



California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on November 4, 2022 at 3:16 PM PDT

Date and Time

Tuesday November 8, 2022 at 5:00 PM PST

Location

The meeting will be held virtually.

Join by telephone or via Zoom conferencing link below:

Dial by your location

+1 213 338 8477 US (Los Angeles)

+1 669 900 6833 US (San Jose)

Meeting ID: 964 4704 7976

<https://cal-pacs-org.zoom.us/j/96447047976>

MISSION STATEMENT

CalPac's mission is to support and encourage all students to relentlessly pursue their life goals by providing an accessible and inclusive personalized learning community.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to

attend or participate in this meeting of the Governing Board may request assistance by contacting California Pacific Charter Schools at 949-752-0527.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	1 m

Roll Call:

- Kelly Wylie, President
- Dr. Shirley Peterson, Vice President
- Tanya Rogers, Clerk
- Bill Howard, Member
- Jason McFaul, Member

II. Approve Adopt/Agenda			5:02 PM
A. Agenda	Vote	Board President	1 m

It is recommended the Board of Directors adopt as presented, the agenda for the regular Board meeting of November 8, 2022.

Roll Call Vote:

- Kelly Wylie
- Dr. Shirley Peterson
- Tanya Rogers
- Bill Howard
- Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

III. Approve Minutes			5:03 PM
A. Minutes of the Regular Board meeting that was held on October 11, 2022	Approve Minutes		5 m

Roll Call Vote:

- Kelly Wylie
- Dr. Shirley Peterson
- Tanya Rogers
- Bill Howard
- Jason McFaul

Moved by _____ Seconded by _____ Purpose _____ Presenter _____ Time _____
 Ayes _____ Nays _____ Absent _____

IV. Board Governance

5:08 PM

<p>A. Approval of Resolution No. 2022-11-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361</p>	<p>Vote</p>	<p>Board President</p>	<p>3 m</p>
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It is recommended the Board approve Resolution No. 2022-11-8 authorizing continued use of remote teleconferencing provisions pursuant to AB 361 and Government Code section 54953.

Option 1

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safety in person.

Option 2

BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

Roll Call Vote:

Kelly Wylie
 Dr. Shirley Peterson
 Tanya Rogers
 Bill Howard
 Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

V. Public Comment - Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board’s jurisdiction under Public Comments/Recognition/Reports.

VI. Adjourn to Closed Session

5:11 PM

The Board will consider and may act on any of the Closed Session matters.

Roll Call Vote:

Kelly Wylie
 Dr. Shirley Peterson

	Purpose	Presenter	Time
Tanya Rogers Bill Howard Jason McFaul			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
A. Closed Session	Discuss	Board President	10 m

PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Pursuant to Government Code 54957

1. Performance Evaluation, Superintendent/CEO

VII. Reconvene Regular Meeting 5:21 PM

- A.** Report out any action that was taken in closed session. 5 m

VIII. Pledge of Allegiance 5:26 PM

- A.** Led by Board President or designee. Board President 5 m

IX. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

X. Correspondence/Proposals/Reports 5:31 PM

- A.** School Highlights, Presented by Christine Feher, Superintendent/CEO Discuss Christine Feher 5 m
- B.** CTE Program Highlights, Presented by Tyler Phipps, Assistant Director of High School and Student Engagement Discuss Tyler Phipps 15 m

	Purpose	Presenter	Time
C. Williams Settlement Findings for 2022-23 Site Visits from SDCOE and LACOE, Presented by Christine Feher, Superintendent/CEO	Discuss	Christine Feher	2 m

XI. Consent 5:53 PM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Calendar upon the request of any member of the Board, discussed, and acted upon separately.

A. Consent - Business/Financial Services			1 m
<ol style="list-style-type: none"> 1. Check Registers and J.P. Morgan Statement - October 2022 2. Approval of Surplus of Electronic Devices 			

B. Consent - Personnel Services	Vote	Board President	1 m
<ol style="list-style-type: none"> 1. Approval of Certificated - Personnel Report 2. Approval of Classified - Personnel Report 			

Consent items listed A through B are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XII. Business/Financial Services 5:55 PM

A. Ratification and Approval of Kajeet for Student Connectivity (Renewal)	Vote	Christine Feher	5 m
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It is recommended the Board increase the Kajeet purchasing threshold up to \$25,000 for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), for the 2022-23 school year.

	Purpose	Presenter	Time
Fiscal Impact: \$25,000			
California Pacific Charter - Los Angeles (#1751)	\$12,562.50		
California Pacific Charter - San Diego (#1758)	\$8,342.50		
California Pacific Charter - Sonoma (#2037)	\$4,095.00		

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIII. Education/Student Services

6:00 PM

A. Approval of 2022-23 School Plan for Student Achievement (SPSA)	Vote	Ericka Zemmer	15 m
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It is recommended the Board approve the 2022-23 School Plan for Student Achievement (SPSA) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: None

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIV. Calendar

The next scheduled meeting will be held virtually on December 6, 2022.

XV. Comments

6:15 PM

A. Board Comments	5 m
B. CEO/Superintendent Comments	5 m

XVI. Closing Items

6:25 PM

A. Adjourn Meeting	Vote
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Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

	Purpose	Presenter	Time
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____	Seconded by _____	Ayes _____	Nays _____ Absent _____

FOR MORE INFORMATION

For more information concerning this agenda, contact
California Pacific Charter Schools. Telephone: 949-752-0527

Coversheet

Minutes of the Regular Board meeting that was held on October 11, 2022

Section: III. Approve Minutes
Item: A. Minutes of the Regular Board meeting that was held on
October 11, 2022
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the Board of Directors on October 11, 2022

APPROVED



California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

Tuesday October 11, 2022 at 5:00 PM

Location

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Join by telephone or via Zoom conferencing link below:

Dial In: +1 669 900 6833

Meeting ID: 995 7667 8143

Join URL: <https://cal-pacs-org.zoom.us/j/99576678143>

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Directors Present

J. McFaul (remote), K. Wylie (remote), S. Peterson (remote), T. Rogers (remote), W. Howard (remote)

Directors Absent

None

Directors who left before the meeting adjourned

S. Peterson

Guests Present

C. Amador (remote), C. Feher (remote), E. Zemmer (remote), Erin Rineberg (remote), G. Chamberlain (remote), K. Madden (remote), L. Hath (remote), S. Green (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Oct 11, 2022 at 5:05 PM.

B. Record Attendance

II. Approve Adopt/Agenda

A. Agenda

A motion was made to amend the agenda by Christine Feher, CEO/Superintendent to replace consent item A. Check Register with an updated version due to formatting issues. The numbers did not change, only the formatting. Christine noted that all Board Members were sent a revised version prior to the meeting tonight, and an updated version would be placed in Board On Track for reference.

T. Rogers made a motion to Kelly Wylie, President.
W. Howard seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Approve Minutes

A. Minutes of the Regular Board Meeting held on September 13, 2022

J. McFaul made a motion to Kelly Wylie, President to approve the Minutes of Regular Meeting of the Board of Directors on 09-13-22.
W. Howard seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Board Governance

A. Approval of Resolution No. 2022-10-11 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

S. Peterson made a motion to Kylie Wylie, President.
T. Rogers seconded the motion.

Option I was selected by the Board Members.
The board **VOTED** unanimously to approve the motion.

V. Public Comment

A.

Closed Session

There were no public comments regarding closed session.

VI. Adjourn to Closed Session

A. Closed Session

Kelly Wylie, President requested the Board Members adjourn to closed session at 5:14 p.m.

VII. Reconvene Regular Meeting

A. Report out any action that was taken in closed session.

The meeting reconvened at 5:23 p.m.

Tanya Rogers, Clerk reported out that the Board unanimously approved the Agreement Letter for Legal Services & Joint Consent in re: Lares v. Reid v. Sage Oak Charter Schools, et al. with Buchalter, A Professional Corporation.

VIII. Public Comments

A. Recognition and Reports

There were no public comments regarding recognition and reports.

IX. Correspondence/Proposals/Reports

A. School Highlights

School Highlights were presented by Christine Feher, CEO/Superintendent.

B. School Data & Achievement Outcomes

School Data & Achievement Outcomes were presented by Christine Feher, CEO/Superintendent.

C. 2021-2022 Unaudited Actuals Response from Authorizers

2021-2022 Unaudited Actuals Response from Authorizers were presented by Christine Feher, CEO/Superintendent.

X. Consent

A. Consent - Business/Financial Services

1. Check Registers and J.P. Morgan Statement - September 2022

Christine Feher, CEO/Superintendent noted that all Board Members were sent a revised version prior to the meeting tonight, and an updated version would be placed in Board On Track for reference.

B. Consent - Personnel Services

J. McFaul made a motion to Kelly Wylie, President.
W. Howard seconded the motion.

1. Approval of Certificated - Personnel Report
2. Approval of Classified - Personnel Report
3. Approval of Memorandum of Understanding (MOU) between CSU Dominguez Hills and California Pacific Charter Schools

Consent items A & B were approved.

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

XI. Business/Financial Services

A. Approval of All Systems Go! (ASG!) Computer Services Contract for Paid Media Management

T. Rogers made a motion to Kelly Wylie, President.
S. Peterson seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approval of Special Education Master Contracts 2022-2023

W. Howard made a motion to Kelly Wylie, President.
J. McFaul seconded the motion.
The board **VOTED** unanimously to approve the motion.

