(330,924)	187,342	1,384,367
Accounts Receivable	1,707,487	361,498	160,247	277,880	49,434	(150,000)	149,931	118,216	-	32,487	767	(1,649)	-	
Other Current Assets	44,128	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	10,168	1.694	1,694	-	6,301	1,695	(1,216)	-	
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	216,356	-	
Accounts Payable	(1,073,061)	18,791	(18,791)	13,713	18,746	(25,196)	22,485	(2,797)	38,108	563,546	(3,693)	(3,693)	-	
Other Current Liabilities	(92,666)	(10,693)	(19,026)	(38,455)	1,605	127,074	(135,778)	2,825	127,365	(470,132)	-	(62,551)	-	
Summer Holdback	(245,800)	27,048	24,865	23,633	24,518	24,975	25,257	21,446	24,672	16,786	16,786	16,786	-	
ROU Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	(11,567)	-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(235,635)	-	
Ending Cash	4,842,885	4,794,597	4,275,930	4,766,518	4,729,118	4,642,490	5,002,638	5,425,839	5,987,524	5,875,420	5,812,955	5,398,863		

The Academies CMO Balance Sheet As of Mar FY2025

	Jun FY24				Mar I	FY25		Projected Jun FY25				
	SVA	воа	смо	Total	SVA	воа	смо	Total	SVA	воа	смо	Total
ASSETS												
Cash Balance Accounts Receivable Other Current Assets Fixed Assets Other Assets ROU Assets TOTAL ASSETS LIABILITIES & EQUITY	2,551,739 1,553,198 21,505 173,654 - 4,800,180 9,100,276	2,247,869 1,053,219 21,189 30,270 - 5,099,513 8,452,059	77,667 - 1,435 - 1,000 19,482 99,584	4,877,274 2,606,417 44,128 203,924 1,000 9,919,175 17,651,918	3,934,503 (166,676) - 161,821 - 4,800,180 8,729,827	3,034,325 98,338 - 28,547 - 5,099,513 8,260,723	(981,303) 61 - 1,000 19,482 (960,760)	5,987,524 (68,277)) - 190,368 1,000 9,919,175 16,029,790	2,627,756 842,657 - 161,757 - 4,697,426 8,329,596	2,719,530 560,122 - 21,831 - 4,996,918 8,298,400	51,577 (0) - 1,000 8,475 61,052	5,398,863 1,402,779 - 183,588 1,000 9,702,819 16,689,049
Accounts Payable	721,854	276,962	52,351	1,051,166	16,786	23,989	2,389	43,165	351,228	316,413	49,978	717,619
Other Current Liabilities	306,603	234,461	29,369	570,433	268,047	235,244	29,393	532,683	-1.85E-13	-	-	(0)
Summer Holdback	143,546	103,500	349	247,394	118,699	74,319	4,989	198,007	145,582	97,657	5,125	248,365
Loans Payable (Current)	110,128	126,471	11,567	248,166	110,128	126,471	11,567	248,166	-	-	-	-
ROU Current Liabilities	-	-	-	-	-	-	-	-	110,128	126,471	-	236,599
Deferred Revenue	677,620	540,241	-	1,217,860	677,620	540,241	-	1,217,860	677,620	540,241	-	1,217,860
ROU Long-Term Liabilities	4,869,533	5,641,569	8,895	10,519,997	4,869,533	5,641,569	8,895	10,519,997	4,760,369	5,515,098	8,895	10,284,362
Beginning Net Assets	2,180,273	1,096,452	(0)	3,276,724	2,270,992	1,528,856	(2,946)	3,796,902	2,270,992	1,528,856	(2,946)	3,796,902
Net Income (Loss) to Date	90,719	432,404	(2,946)	520,177	398,023	90,034	(1,015,047)	(526,990)	13,678	173,664	(0)	187,342
TOTAL LIABILITIES & EQUITY	9,100,276	8,452,059	99,584	17,651,918	8,729,827	8,260,723	(960,760)	16,029,790	8,329,596	8,298,400	61,052	16,689,049

Multitudes Terms and Conditions for California Public Schools

Effective Date: June 30, 2025 CA Public LEA (e.g. School, District): Blue Oak Academy and Sycamore Valley Academy Contact person first and last name: Donya Ball, Ed.D. Contact person email: dball@theacademiescharters.org

These Terms and Conditions (the "Agreement") constitute a legal agreement between the Regents of the University of California, on behalf of *The Regents of the University of California, solely on behalf of and limited to the San Francisco Campus, acting on behalf of its employees who are leading the UCSF Multitudes program ("Multitudes")* and your California public local education agency (eg. school, school district, etc.), state agency, or other California public educational organization ("you" or "your organization") regarding the use of Multitudes' resources and services (the "Services"). By accessing or using the Services, you agree to comply with these Terms and Conditions and acknowledge that you are authorized to accept this Agreement on behalf of your organization.

1. Scope of Agreement

This Agreement governs your use of the Services provided by Multitudes which are available at no cost to California public schools. By accessing or using the Services, you confirm that:

- You are of legal age to accept this Agreement.
- You are authorized to accept this Agreement on behalf of your organization.
- Your use of the Services will comply with Multitudes'<u>Acceptable Use Policy</u> ("AUP").

If you do not agree to these terms, do not access or use the Services.