XII. Personnel Services

A. Approval of 2022-2023 California Pacific Charter School's Board of Directors and Superintendent/CEO Goals

Motion to - There was no motion or second made to open this item. This item was introduced by Kelly Wylie, President, and went directly into the presentation by Christine. All members agreed to the Superintendent/CEO Goals and voted.

Presented by Christine Feher, CEO/Superintendent.
The board **VOTED** unanimously to approve the motion.

B. Approval of 2022-2023 Superintendent/CEO Evaluation Process, Evaluation Template, Timeline, Evaluators, Evaluator Compensation, and Revised Resolution

J. McFaul made a motion to Kelly Wylie, President.
W. Howard seconded the motion.

Evaluators: Tanya Rogers, Clerk and William Howard, Member for the 2022-23 school year. It was agreed that a rotation of evaluators will occur the following school year.

Member Compensation: \$3,600 each per year, Fiscal Impact: \$7,200

The board **VOTED** unanimously to approve the motion.
S. Peterson left at 6:42 PM.

XIII. Comments

A.

Board Comments

The Board thanked everyone on the team for the amazing work they are doing. The back to school night, the fall club rush, and the professional development for faculty is huge! The reports and data tonight shows a strong leadership. Tanya thanked the Board for trusting her to continue with the CEO/Superintendent evaluation process and Bill said he looks forward to working with Tanya on the evaluation process. He said this will be a great opportunity for him to learn more about the process and the work that Christine does. Thank you all for the work you do on behalf of the students!

B. CEO/Superintendent Comments

The CEO/Superintendent thanked the Board for allowing her to showcase the work from the CPCS staff, saying every bit of data has a story behind it. She then thanked her staff for their hard work and continued support for students. She said the study session will need to be scheduled for 2023 due to the upcoming holidays, and she will contact each Board Member for their availability. She is looking to schedule the study session in the spring, sometime between February and April. An amended board meeting calendar will be provided at the November meeting. This will also provide more time to collect items for discussion. Thank you.

XIV. Closing Items

A. Adjourn Meeting

W. Howard made a motion to Kelly Wylie, President.
J. McFaul seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Peterson Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:49 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- AMENDED-CPCS Resolution-re-authorizing-AB-361_10.11.22.docx.pdf
- September 22-23 SO School Highlights.pdf
- September 22-23 LA School Highlights.pdf
- September 22-23 SD School Highlights.pdf
- Board Meeting 10-11-22.pdf
- UA 21-22 Letter, CalPac.pdf
- Acton-Agua Dulce USD letter 093022.pdf
- Unaudited Actuals review.pdf
- 09.2022 44 CAL-PAC-SD Check Register.pdf
- 09.2022 55 CAL-PAC-LA Check Register.pdf

- 09.2022 95 CAL-PAC-SO Check Register.pdf
 - 2022.09.30 J.P. Morgan Statement September 2022.pdf
 - CalPacCharterSchool-StudentTeachingMOU.pdf
 - CalPacs-DigitalMarketing-Contract-9-2022-Revised.pdf
 - Special Education Master Contracts 2022-2023 - Sheet1.pdf
 - 22-23 Superintendent Goals.pdf
 - CPCS_Resolution_to_Establish_Ad_Hoc_ED_Evaluation_Advisory_Committee.pdf
 - 2022_23 California Pacific Charter Schools Superintendent Evaluation Process.pdf
 - 2022_23 California Pacific Charter Schools Superintendent Evaluation.pdf
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FOR MORE INFORMATION

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California Pacific Charter Schools. Telephone: 949-752-0527

Coversheet

Approval of Resolution No. 2022-11-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

Section: IV. Board Governance
Item: A. Approval of Resolution No. 2022-11-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361
Purpose: Vote
Submitted by:
Related Material:
AMENDED-CPCS Resolution-re-authorizing-AB-361_11.8.22.docx.pdf

BACKGROUND:

In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely in the following circumstances:

1. There is a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; or
2. There is a proclaimed state of emergency, and the local agency's meeting is for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
3. There is a proclaimed state of emergency, and the local agency has determined, by majority vote, that as a result of the emergency meeting in person would present an imminent risk to the health or safety of attendees.

RECOMMENDATION:

It is recommended the Board adopt Resolution 2022-11-8, to make a finding that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the California Pacific Charter Schools Board of Directors to conduct meetings virtually/remotely.

Fiscal Impact: None.



**RESOLUTION RECOGNIZING A STATE OF EMERGENCY AND RE-AUTHORIZING
TELECONFERENCED MEETINGS PURSUANT TO AB 361**

CALIFORNIA PACIFIC CHARTER SCHOOLS GOVERNING BOARD

RESOLUTION NO. 2022-11-8

WHEREAS, in response to the novel coronavirus ("COVID-19") pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act ("Brown Act") were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, on October 12, 2021, the governing board of the California Pacific Charter Schools Board of Directors passed Resolution 2021-10-12 pursuant to AB 361, and

WHEREAS, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the California Pacific Charter Schools Board of Directors recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

[OPTION 1] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safely in person.

[OPTION 2] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

BE IT FURTHER RESOLVED, the governing board of the California Pacific Charter Schools Board of Directors authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this 8th day of the month of November in 2022.

AYES

NOES

ABSENT

ABSTAIN

Signed:

Signed:

Kelly Wylie
President, Governing Board

Tanya Rogers
Clerk, Governing Board

Coversheet

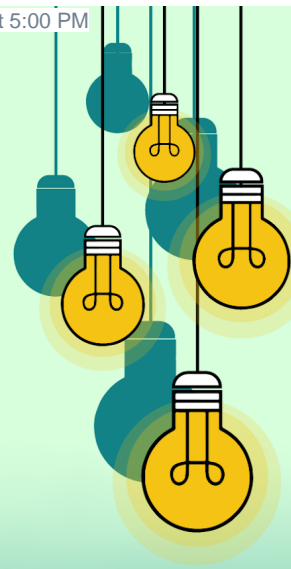
School Highlights, Presented by Christine Feher, Superintendent/CEO

Section: X. Correspondence/Proposals/Reports
Item: A. School Highlights, Presented by Christine Feher,
Superintendent/CEO
Purpose: Discuss
Submitted by:
Related Material: October 22-23 SO School Highlights.pdf
October 22-23 LA School Highlights.pdf
October 22-23 SD School Highlights.pdf

CPCS SONOMA SCHOOL HIGHLIGHTS



October 2022



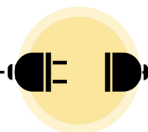
CURRENT ENROLLMENT

138

PROGRAM HIGHLIGHTS

October was packed full of school-wide events, staff training, the start of club meetings, and the wrap up of local assessments. Enrollment remained in full swing with a surge of students joining throughout the month. The month kicked off with College Week and ended with Red Ribbon Week, challenging students to think about their future and the impact positive choices have.

Students finished the start of the year local assessment this month. Data is being used to determine academic supports, placement in intervention classes, and determine grade level standards to target in language arts and math.





SONOMA

October 2022

Staff engaged in a variety of professional development opportunities, including part two of a four part Diversity and Equity series, AVID professional learning modules, NWEA Report breakdowns, Middle School Aspire Network, a Targeted Feedback workshop with SDCOE for instructional coaches, and more. We are proud of the work and commitment of staff to engage in growth and continuous improvement.

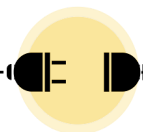
PLC meetings also kicked off in October and PLC committees are hard at work analyzing data and identifying areas of focus for the year. In particular the academic readiness and test preparation committees are unpacking local and state assessment data and strategizing ways to raise student scores, including exploring Power Standards and CERS Interim Assessments to progress monitor student growth.

M.A.R.S. (Math and Reading Success) Academic Support Classes were developed and launched to support K-8 students in learning acceleration and target an influx of students who have not been in school for multiple years. Virtual Learning Hub participation also grew this month as K-12 students took advantage of academic tutoring support to complete course assignments and unpack rigorous projects, essays and assignments.

We held our first School Site Council meeting of the year to review the launch of Parent University and to develop and approve the SPSA (School Plan for Student Achievement). The SSC, which also serves as the school's Parent Advisory Council, provided input on increasing opportunities to support student mental health and expanding Parent University topics.

The month concluded with our yearly and loved Dia de los Muertos cultural celebration hosted by Senora Canosa, a Nepris virtual field trip to a Pumpkin Patch for K-2 students, and a spooky science demonstration by the high school chemistry teacher, Mrs. T.

STUDENT ACHIEVEMENT





SONOMA

October 2022

NWEA Fall Local Assessment Data and Participation Rates: Students in grades 2-11 who enrolled between 8/26 and 10/5/22 were tested in three areas - English Language Arts, Reading, and Math.

NWEA Participation Rates

English Language Arts: 97.03% (98/101 students)

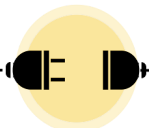
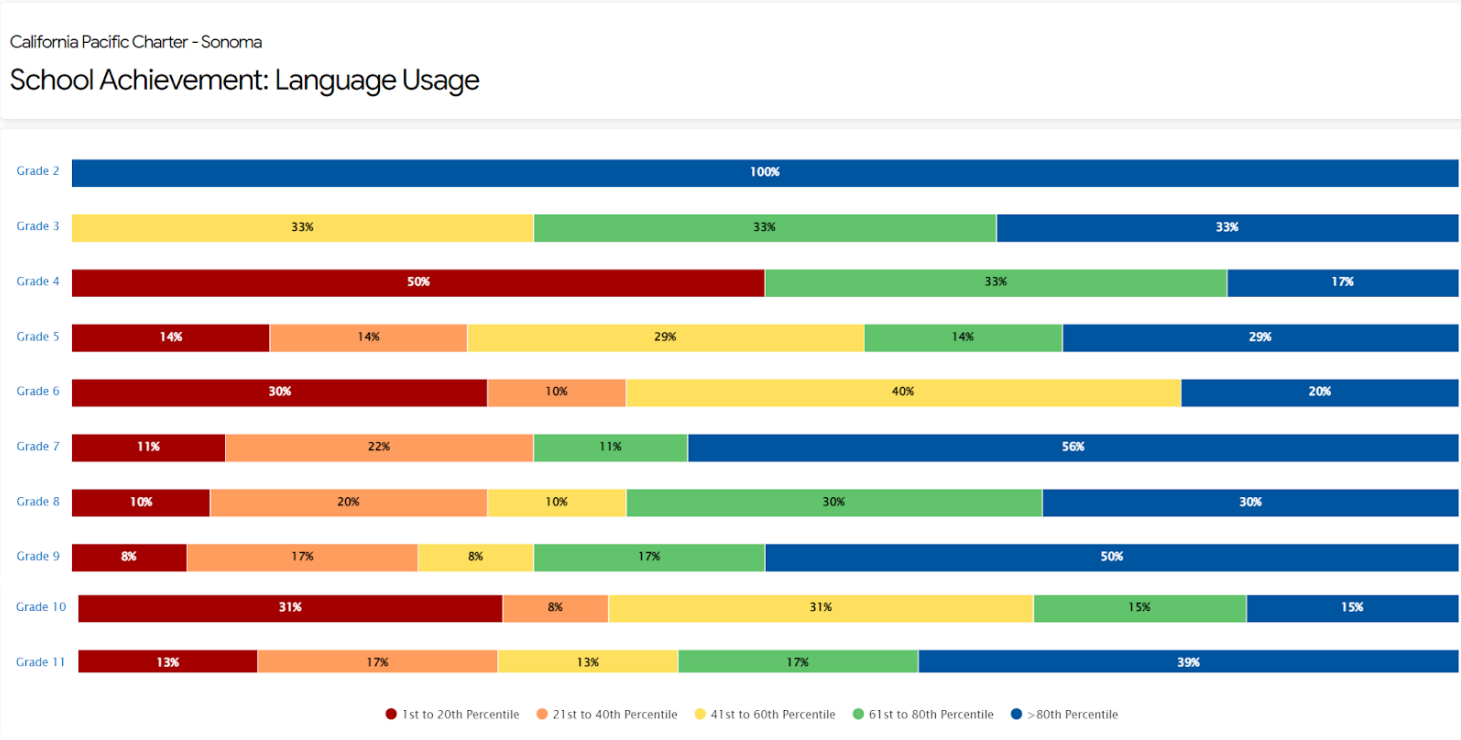
Reading: 96.04% (97/101 students)

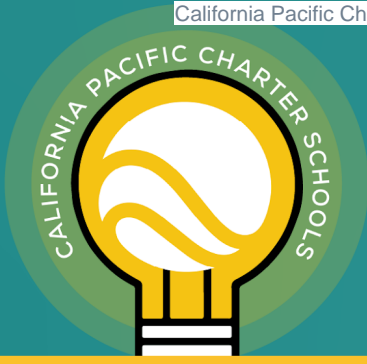
Math: 96.04% (97/101 students)

NWEA Achievement Percentile by Grade Level

Source: NWEA Report - School Profile

Key: 1st-20th = Far Below (Low), 21st-40th = Below (Low-Average), 41st-60th = Close (Average), 61st-80th = Ready (High-Average), >80th = Exceeding (High)



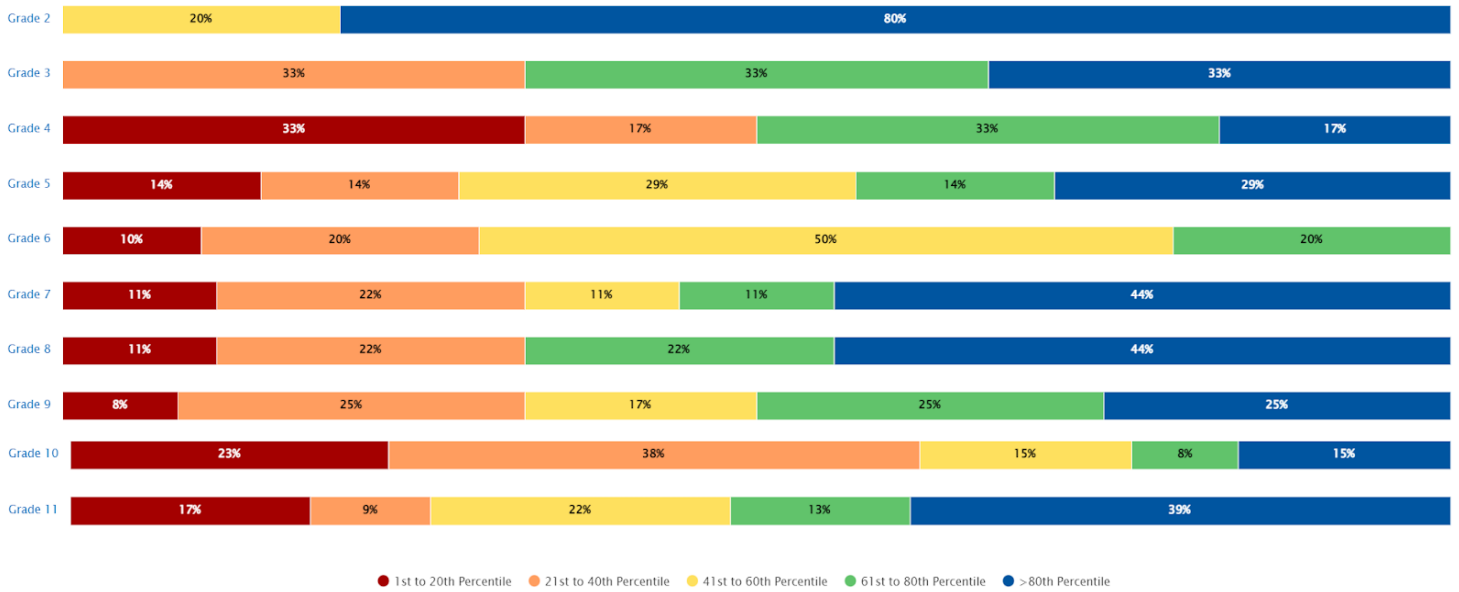


SONOMA

October 2022

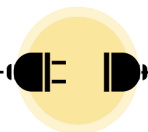
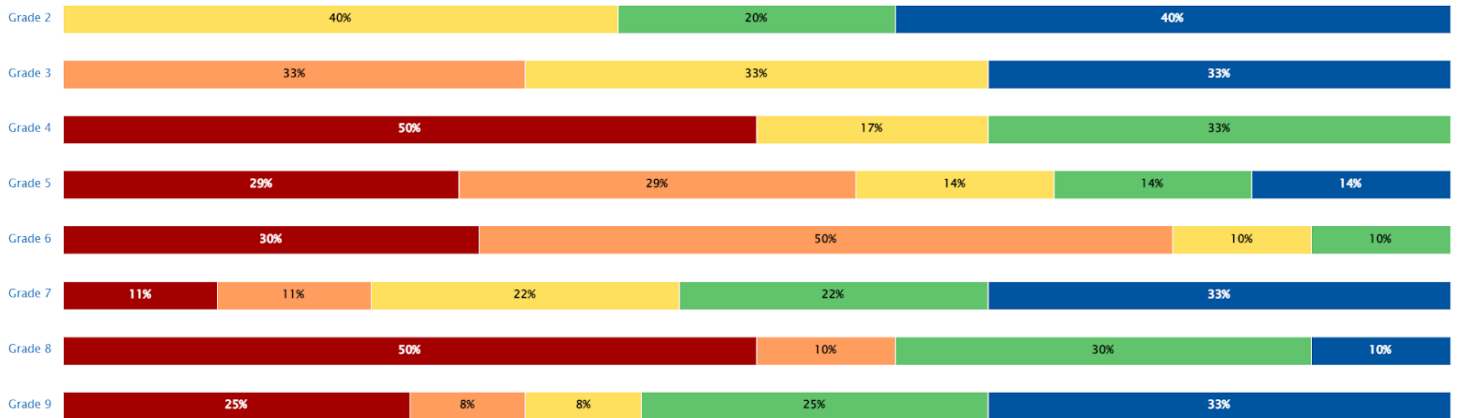
California Pacific Charter - Sonoma

School Achievement: Reading



California Pacific Charter - Sonoma

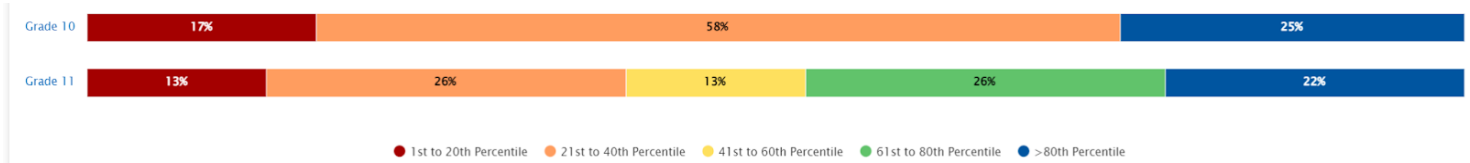
School Achievement: Math K-12





SONOMA

October 2022



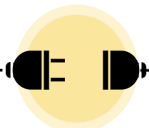
PROFESSIONAL DEVELOPMENT

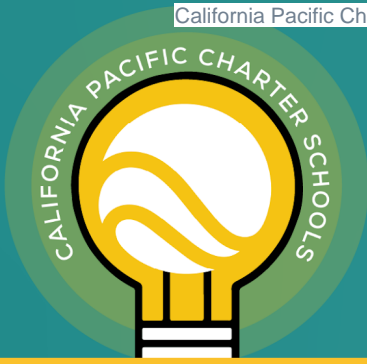
Alludo Professional Development: Staff will continue their asynchronous professional development work in Alludo this year to support staff yearly SMART Goals. All staff are required to utilize this platform to grow their technical and teaching skills this year. Safe schools mandatory training was completed this month by all staff.