2. License to Use Services

Multitudes grants you a non-exclusive, non-transferable, non-sublicensable license to access and use the Services for educational purposes, in accordance with the AUP. Authorized users within your organization (including educators, administrators, and students) may access the Services. Use of the Services is limited to non-commercial, educational purposes. Violation of these terms or the AUP may result in suspension or termination of access.

3. Restrictions

You and your Authorized Users agree not to:

• Copy, modify, distribute, or create derivative works of the Services.

- Decompile, reverse engineer, or attempt to derive the source code of any software related to the Services.
- Remove or alter any copyright, trademark, or proprietary notices.
- Share access credentials or allow unauthorized users to access the Services.
- Use the Services in any manner that violates applicable laws.

Unauthorized works created using the Services are considered derivative works, and all rights, title, and interest in such works are assigned to Multitudes.

4. Confidentiality

Your organization may receive sensitive or proprietary information from Multitudes, such as assessment instruments or training materials (collectively, "Confidential Information"). You agree to:

- Use Confidential Information solely for the purposes of accessing and utilizing the Services.

• Protect Confidential Information from unauthorized disclosure. Confidential Information does not include information that becomes publicly available without breach of this Agreement.

5. Student Data

Multitudes may collect or generate information related to students ("Student Data") as part of providing the Services. Student Data is controlled by your organization and used in accordance with applicable laws, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). Multitudes serves as a "school official" under FERPA and will handle Student Data in accordance with its **Privacy Policy**. Your organization is responsible for ensuring necessary notices and consents are obtained for students' use of the Services.

Use of De-Identified Data for Research: Multitudes may also use de-identified Student Data for research purposes only. The data will be anonymized and will not contain any personally identifiable information. The research will be used to improve the Services and advance educational outcomes. By using the Services, your organization consents to the use of de-identified data for such research purposes, in accordance with applicable privacy laws and the Multitudes Privacy Policy.

6. Account Management

Your organization is responsible for managing user accounts, ensuring compliance with this Agreement, and securing login credentials. Multitudes is not liable for any unauthorized access resulting from your failure to secure accounts. You must notify Multitudes immediately of any suspected security breaches.

7. No Fees or Payments

The Services are provided at no cost to California public schools. As a publicly funded initiative, no fees or financial transactions are required for your organization's participation.

8. Warranty Disclaimer

The Services are provided "AS IS" without warranty of any kind, either express or implied. Multitudes disclaims all warranties, including but not limited to implied warranties of merchantability or fitness for a particular purpose. Your organization assumes responsibility for evaluating the suitability of the Services for its needs.

9. Limitation of Liability

To the fullest extent permitted by law, Multitudes shall not be liable for any indirect, incidental, special, consequential, or punitive damages arising from your use of the Services. The total liability of Multitudes under this Agreement is limited to efforts to correct or address issues with the Services.

10. Termination

This Agreement will remain in effect until terminated by either party. Confirmation of usage will be requested every school year. Multitudes may terminate access to the Services if your organization breaches any material term and fails to remedy the breach within 30 days after receiving written notice. Upon termination, all access to the Services will cease. Multitudes will retain or securely destroy Student Data as required by law.

11. Miscellaneous

- Entire Agreement: This Agreement constitutes the entire understanding between Multitudes and your organization regarding the Services and supersedes all prior agreements.
- **Governing Law**: This Agreement is governed by the laws of the State of California, without regard to its conflict of laws principles.
- **Severability**: If any provision of this Agreement is found to be unenforceable, the remainder will remain in effect.
- Force Majeure: Multitudes is not responsible for delays or failures due to circumstances beyond its control, such as natural disasters or technical failures.

12. Privacy Policy

Your use of the Services is also governed by the Multitudes <u>Privacy Policy</u>. This policy outlines how your organization's data, including Student Data, is collected, used, and protected. Additionally, the Privacy Policy provides further details on how de-identified data may be used for research purposes.

CA Pu	ublic LEA	Represer	ntative

Date

Regents of the University of California solely on behalf of and limited to the San Francisco Campus on behalf of UCSF Multitudes Date

School Bus Monitor

(Supervising Students on the Bus)

Job Title: School Bus Monitor

Job Purpose:

The School Bus Monitor supports the bus driver in ensuring safe, respectful, and orderly student transportation to and from school. This includes supervising students during transit, assisting with loading/unloading, addressing behavior concerns, and supporting students with their physical or developmental needs. This person contributes their talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The School Bus Monitor reports directly to the Vice Principal and works closely with the bus driver and school-based staff.

Essential Job Functions:

- Supervise students while boarding, riding, and exiting the school bus.
- Assist students with disabilities and other passengers during normal transport and in emergency situations.
- Secure seat belts, harnesses, tie downs, and assistive devices for students with mobility needs; assist students in wheelchairs and ensure proper placement.
- Monitor and encourage appropriate bus behavior; reinforce rules and address behavioral incidents as needed.
- Provide physical assistance, reassurance, and behavioral de-escalation support during transport.
- Document incidents and maintain records regarding student behavior and safety (e.g., misconduct reports, observations).
- Support safe transitions from the bus to designated staff or guardians at drop-off locations.
- Determine and take appropriate action during medical or behavioral emergencies according to established protocols; administer basic first aid when needed.
- Facilitate positive interactions during transit, including guided conversations, calm engagement, or quiet activities.
- Clean up spills or messes and assist with sanitation as needed to maintain bus hygiene.
- Perform other related duties as assigned.