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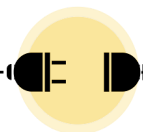
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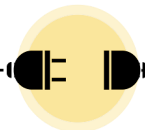
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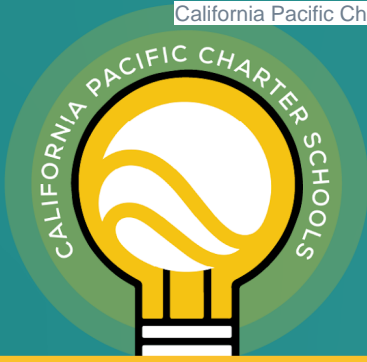
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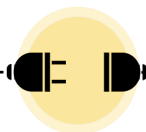
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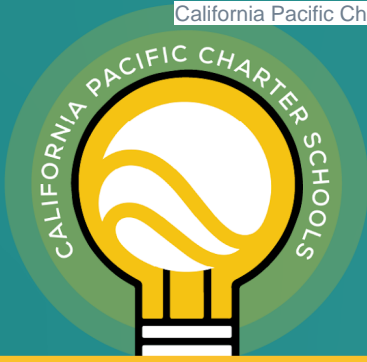
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Oct. 24-28 2022





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Recording

Erica Zemmer, Erica Zemmer, Nicole Hernandez, Señora Canosa, Miguel, Miguel, Adryanna, Adryanna

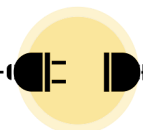
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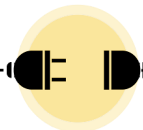


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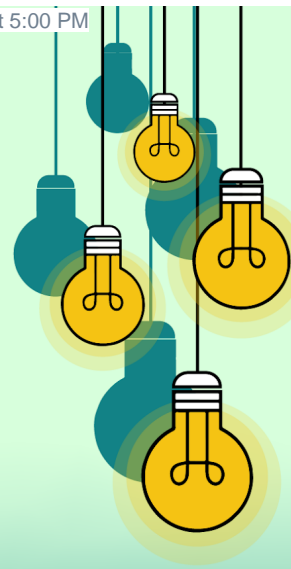
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CPCS LOS ANGELES SCHOOL HIGHLIGHTS



October 2022



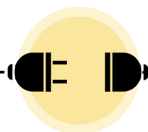
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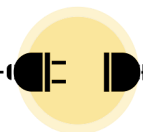
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October 2022

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English Language Arts: 99.20% (247/249 students)

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Math: 100% (249/249 students)

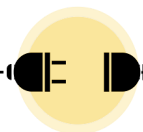
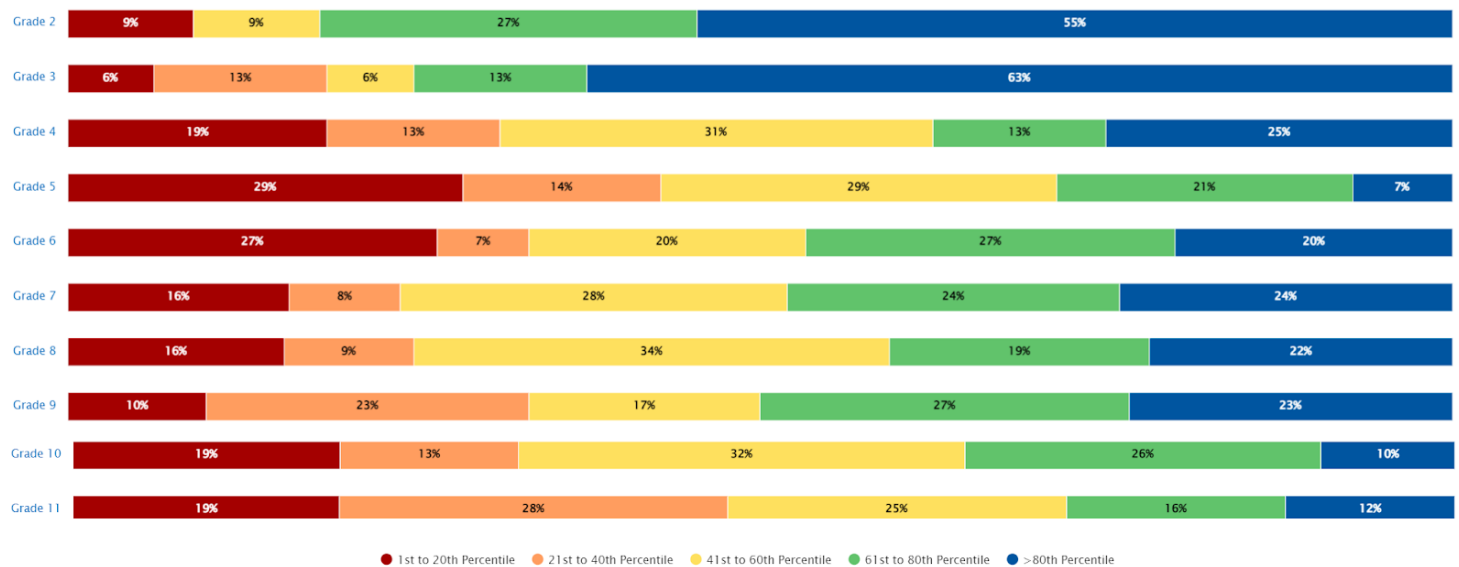
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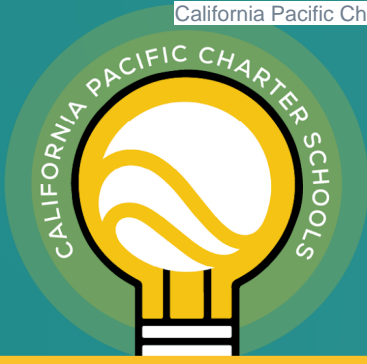
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California Pacific Charter - Los Angeles

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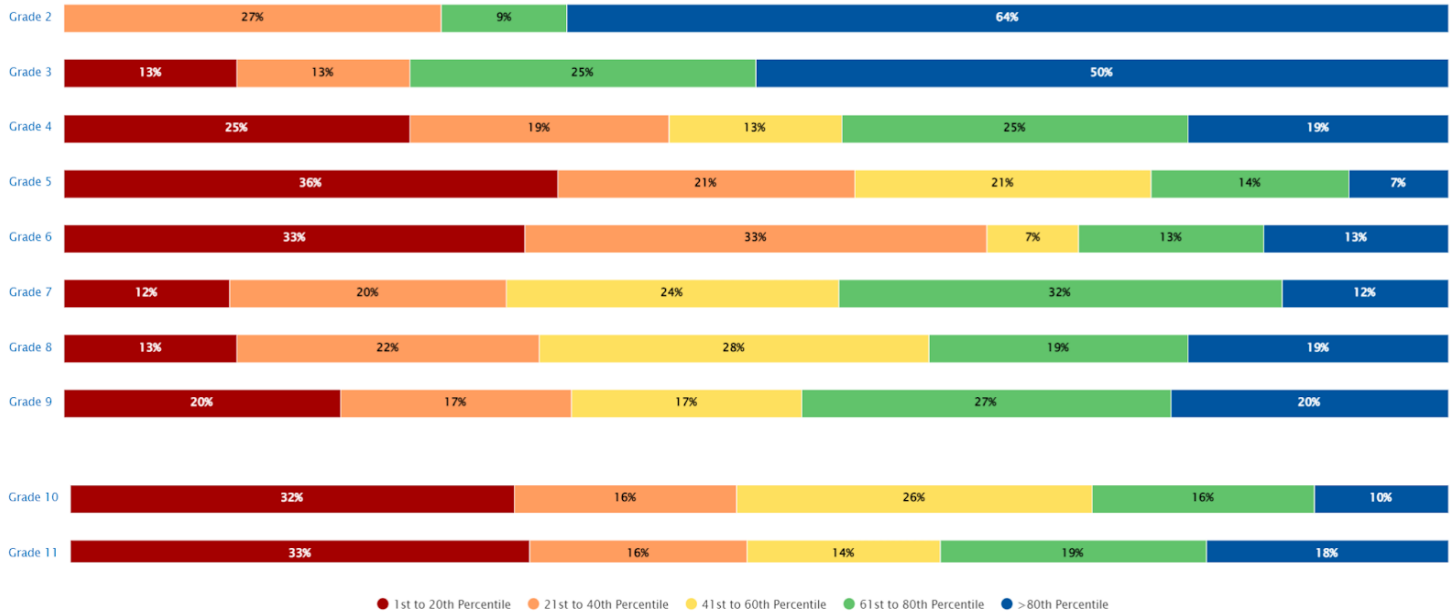


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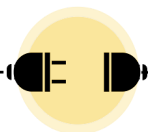
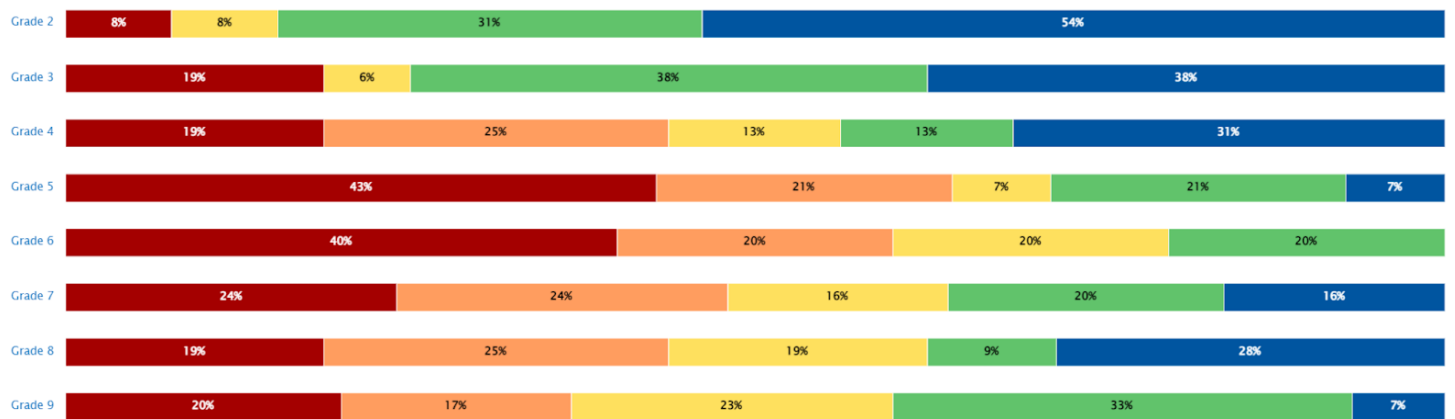
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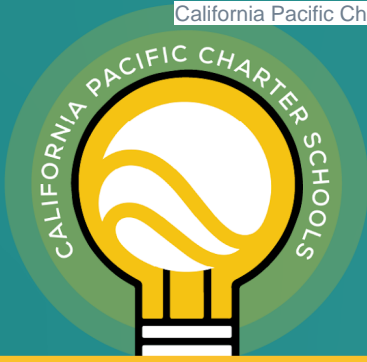
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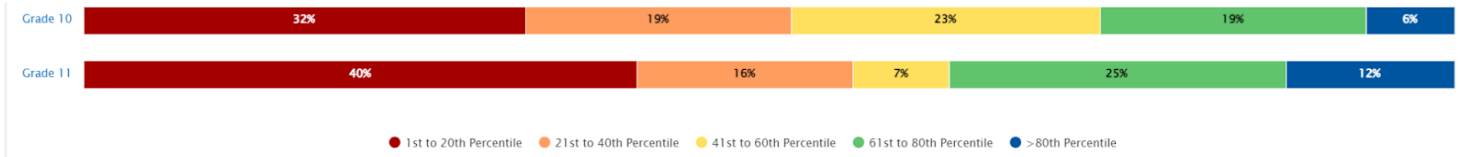
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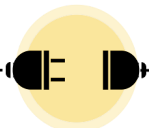
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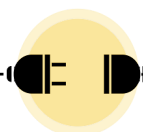
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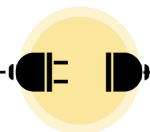
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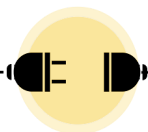
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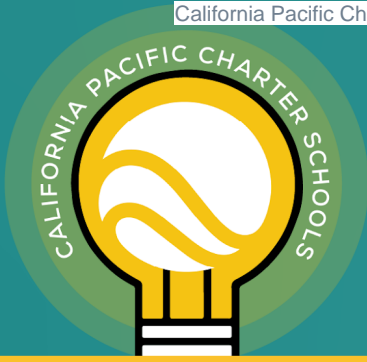
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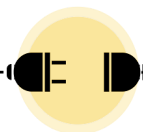
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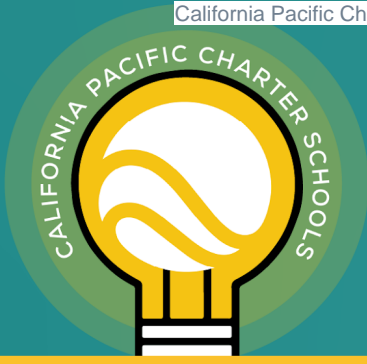


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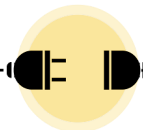


LOS ANGELES

October 2022

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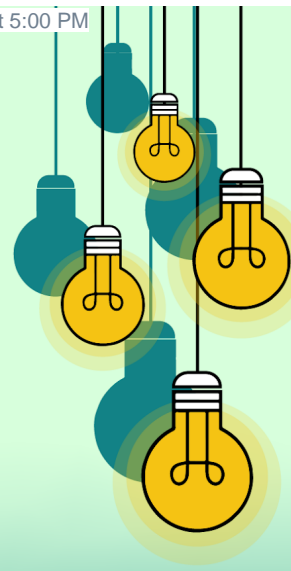
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October 2022



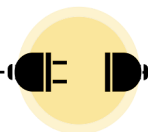
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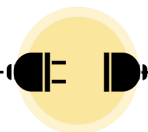
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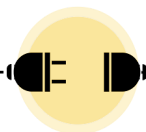
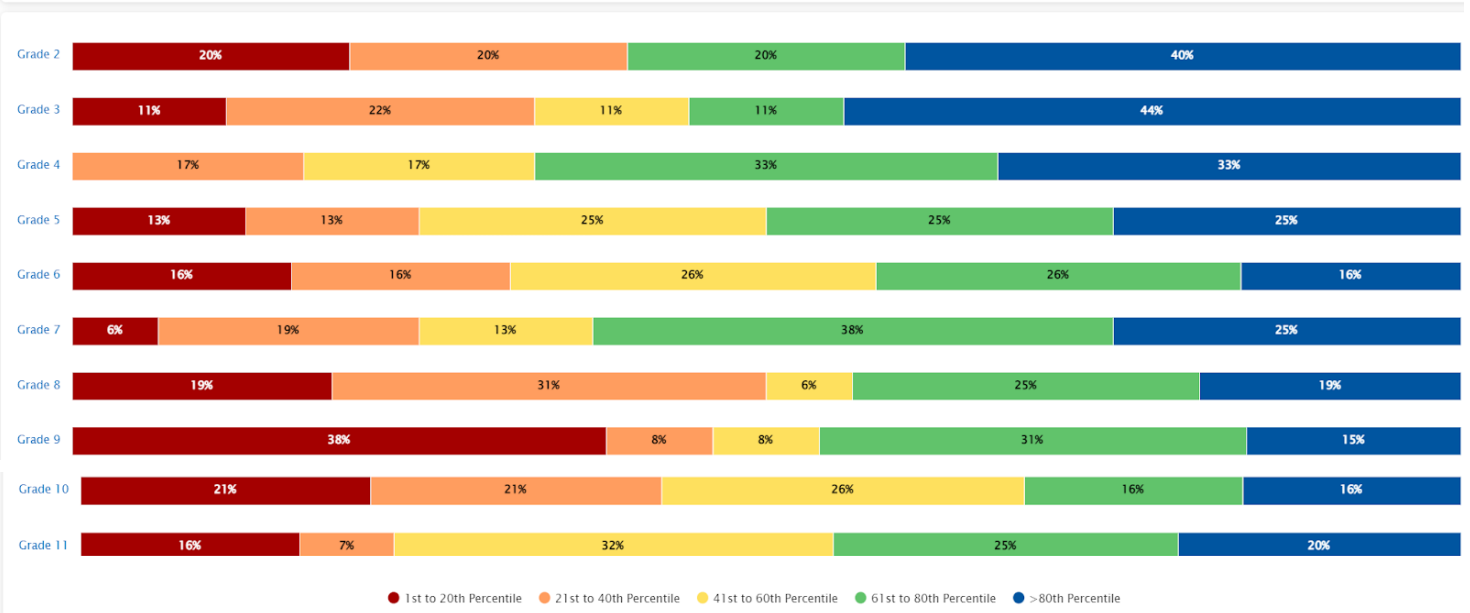
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California Pacific Charter - San Diego