Job Qualifications:

Education/Certifications/Experience

- High school diploma or GED (required)
- Basic first aid certification (required; provided after hire, if needed)
- Spanish language fluency (desired)
- Experience working with children or in school settings (preferred)

Skills/Knowledge Required

- A love for students and learning
- A commitment to the mission of The Academies CMO
- Demonstrated care for the safety and well-being of students during transit
- Strong interpersonal skills and a calm, reassuring presence
- Clear communication and collaboration skills
- Ability to understand and carry out emergency and evacuation procedures

- Ability to follow routines and adapt to student needs in dynamic situations
- Team-oriented, dependable, and proactive
- Ability to establish and maintain positive and effective working relationships with students, staff, and the public
- Working knowledge of school operations and basic transportation protocols
- Appropriate use of standard English language, in writing and in speech
- A positive role model for students
- Ability to understand and effectively carry out verbal and written instructions from school staff and transportation personnel
- Enthusiastic willingness to support the educational philosophy of The Academies CMO
- Familiarity with or willingness to be trained in behavior support, de-escalation, and emergency procedures
- A proactive and effective approach to student discipline aligned with school guidelines
- Effective conflict resolution and crisis response skills
- Integrity in all dealings with the school community; is respectful, thoughtful, honest, and fair
- · Ability to follow established procedures in emergency or evacuation scenarios

Working Conditions:

- School bus environment, including close proximity to students and regular communication with school staff and families
- Exposure to varying weather conditions
- Regular interaction with students, school personnel, the public, and external district staff
- Both supervised and independent work, indoors and outdoors

Physical Requirements:

- Ability to sit, stand, or walk for extended periods of time
- Hearing and speaking to exchange information effectively
- Dexterity of hands and arms to operate seat belts, safety restraints, and equipment
- Ability to assist students with physical needs, including lifting up to 50 lbs. and pushing/pulling up to 100 lbs.
- Kneeling, bending, reaching, and running as necessary to respond to student needs or emergencies

The Academies Charter Management Organization Board of Directors will consider candidates for the School Bus Monitor position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Job Title: Behavior Technician Aide

Job Purpose:

The Behavior Technician Aide assists the Education Specialists, Teachers and/or Administration in maintaining the education, care, and development of mentally, physically, socially and emotionally challenged students, and contributes their talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The Behavior Technician Aide is directly responsible to the Vice Principal.

Essential Job Functions:

- Applies basic practices in behavioral management and assists in the teaching of problem-solving skills to students as prescribed by the supervising teacher, guidance counselor, or administrator.
- Accompany and supervise students with special needs as needed in the classroom, playground, and with other school activities.
- Serves as a floater to various learning areas to assist in maintaining appropriate behaviors.
- Assists in the Learning Center in dealing with students exhibiting behavioral problems by applying crisis prevention and intervention (CPI) to students with aggressive behavior and restraining violent students as needed.
- Responds to crisis calls, assesses the situation, and responds accordingly.
- Assists students as they arrive, taking them to and from learning areas, assisting in physically transferring students from wheelchairs, and monitoring entrance conditions of individual students. May accompany and assist students on the bus to or from the learning environment.
- Assists sets-up and implements a reward system for targeted student(s).
- Assists students with eating, toileting, grooming, and personal hygiene.
- Monitors, observes, and charts behavior of students and documents behavioral changes.
- Reinforces rules of the school and learning environment; acknowledges and encourages appropriate behavior, redirects or teaches replacement behaviors, and distinguishes inappropriate behavior in a manner that improves student decision-making and builds a positive self-concept.
- Assists in the development and implementation of Behavior Intervention Plans (BIP), advises Ed Specialist and school administrators when adjustments to BIP's may benefit the student.
- May perform a variety of clerical tasks such as typing, copying, stapling, filing, locating and assembling materials, laminating, etc.
- Maintains confidential, accurate and complete records of student activities as assigned.
- Prepares learning activities and materials at the direction of the Ed Specialist, School Psych, or school administrator.
- Participates in job-related meetings and trainings as requested.
- Works with students in small groups or on a 1:1 basis to reinforce basic skills or to supplement classroom or playroom work.
- Facilitates the development of peer relationships and supports of other students in the classroom.
- Monitors individual progress of students and discusses problems and improvements with teachers, Ed Specialist, School Psychologist, or administrator.
- Assist in the implementation of adaptive technology.
- Under the direction of certificated personnel, assist in various aspects of program implementation including making modifications for students, classroom work and the recording of information.
- Facilitates student independence.
- Performs related duties as required.