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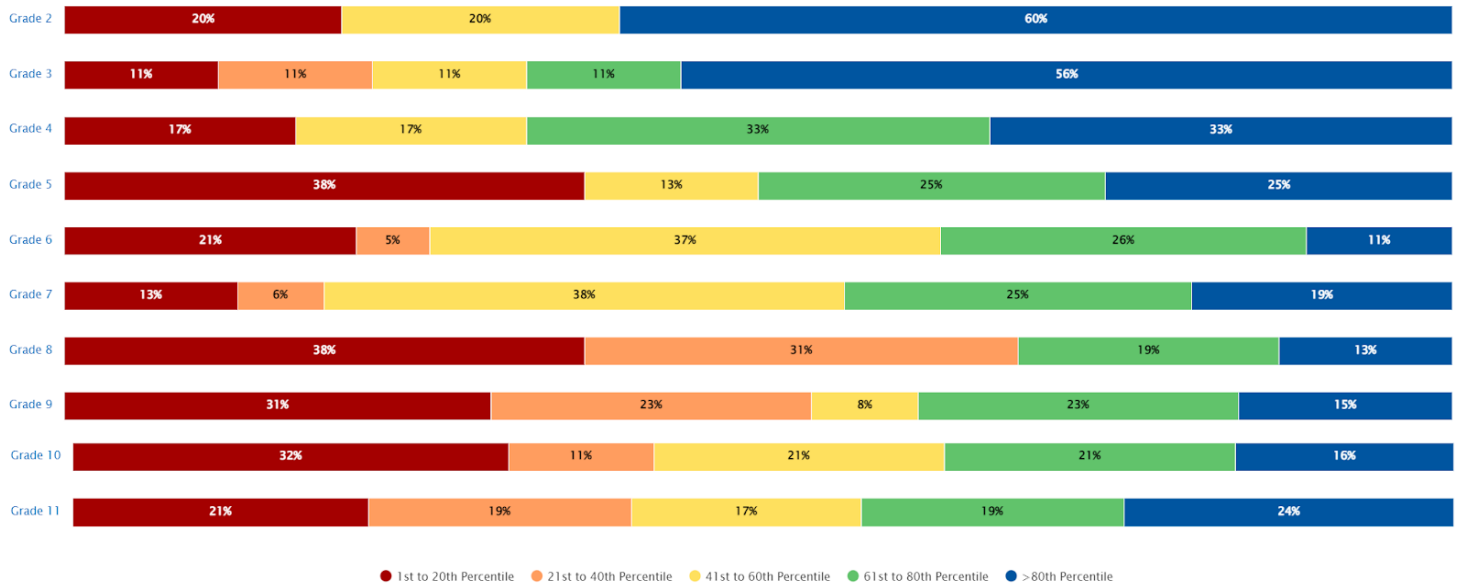


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October 2022

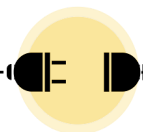
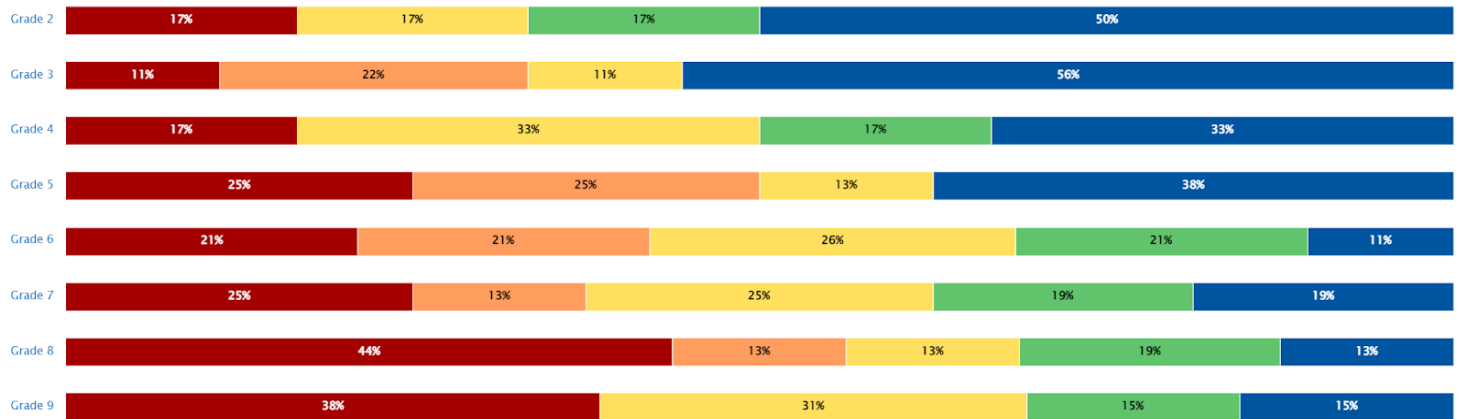
California Pacific Charter - San Diego

School Achievement: Reading



California Pacific Charter - San Diego

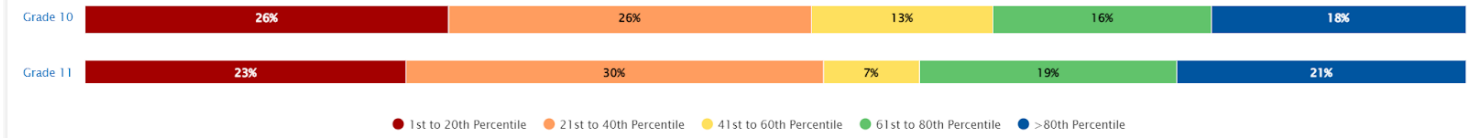
School Achievement: Math K-12





SAN DIEGO

October 2022



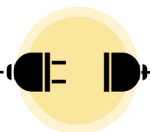
PROFESSIONAL DEVELOPMENT

Alludo Professional Development: Staff will continue their asynchronous professional development work in Alludo this year to support staff yearly SMART Goals. All staff are required to utilize this platform to grow their technical and teaching skills this year. Safe schools mandatory training was completed this month by all staff.

PLC Kickoff: Teachers have signed up to focus on one of the various CA School Dashboard initiatives to collaboratively work on a schoolwide approach to improving our school dashboards. Teachers will work together on school initiatives to improve test scores, college & career indicators (CCI), and EL reclassification as our highest priorities. Each staff member will also commit to at least one SMART goal to improve a dashboard area in their own classroom. In October, the graduation rate group combined to meet with the CCI group to implement similar tactics for CCI that have been instrumental to raising school graduation rates.

NWEA: The Director of School Operations, the Assistant Director of K-8, and the Assistant Director of Data and Assessment are attending a 3 part series with NWEA on how to best utilize score reports and set growth goals for student academic success. Information gained from the training will be used to support staff in unpacking NWEA scores and data reports.

APLUS+ Conference: Members of the admin team attended the APLUS+ conference this month to network and engage in sessions around CTE, College and Career Readiness, and Special Education.





SAN DIEGO

October 2022

Leadership Book Club: The admin team and department chairs participated in their first book club session with Kurt Madden. This group is doing a deep dive into Impact Players by Liz Wiseman and discussing ways to improve their own practice as impact players at CalPac.

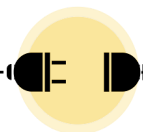
Targeted Feedback Training: Coaches and admin participated in a three day training hosted by SDCOE on how to provide meaningful feedback to teachers during classroom observations. Participants are looking forward to putting into action how to help mentees and direct reports identify areas of focus and work on growing their practice through feedback sessions centered on support and teacher growth.

Equity and Diversity Training #2: All staff participated in the second diversity training with Drs. . Wendell and Angela Bass. Staff engaged in meaningful discussions around identity, perceptions, and the impact educators make in the lives of students. Staff were challenged to consider how their biases impact their interactions with students and perceptions of them. We look forward to continuing this discussion and work in sessions three and four.

Middle School Aspire Network: The middle school team engaged in their first professional development session with SDCOE. In preparation for the training, staff and students completed an initial survey centered on feelings of school connectedness and relationships. Middle school teachers reviewed survey results and worked on identifying focus students to start implementing the relationship building work.

AVID Site Team and Trainings: The AVID Site team had their first meeting this month to set goals for the year on how to best implement school wide AVID strategies in the classroom, discuss best practices for using AVID weekly in live sessions, unpack trainings from Summer Institute and October's training modules. The Site Team also attended AVID Onboarding 2.0 session to continue implementation work of AVID elementary

SMART GOALS





SAN DIEGO

October 2022

For the 2022-23 school year, CalPac will focus on measures of academic achievement, college and career readiness, and EL Progress as we pursue the core values of CalPac C.A.R.E.S.

PICTURES & VIDEOS

College Week 10/3-10/7: The counseling department curated information sessions, college trivia games, and invited students to a virtual college fair in honor of College Week. Students showed off their college gear during the monthly spirit day on 10/5.

COLLEGE WEEK AGENDA

Monday, 10/3

College Week Kick Off

- Find out where your teachers went to college! Hint: Check your CalPac email
- **NACAC Virtual College Fair**
- Instructions to register: [\(Link\)](#)



Tuesday, 10/4

College Knowledge Presentation [\(Link\)](#) @ 3:30 pm

- Hosted by CalPac Counselors
- 9th-12th Grade Students and Families Welcome!



Wednesday, 10/5

College Spirit Day

- Wear your college gear during homeroom.

Educational Journey

- During homeroom meetings your teachers will be sharing their own educational journey.

College Trivia Game [\(Link\)](#) @ 12pm

- Hosted by CalPac Counselors
- 3rd-8th Grade Students Welcome!



Thursday, 10/6

Paying for College Presentation [\(Link\)](#) @ 3:30pm

- Hosted by CalPac Counselors
- 6th-12th Grade Students and Families Welcome!