Job Qualifications:

Education/Certifications

- High school graduate (required)
- 12 units or more of college level coursework completed (required)
- Crisis Prevention and Intervention (CPI) certified (required; provided after hire, if needed)
- Minimum 40 hours training in Applied Behavior Analysis (ABA) (desired)
- Trauma-informed Practices trained (desired)
- Basic first aid certificate. (required before start date)
- Spanish language fluency. (desired)

Experience

- Two or more years of experience working with children and adults in a school setting. (desired)
- Experience implementing behavior management principles and practices, including but not limited to the following:
 - Developmentally appropriate practices
 - o Behavioral interventions
 - Mindfulness and relaxation techniques
 - Evidence-based practices employed with socially, emotionally, mentally, and physically challenged children

Skills, Knowledge and/or Abilities Required

- A love for students and learning.
- A commitment to the mission of The Academies CMO.
- Working knowledge of school operations and procedures.
- Appropriate use of standard English language, in writing and in speech.
- Ability to perform non-teaching classroom tasks.
- A positive role model for students.
- Caring about students and their success in learning.
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
- Ability to word-process and use suitable computer software applications.
- Ability to operate a copier, laminator, and similar school machines.
- Ability to understand and effectively carry-out verbal and/or written instructions from the Teachers and Administration.
- An enthusiastic willingness to support the educational philosophy of The Academies CMO.
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance.
- A proactive and effective approach to student discipline aligned with the school's discipline policies.
- Effective conflict resolution skills.
- Integrity in all his/her dealings with the school community; is respectful, thoughtful, honest, and fair.
- Ability to follow established procedures in an emergency situation.

The Academies Charter Management Organization Board will consider candidates for the Behavior Technician Aide position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Proposal Summary

Subject: Consolidation and Restructuring of Aide Positions for Board Approval
Meeting Date: Tuesday, April 22, 2025
Prepared by: Shauna Dolin (Human Resources Director), Staci Soares (BOA Principal), and Corey
Morse (SVA Principal)

Purpose of the Proposal:

To streamline and clarify existing aide positions across The Academies Charter Management Organization, we propose the consolidation and restructuring of current support roles into updated job descriptions that more accurately reflect the scope of responsibilities and program needs.

Summary of Changes:

- Three existing positions (Instructional Aide, Intervention Aide, and Enrichment Aide) have been reviewed and reorganized to create three new **Paraprofessional** classifications:
 - Paraprofessional TK Support
 - Paraprofessional General Education
 - Paraprofessional Special Education
- The existing **Instructional Aide** position has been revised and retitled as **General Activities Aide** to reflect a broader focus on clerical and general supervision duties, separate from instructional or specialized academic support roles.

Rationale:

These updated job descriptions better align with current operational practices, provide greater role clarity for staff and administrators, and support consistent hiring and onboarding processes across campuses. They also ensure compliance with staffing requirements for student support and supervision, including general education and special education settings.

Enclosure Includes:

- 1. This cover page summary
- 2. Current job descriptions (Instructional Aide, Intervention Aide, Enrichment Aide)
- 3. Proposed job descriptions (Paraprofessional TK Support, Paraprofessional General Education, Paraprofessional Special Education, General Activities Aide)

Paraprofessional - General Education

Job Title: Paraprofessional - General Education

Job Purpose:

The Paraprofessional – General Education supports the classroom teacher and school-wide staff in facilitating student learning, supervising activities, and maintaining a productive educational environment. This role includes instructional assistance, enrichment and intervention support, small group facilitation, and preparation of instructional materials, aligned with the educational philosophy of The Academies Charter Management Organization. This person contributes their talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The Paraprofessional - General Education reports to the assigned classroom Teacher(s) and Vice Principal.

Essential Job Functions:

- Assist students with classwork, projects, and assignments aligned with grade-level curriculum goals.
- Provide small group and one-on-one academic support under the direction of the classroom teacher or intervention lead.
- Implement intervention strategies and support the delivery of identified academic programs as assigned.
- Support and occasionally lead enrichment activities that align with and complement core instruction.
- Prepare instructional materials and organize classroom resources to facilitate instruction.
- Supervise students during classroom instruction, transitions, lunch, recess, arrival, and dismissal.
- Support classroom routines that promote engagement, independence, and responsibility.
- Score non-confidential assessments and track student progress as directed.
- Offer feedback to teachers regarding student behavior, participation, and academic performance.
- Participate in planning sessions, school events, and professional development as needed.
- Serve on school committees and participate in extracurricular activities such as clubs or events when invited.
- Maintain a respectful, inclusive, and supportive classroom and school environment.
- Perform other duties as assigned.

Job Qualifications:

Education/Certifications

- High school graduate. (required)
- 12 units or more of college level coursework completed. (preferred)
- Basic first aid certificate. (required; provided after hire, if needed)
- Spanish language fluency. (desired)

Experience

- Two or more years of experience working with children and adults in a school setting. (desired)
- Experience supporting classroom instruction or academic interventions (desired)
- Familiarity with early childhood development (desired)
- Past participation in school events. (desired)

Skills, Knowledge and/or Abilities Required

- A love for students and learning
- A commitment to the mission of The Academies CMO
- Demonstrated care for the well-being and academic growth of students
- Strong interpersonal skills and classroom presence
- Clear communication and collaboration skills
- Ability to follow routines and adapt to classroom needs
- Team-oriented, dependable, and proactive
- Ability to work effectively as part of an instructional team
- Working knowledge of school operations and procedures
- Appropriate use of standard English language, in writing and in speech
- Ability to perform non-teaching classroom tasks
- A positive role model for students
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public
- Ability to word-process and use suitable computer software applications
- Ability to operate a copier, laminator, and similar school machines
- Ability to understand and effectively carry out verbal and/or written instructions from Teachers and Administration
- Enthusiastic willingness to support the educational philosophy of The Academies CMO
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance
- A proactive and effective approach to student discipline aligned with the school's discipline policies
- Effective conflict resolution skills
- Integrity in all dealings with the school community; is respectful, thoughtful, honest, and fair
- Ability to follow established procedures in an emergency situation

The Academies Charter Management Organization Board of Directors will consider candidates for the Paraprofessional - General Education position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Paraprofessional - TK Support

Job Title: Paraprofessional - TK Support

Job Purpose:

The Paraprofessional - TK Support assists Teachers and/or Administration in providing a nurturing, safe, and developmentally appropriate environment for Transitional Kindergarten (TK) students. This role supports early learning through instructional assistance, supervision, and enrichment activities, fostering social-emotional growth and school readiness. This person contributes their talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The Paraprofessional - TK Support position reports directly to the assigned TK Teacher(s) and Vice Principal.