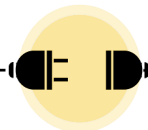
Friday, 10/7

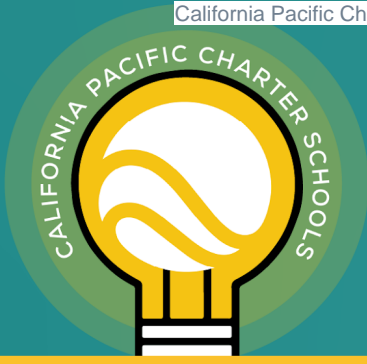
College Information Resources

- Check your email for important information and resources regarding the college process.



NASA Virtual Field Trip 10/21/22: Third and fourth grade students participated in a STEM filled field trip to space hosted by NASA.





SAN DIEGO

October 2022



NASA Exploration Encounter Virtual Field Trip

3rd and 4th Graders!

Friday
October 21st
9am
[Room Link](#)



Facilitated by a NASA Education Specialist, join us for a free, one-hour interactive program for 3rd-4th grade students to experience science, technology, engineering, and mathematics (STEM) in action.

Red Ribbon Week 10/24-10/28: Students went all out in honor of Red Ribbon Week with theme filled days and poster creations to encourage students to say no to drugs. Families shared how thankful they were for teachers providing the space to address drug abuse, with one parent sharing “As a parent I believe in age appropriate transparency with my children and I was struggling with finding an opening to talk with [my child] about drug use. You have my gratitude for this opportunity to talk with [my child] about it.”

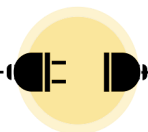
<p>Monday Oct. 24th</p> <p>Hero Day! Dress as a HERO and say NO to drugs.</p>	<p>Tuesday Oct. 25th</p> <p>Wear RED day! We are REAdy to say "no" to drugs. Wear as much red as you can.</p>	<p>Wednesday Oct. 26th</p> <p>Sunglasses Day- We are too BRIGHT for drugs! Wear sunglasses!</p>	<p>THURSDAY Oct. 27th</p> <p>Show your art day! Life is too colorful for drugs! Make a drawing!</p>	<p>Friday Oct. 28th</p> <p>PJ Day-Follow your dreams- say no to drugs! Wear appropriate PJs.</p>
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Cal Pac Red Ribbon Week Dress Up Days

You are invited to participate in a week of spirit days to celebrate our choice to be drug free!

Participate and earn points for your class!
Winning class receives Red Ribbon bracelets!

Oct. 24-28 2022





SAN DIEGO

October 2022



Dia De Los Muertos Celebration 10/28/22: Senora Canosa hosted two virtual sessions for students to share about the culture and history of the Day of the Dead. This yearly favorite had approximately 294 students in attendance.

CalPacs Virtual Field Trip
with Señora Canosa

FRIDAY 10/28 AT 9:00AM: ELEMENTARY [\(link\)](#)
FRIDAY 10/28 AT 10:00AM: MS AND HS [\(link\)](#)

Recording

Erica Zemmer, Erica Zemmer, Nicole Hernandez, Señora Canosa, Miguel, Miguel, Adryanna, Adryanna

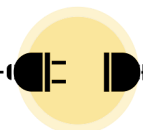
Pan de Muerto
Pan de Muerto
Pan de Muerto

Pan de Muerto

Spooky Chemistry Experiments with Mrs. T 10/31/22: Check out the video [here](#).

FUTURE PROJECTS

- CERS and Data Dive
- E3 - Year 2



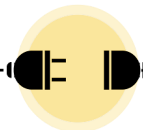


SAN DIEGO

October 2022

- Marketing/Student Recruitment
- Parent University Launch
- Power Standards Training

In Person Field Trips are back at CalPac. After a hiatus due to COVID we are excited to bring back in person field trips starting in November



Coversheet

CTE Program Highlights, Presented by Tyler Phipps, Assistant Director of High School and Student Engagement

Section: X. Correspondence/Proposals/Reports
Item: B. CTE Program Highlights, Presented by Tyler Phipps,
Assistant Director of High School and Student Engagement
Purpose: Discuss
Submitted by:
Related Material: CTE Board Presentation 2022-23.pdf

Career Technical Education @ California Pacific Charter School

2022-2023

The Team

Debi Huber

Department Chair

Lead Teacher-
Design/Visual/Media
Arts Pathway

Lead Teacher-
Education Pathway

Carly Berry

Lead Teacher-
Business Pathway

Lead Teacher-
Introduction to CTE

Tyler Phipps

Administrative Support

CTEIG Liaison

What does CTE stand for?



CAREER AND TECHNICAL EDUCATION

**Find your path. Discover your passion.
You don't just graduate with an
education, you graduate with in-demand
skills that prepare you for what's next!**

What is CTE?

Career Exploration Discover Your Future



Explore career pathways from the national career clusters. Discover and develop plans for your future education and career.

Hands-On Experience



Learn real life college and career skills and put them into practice now!

Connections



Connect with peers, teachers and real-life professionals. Be apart of the CTE academy community.

CTE GOALS

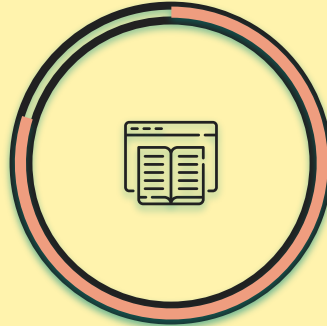


Get Plugged In!

Community within a community

Find your passions

Develop your skills

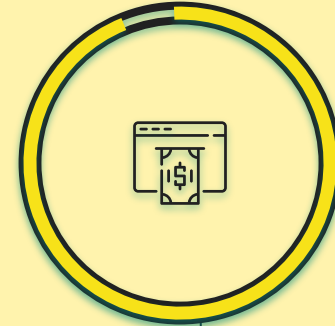


Real World Experience

Pathful Connect

Pathful Explore/Work experience

Industry Chats



College and Career Readiness

Grow numbers by increasing number of pathway completers

This year we have 9 Capstone students!! 450% growth!!

Pathways in California

AGRICULTURE & NATURAL RESOURCES

- AGRICULTURAL BUSINESS
- AGRICULTURAL MECHANICS
- AGRISCIENCE
- ANIMAL SCIENCE
- FORESTRY & NATURAL RESOURCES
- ORNAMENTAL HORTICULTURE
- PLANT & SOIL SCIENCE



ARTS, MEDIA & ENTERTAINMENT

- DESIGN, VISUAL & MEDIA ARTS
- PERFORMING ARTS
- PRODUCTION & MANAGERIAL ARTS
- GAME DESIGN & INTEGRATION



BUILDING & CONSTRUCTION TRADES

- CABINETS, MILLWORK & WOODWORKING
- ENGINEERING & HEAVY CONSTRUCTION
- MECHANICAL SYSTEMS INSTALLATION & REPAIR
- RESIDENTIAL & COMMERCIAL CONSTRUCTION



BUSINESS & FINANCE

- BUSINESS MANAGEMENT
- FINANCIAL SERVICES
- INTERNATIONAL BUSINESS



EDUCATION, CHILD DEVELOPMENT & FAMILY SERVICES

- CHILD DEVELOPMENT
- CONSUMER SERVICES
- EDUCATION
- FAMILY & HUMAN SERVICES



ENERGY, ENVIRONMENT & UTILITIES

- ENERGY & POWER TECHNOLOGY
- ENVIRONMENTAL RESOURCES
- TELECOMMUNICATIONS



ENGINEERING & ARCHITECTURE

- ARCHITECTURAL DESIGN
- ENGINEERING DESIGN
- ENGINEERING TECHNOLOGY
- ENVIRONMENTAL ENGINEERING



FASHION & INTERIOR DESIGN

- FASHION DESIGN & MERCHANDISING
- INTERIOR DESIGN
- PERSONAL SERVICES



HEALTH SCIENCE & MEDICAL TECHNOLOGY

- BIOTECHNOLOGY
- HEALTHCARE ADMINISTRATIVE SERVICES
- HEALTHCARE OPERATIONAL SUPPORT
- MENTAL & BEHAVIORAL HEALTH
- PATIENT CARE
- PUBLIC & COMMUNITY HEALTH



HOSPITALITY, TOURISM & RECREATION

- FOOD SCIENCE, DIETETICS & NUTRITION
- FOOD SERVICE & HOSPITALITY
- HOSPITALITY, TOURISM & RECREATION



INFORMATION & COMMUNICATION TECHNOLOGIES

- GAMES & SIMULATION
- INFORMATION SUPPORT AND SERVICES DEVELOPMENT
- NETWORKING
- SOFTWARE & SYSTEMS

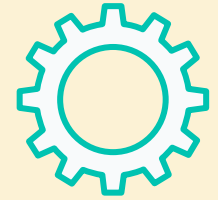


MANUFACTURING & PRODUCT DEVELOPMENT

- GRAPHIC PRODUCTION TECHNOLOGIES
- PRODUCT INNOVATION & DESIGN
- MACHINING & FORMING TECHNOLOGIES
- WELDING & MATERIALS JOINING



CTE Pathways at CalPac Hands on Education



**Learn
more**

Intro to CTE

Take a deep dive into all the different career clusters to discover what matches your interests and passions. This is a class all about DISCOVERY.



Business Mgmt.

Want to own your business? Not sure what you want to do? This pathway is great for learning important workplace skills for any industry or career!



Design, Visual, and Media Arts

This pathway aims to offer students hands-on opportunities for training and experience in the media arts.