Essential Job Functions:

- Assist TK students in completing learning tasks and developing foundational academic and socialemotional skills.
- Support students with self-regulation, classroom routines, and transitions through positive reinforcement and redirection.
- Facilitate or assist with age-appropriate enrichment activities under teacher direction.
- Provide assistance with self-care routines, including toileting (diapering and/or helping students on and off the toilet and with hygiene), feeding, handwashing, and dressing.
- Monitor and ensure student safety in the classroom, on the playground, in hallways, and during arrival/dismissal.
- Prepare and organize materials and resources for instructional use.
- Support classroom management practices that promote respect, kindness, and inclusion.
- Communicate effectively with the teacher(s) and administrator regarding student needs and progress.
- Participate in professional development and school events as requested.
- Maintain a clean and orderly classroom environment.
- Help foster a joyful, developmentally appropriate learning experience for young students.

Job Qualifications:

Education/Certifications

- High school graduate. (required)
- 12 units or more of college level coursework completed. (preferred)
- Basic first aid certificate. (required; provided after hire, if needed)
- Spanish language fluency. (desired)

Experience

- Two or more years experience working with children and adults in a school setting. (desired)
- Familiarity with early childhood development (preferred)
- Past participation in school events. (desired)

Skills, Knowledge and/or Abilities Required

- A love for students and learning
- A commitment to the mission of The Academies CMO

- Warm, nurturing, and playful demeanor appropriate for early learners
- Comfort and competence in assisting with self-care and hygiene routines
- Ability to maintain a safe and supportive environment for small children
- Demonstrated care for the well-being and growth of young learners
- Strong interpersonal skills and classroom presence
- Clear communication and collaboration skills
- Ability to follow routines and adapt to the needs of a dynamic early childhood classroom
- Team-oriented, dependable, and proactive
- Ability to work effectively as part of an instructional team
- Working knowledge of school operations and procedures
- Appropriate use of standard English language, in writing and in speech
- Ability to perform non-teaching classroom tasks
- A positive role model for students
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public
- Ability to word-process and use suitable computer software applications
- Ability to operate a copier, laminator, and similar school machines
- Ability to understand and effectively carry out verbal and/or written instructions from the Teachers and Administration
- Enthusiastic willingness to support the educational philosophy of The Academies CMO
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance
- A proactive and effective approach to student discipline aligned with the school's discipline policies
- Effective conflict resolution skills
- Integrity in all dealings with the school community; is respectful, thoughtful, honest, and fair
- Ability to follow established procedures in an emergency situation

The Academies Charter Management Organization Board of Directors will consider candidates for the Paraprofessional - TK Support position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Job Title: General Activities Aide

Job Purpose:

The General Activities Aide assists Teachers and/or Administration by providing clerical classroom support, supervising students in a variety of settings, and helping maintain a positive, safe, and productive learning environment at The Academies Charter Management Organization. This person contributes their talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The General Activities Aide reports directly to the assigned Teacher(s) and the Vice Principal.

Essential Job Functions:

- Provide general supervision of students in classrooms, playgrounds, hallways, cafeterias, and during arrival and dismissal times.
- Monitor student behavior to ensure safety and adherence to school rules during recess, lunch, and other non-instructional times.
- Assist with routine clerical tasks, including preparing, organizing, and maintaining instructional materials and supplies.
- Score non-confidential tests and classwork, and correct assignments as needed.
- Support classroom routines by checking out materials, tracking student work, and keeping shared areas tidy and organized.
- Communicate effectively with Teachers and/or Administration regarding student needs and classroom support.
- Participate in school events and meetings when requested.
- Support a respectful, safe, and inclusive school climate.
- Perform other duties as assigned.

Job Qualifications:

Education/Certifications

- High school graduate. (required)
- 12 units or more of college level coursework completed. (preferred)
- Basic first aid certificate. (required; provided after hire, if needed)
- Spanish language fluency. (desired)

Experience

- Two or more years experience working with children and adults in a school setting. (desired)
- Familiarity with early childhood development (preferred)
- Past participation in school events. (desired)

Skills, Knowledge and/or Abilities Required

- A love for students and learning
- A commitment to the mission of The Academies CMO
- Demonstrated care for student well-being, safety, and engagement

- Strong interpersonal skills and a helpful, supportive presence
- Clear communication and collaboration skills
- Ability to follow routines and maintain consistency across various settings (classroom, playground, cafeteria, etc.)
- Team-oriented, dependable, and proactive
- Ability to assist with supervision and non-instructional support tasks
- Working knowledge of school operations and procedures
- Appropriate use of standard English language, in writing and in speech
- Ability to perform general clerical and school support tasks
- A positive role model for students
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public
- Ability to operate a copier, laminator, and similar school machines
- Ability to understand and effectively carry out verbal and/or written instructions from Teachers and Administration
- Enthusiastic willingness to support the educational philosophy of The Academies CMO
- A proactive and effective approach to student supervision and safety
- Integrity in all dealings with the school community; is respectful, thoughtful, honest, and fair
- Ability to follow established procedures in an emergency situation

The Academies Charter Management Organization Board of Directors will consider candidates for the General Activities position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Enrichment Aide

Job Title: Enrichment Aide

Job Purpose:

The Enrichment Aide assists the Teachers and/or Administration by designing and facilitating enrichment activities toward student growth in a particular subject area and maintaining an environment to enable children to learn, and contributes his/her talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The Enrichment Aide is directly responsible to the Teacher to whom s/he is assigned, or to the Vice Principal.

Essential Job Functions:

- Assists students in completing classroom assignments or in meeting learning objectives in a manner consistent with the Charter School and educational philosophy of the Charter School.
- Plans and facilitates enrichment opportunities to support classroom instruction by complementing core academics whenever possible.
- Assists in preparing instructional materials for classrooms and school in general.
- Monitors the safety and security of students.
- Supervises students while under their care.
- Scores non-confidential assessments and other exercises.
- Collaborates with fellow faculty and administrators to advance proven learning practices, develop curriculum, and share strategies for student success as a member of a team.
- Serves on committees and task forces to support the school's success as invited.
- Contributes to extra-curricular activities such as sports, clubs, etc.
- Participates in professional development workshops and training as needed.
- Participates in IEP meetings as necessary.
- Meets deadlines and is well organized
- Helps the Charter School staff maintain a respectful, safe, and nurturing learning environment.
- Performs other related duties as assigned.

Job Qualifications:

Education/Certifications

- High school graduate. (required)
- 12 units or more of college level coursework completed. (desired)
- Basic first aid certificate. (required before start date)
- Spanish language fluency. (desired)

Experience

- Two or more years experience working with children and adults in a school setting. (desired)
- Professional experience or expertise in the appropriate field. (desired)
- Past participation in school events. (desired)

Skills, Knowledge and/or Abilities Required

- Enrichment subject matter expertise, related experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.
- A love for students and learning.
- A commitment to the mission of The Academies CMO.
- Working knowledge of school operations and procedures.
- Appropriate use of standard English language, in writing and in speech.
- Ability to perform non-teaching classroom tasks.
- A positive role model for students.
- Caring about students and their success in learning.
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
- Ability to word-process and use suitable computer software applications.
- Ability to operate a copier, laminator, and similar school machines.
- Ability to understand and effectively carry-out verbal and/or written instructions from the Teachers and Administration.
- An enthusiastic willingness to support the educational philosophy of The Academies CMO.
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance.
- A proactive and effective approach to student discipline aligned with the school's discipline policies.
- Effective conflict resolution skills.
- Integrity in all his/her dealings with the school community; is respectful, thoughtful, honest, and fair.
- Ability to follow established procedures in an emergency situation.

The Academies Charter Management Organization Board will consider candidates for the Enrichment Aide position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Job Title: Instructional Aide

Job Purpose:

The Instructional Aide assists the Teachers and/or Administration in maintaining appropriate activities and an environment to enable children to learn, and contributes their talents to maintain an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The Instructional Aide is directly responsible to the Teacher to whom they are assigned and to the Vice Principal.

Essential Job Functions:

- Assists students in completing classroom assignments or in meeting learning objectives in a manner consistent with the Charter School and educational philosophy of the Charter School.
- Assists in preparing instructional materials for classrooms and school in general.
- Monitors the safety and security of students.
- Supervises students in classrooms, playgrounds, cafeteria, hallways, and study halls, which may include during class, lunch, recesses, before school, and/or after school supervision.
- When necessary, assist students with and teach adaptive skills such as social skills, feeding self, toileting (diapering and/or assisting students on and off the toilet and cleaning self).
- Scores non-confidential tests and other exercises.
- Checks out materials and corrects daily work.
- Communicates effectively with Teacher(s) and/or Administration regarding observed student behavior/progress/needs.
- May participate in daily and long-range planning with a Teacher.
- Serves on committees and task forces to support the school's success as invited.
- Contributes to extra-curricular activities such as sports, clubs, etc.
- Participates in professional development workshops and training as needed.
- Participates in IEP meetings as necessary.
- Helps the Charter School staff maintain a respectful, safe, and nurturing learning environment.
- Performs other related duties as assigned.

Job Qualifications:

Education/Certifications

- High school graduate. (required)
- 12 units or more of college level coursework completed. (desired)
- Basic first aid certificate. (required before start date)
- Spanish language fluency. (desired)

Experience

- Two or more years experience working with children and adults in a school setting. (desired)
- Past participation in school events. (desired)

Skills, Knowledge and/or Abilities Required

- A love for students and learning.
- A commitment to the mission of The Academies CMO.

- Working knowledge of school operations and procedures.
- Appropriate use of standard English language, in writing and in speech.
- Ability to perform non-teaching classroom tasks.
- A positive role model for students.
- Caring about students and their success in learning.
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
- Ability to word-process and use suitable computer software applications.
- Ability to operate a copier, laminator, and similar school machines.
- Ability to understand and effectively carry-out verbal and/or written instructions from the Teachers and Administration.
- An enthusiastic willingness to support the educational philosophy of The Academies CMO.
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance.
- A proactive and effective approach to student discipline aligned with the school's discipline policies.
- Effective conflict resolution skills.
- Integrity in all his/her dealings with the school community; is respectful, thoughtful, honest, and fair.
- Ability to follow established procedures in an emergency situation.

The Academies Charter Management Organization Board will consider candidates for the Instructional Aide position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Job Title: Intervention Aide

Job Purpose:

The Intervention Aide assists the Teachers and/or Administration in maintaining appropriate activities and an environment to enable children to learn, and contributes their talents to maintain an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The Intervention Aide is directly responsible to the Teacher to whom they are assigned and to the Vice Principal.

Essential Job Functions:

- Participates in IEP meetings as necessary.
- Gather and record data according to progress made.
- Share data with intervention lead, general education teacher, and/or vice principal
- Participate in SST meetings if invited.
- Maintain accurate records within the intervention reporting system.
- Assist the intervention lead with scheduling groups of students.
- Deliver small group or individual instruction utilizing the identified intervention curriculum being sure to follow the scope and sequence of the program.
- Scores non-confidential tests and other exercises.
- Checks out materials and corrects daily work.
- Communicates effectively with Teacher(s) and/or Administration regarding observed student behavior/progress/needs.
- May participate in daily and long-range planning with a Teacher.
- Serves on committees and task forces to support the school's success as invited.
- Contributes to extra-curricular activities such as sports, clubs, etc.
- Participates in professional development workshops and training as needed.
- Assists students in completing classroom assignments or in meeting learning objectives in a manner consistent with the Charter School and educational philosophy of the Charter School.
- When necessary, assist students with and teach adaptive skills such as social skills, feeding self, toileting (diapering and/or assisting students on and off the toilet and cleaning self).
- Assists in preparing instructional materials for classrooms and school in general.
- Monitors the safety and security of students.
- Supervises students in classrooms, playgrounds, cafeteria, hallways, and study halls, which may include during class, lunch, recesses, before school, and/or after school supervision.
- Helps the Charter School staff maintain a respectful, safe, and nurturing learning environment.
- Seek guidance when needed.
- Performs other related duties as assigned.

Job Qualifications:

Education/Certifications

- High school graduate. (required)
- 12 units or more of college level coursework completed. (desired)
- Basic first aid certificate. (required before start date)
- Spanish language fluency. (desired)

Experience

- Two or more years experience working with children and adults in a school setting. (desired)
- Past participation in school events. (desired)

Skills, Knowledge and/or Abilities Required

- A love for students and learning.
- A commitment to the mission of The Academies CMO.
- Working knowledge of school operations and procedures.
- Appropriate use of standard English language, in writing and in speech.
- Ability to perform non-teaching classroom tasks.
- A positive role model for students.
- Caring about students and their success in learning.
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
- Ability to word-process and use suitable computer software applications.
- Ability to operate a copier, laminator, and similar school machines.
- Ability to understand and effectively carry-out verbal and/or written instructions from the Teachers and Administration.
- An enthusiastic willingness to support the educational philosophy of The Academies CMO.
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance.
- A proactive and effective approach to student discipline aligned with the school's discipline policies.
- Effective conflict resolution skills.
- Integrity in all his/her dealings with the school community; is respectful, thoughtful, honest, and fair.
- Ability to follow established procedures in an emergency situation.

The Academies Charter Management Organization Board will consider candidates for the Intervention Aide position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Paraprofessional - Special Education

Job Title: Paraprofessional - Special Education

Job Purpose:

The Paraprofessional – Special Education provides direct instructional, behavioral, and physical support to students with disabilities in both general education and special education settings. Working closely with Education Specialists, general education teachers, and service providers, this role helps implement Individualized Education Programs (IEPs) and supports a safe, inclusive, and nurturing learning environment in accordance with The Academies Charter Management Organization's mission. This person contributes their talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization.

Team Relationship:

The Paraprofessional - Special Education reports to the Vice Principal and assigned Education Specialist(s); collaborates with general education teachers, service providers, and the Director of Special Education.

Essential Job Functions:

- Support students in accessing classroom instruction, assignments, and activities in line with IEP goals, accommodations, and modifications.
- Provide one-on-one and small group academic assistance as directed by teachers or specialists.
- Support adaptive skill development such as social interaction, self-care, and behavior regulation.
- Assist students with physical needs, including toileting (diapering and/or assistance on and off the toilet), feeding, and hygiene.
- Monitor student safety in classrooms, playgrounds, hallways, cafeterias, and during transitions
- Implement behavioral support plans with consistency and fidelity; use de-escalation strategies when needed.
- Maintain accurate data logs and progress records as requested by the Education Specialist, School Psychologist, or administrator.
- Prepare and organize instructional materials or assistive technology tools; help maintain classroom organization and equipment care.
- Communicate student progress, behavior, and needs with the educational team.
- Participate in IEP meetings and long-range planning sessions when invited.
- Assist substitute teachers in implementing student accommodations and routines.
- Serve on committees or support schoolwide activities as invited.
- Participate in required professional development and CPI (Crisis Prevention Intervention) training.
- Help ensure a respectful, inclusive, and well-managed learning environment.
- Perform other related duties as assigned.

Job Qualifications:

Education/Certifications

- High school graduate. (required)
- 12 units or more of college level coursework completed. (preferred)
- CPI training (provided if not already completed)
- Basic first aid certificate. (required; provided after hire, if needed)
- Spanish language fluency. (desired)

Experience

• Two or more years of experience working with children and adults in a school setting. (desired)

- Experience supporting students with disabilities or behavioral needs (preferred)
- Familiarity with IEP processes and accommodations (preferred)
- Familiarity with early childhood development (desired)
- Past participation in school events. (desired)

Skills, Knowledge and/or Abilities Required

- A love for students and learning
- A commitment to the mission of The Academies CMO
- Demonstrated care for the well-being and academic, social, and behavioral growth of students with disabilities
- Comfort and competence in assisting with self-care and hygiene routines (e.g., toileting, feeding, mobility support)
- Ability to follow and support IEP accommodations, modifications, and behavior plans
- Clear communication and collaboration skills with multidisciplinary teams (teachers, specialists, psychologists, service providers)
- Strong interpersonal skills and a calm, compassionate demeanor
- · Ability to follow routines and respond flexibly to the needs of students with varying abilities
- Team-oriented, dependable, and proactive
- Ability to work effectively as part of an instructional and support team
- Working knowledge of school operations and classroom procedures
- Appropriate use of standard English language, in writing and in speech
- Ability to perform non-teaching classroom tasks
- A positive role model for students
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public
- Ability to word-process and use suitable computer software applications
- Ability to operate a copier, laminator, and similar school machines
- Ability to understand and effectively carry out verbal and/or written instructions from Teachers and Administration
- Enthusiastic willingness to support the educational philosophy of The Academies CMO
- Familiarity with or willingness to be trained in instructional methodology, behavior management, and procedural compliance
- A proactive and effective approach to supporting behavior intervention and student regulation
- Effective conflict resolution and de-escalation skills
- Integrity in all dealings with the school community; is respectful, thoughtful, honest, and fair
- Ability to follow established procedures in an emergency situation
- · Awareness of and commitment to mandated reporting responsibilities

The Academies Charter Management Organization Board of Directors will consider candidates for the Paraprofessional - Special Education position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

Special Education Aide

Job Title: Special Education Aide

Job Purpose:

The Special Education Aide assists the Education Specialists, general education teachers, and administration. They assist in maintaining appropriate activities and an environment that enables children to learn and contribute talents to create an excellent program and positive school culture at the charter schools within The Academies Charter Management Organization. Additionally, they will help meet physical and instructional needs of students with disabilities, inside and outside of the classroom. Assist with the implementation of Individual Education Plans (IEP), including self-help, behavior management, and instructional programs. Work under the supervision of site administration along with the TACMO Director of Special Education.

Essential Job Functions:

- Assists students in completing classroom assignments or in meeting learning objectives in a manner consistent with the Charter School, educational philosophy of the Charter School, and in conjunction with IEP accommodations and/or modifications.
- Assists in preparing instructional materials for classrooms and school in general.
- Monitors the safety and security of students.
- Supervises students in classrooms, playgrounds, cafeteria, hallways, and study halls, which may include during class, lunch, recesses, before school, and/or after school supervision.
- Communicates effectively with teacher(s), administration, service providers, and the School Psychologist regarding observed student behavior/progress/needs.
- May participate in daily and long-range planning with a teacher.
- Serves on committees and task forces to support the school's success as invited.
- Participates in professional development workshops and training as needed.
- May participate in IEP meetings, as necessary.
- Be familiar with all accommodations, modifications, and goals as written into student IEP's.
- When necessary, assist students with and teach adaptive skills such as social skills, feeding self, toileting (diapering and/or assisting students on and off the toilet and cleaning self).
- Help with inventory, care, and maintenance of equipment and technology.
- Help maintain a neat and orderly classroom.
- Maintain data records as requested by the Education Specialist, administrator, or School Psychologist.
- Provide assistance to substitute teachers.
- Helps the Charter School staff maintain a respectful, safe, and nurturing learning environment.
- Performs other related duties as assigned.

Job Qualifications:

Education/Certification

- High school graduate or equivalent. (required)
- 12 units or more of completed college level coursework completed. (desired)
- Basic first aid. (required before start date)
- CPI Training (will provide upon hiring, if necessary)

Experience

- Two or more years experience working with children in a school setting. (desired)
- Familiarity with needs associated with students with disabilities. (desired)

Knowledge/Skills

- An enthusiastic willingness to support the educational philosophy of The Academies CMO.
- A commitment to the mission of The Academies CMO
- Ability to work with children with disabilities
- Ability to follow written and verbal instructions
- Ability to communicate effectively
- Working knowledge of school operations and procedures
- Appropriate use of standard English language in writing and speech
- Ability to perform non-teaching classroom tasks.
- Ability to be a positive role model for students.
- Demonstration of caring about students and their success in learning.
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
- Ability to word-process and use suitable computer software applications.
- Ability to operate a copier, laminator, and similar school machines.
- Familiarity with or willingness to be trained in instructional methodology and procedural compliance.
- A proactive and effective approach to student discipline aligned with the school's discipline policies.
- Effective conflict resolution skills.
- Integrity in all his/her dealings with the school community; is respectful, thoughtful, honest, and fair.
- Ability to follow established procedures in an emergency situation.
- Ability to carry out responsibilities of being a mandated reporter.

The Academies Charter Management Organization Board will consider candidates for the Special Education Aide position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.