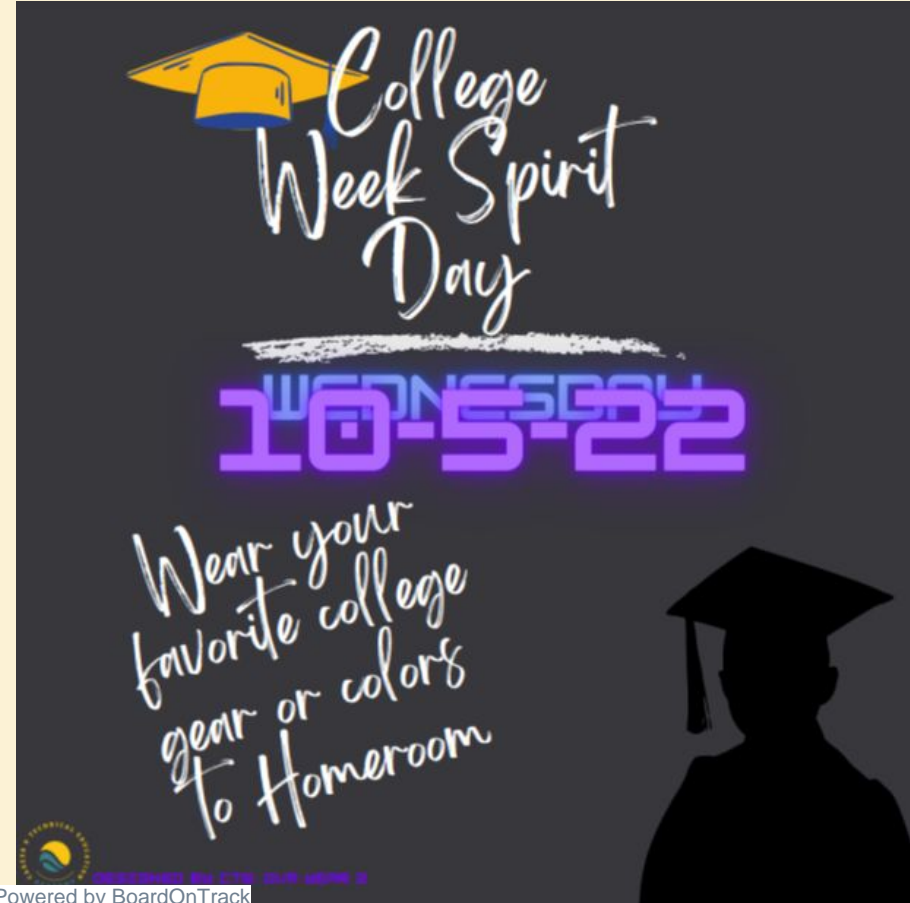
Education and Administration

This pathway is intended for students interested in childcare, education, and other educational career options.

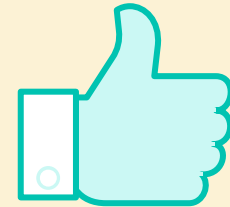
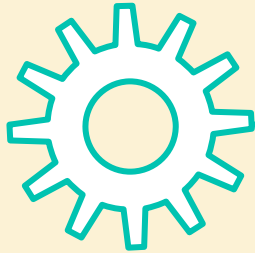
CTE Design/Visual/Media Arts student work



CTE Design/Visual/Media Arts student work



CTE has proven results for student achievement.



Improves High School Grad Rate:
90% of high schools students in CTE programs graduate on time, 15% higher than the national average.

Improves Success In College:
More likely to go to college or postsecondary program – 79% go within two years. Also higher % of students persist through college graduation.

Improves success in work and life:
95% of CTE students who did not go to college worked for pay within 2 years of graduating high school.

Improves School Climate:
CTE has been found to increase school connectedness and reduce dropout rates.

CTE Business Pathway Student Work

Student Created Cereal



description: healthy with a mix of strawberry and chocolate ice cream flavored cereal

need that will be met: it is a sweet cereal while remaining healthy alternative for customers; satisfies customers wants for something sweet while still being low in sugar and contains healthier ingredients

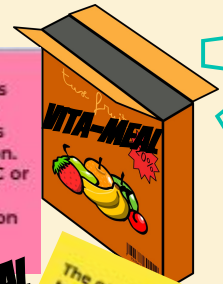


Contains vitamins that are typically low from people's daily consumption. Such as vitamin C or vitamin D that should be taken on a daily basis.

Vita-meal will be designated to target those who are experiencing symptoms of low vitamin intake. Anyone who eats this can benefit from the added vitamins.

VITA-MEAL

The product will be sold at all possible markets. Although smart food stores such as whole foods will be easiest to access. Due to the customer base of health forward people



The cereal will be next to other chocolate based cereals including Cocoa Pops and Cocoa Pebbles. It would also offer nutritional value similar to other cereals such as Cocoa Pops or Cheerios.

Student Steps in Their Groups:

1. Brainstorm the basic concept. What cereals they like and why. What do they want in a cereal that isn't currently available? What needs or wants are not met by the current options.
2. Name their product and describe the target market.
3. Determine the form, place, possession, time and information utility for their cereal.

Cerealicious

Cerealicious Light

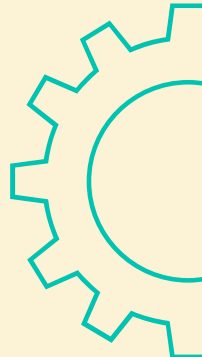
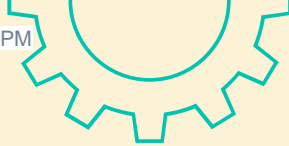
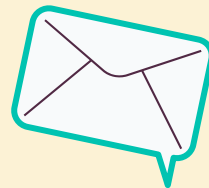
- Cereal that doesn't get soggy!
- It remains crunchy the whole time you eat!
- Cerealicious will be our full calorie cereal for those who need more nutrients but we will offer a light version for people who want to reduce their calorie intake but have the same great flavor!

Name Your Cereal!

Chocoberries

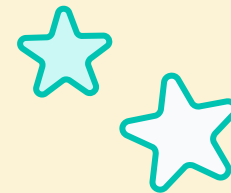
This cereal would have a flavor combo that is missing in today's market: chocolate blueberry



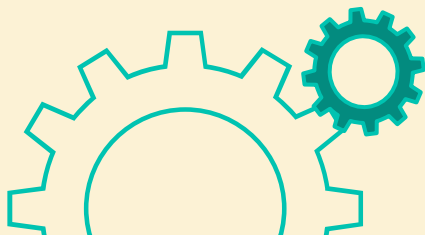
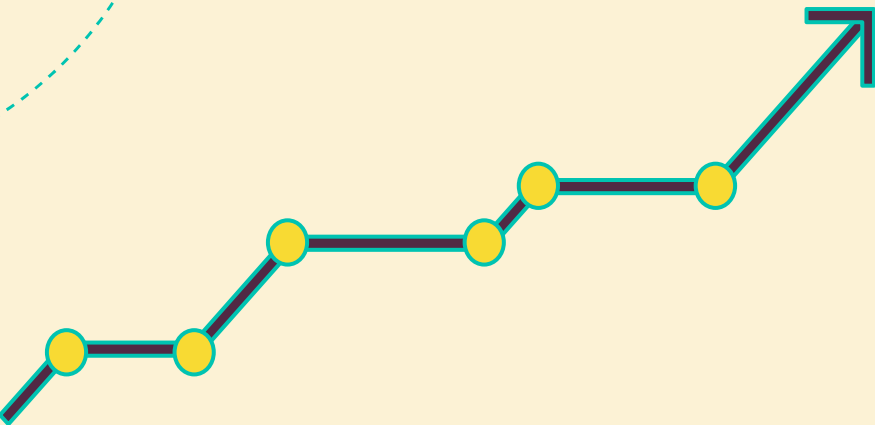


Capstone student

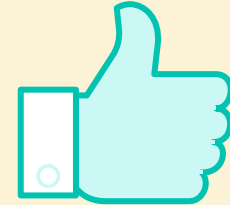
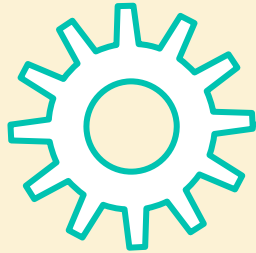




CTE Academy



How can CTE Academy benefit me?



Skills

Learn industry hard and soft skills!

Resume / Portfolios

Create a ready to use resume!
And build a portfolio in your pathway courses to showcase your skills and experience.

Mock Interviews

Practice interviewing so you feel confident!

Community

Connect and grow with each other!

CTE Academy 21-22

CalPac Coastal Cafe Job Posting - Administrative Marketing

Join us and inspire with every cup! Apply Now!

At CalPac Coastal Cafe, it's all about connection. People are at the heart of who we are. We connect with each other, our customers and our communities to make a positive impact every day. We believe in working together to make a difference and have a positive impact on everyone who comes to experience CalPac Coastal Cafe.

As a CalPac Coastal Cafe administrative marketing assistant, you'll support the marketing team in creating the CalPac Coastal Cafe's online presence.



CalPac Coastal Cafe Job Posting - Operations

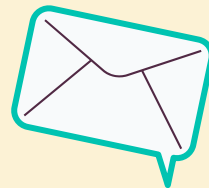
Join us and inspire with every cup! Apply Now!

At CalPac Beasley, it's all about connection. People are at the heart of who we are. We connect with each other, our customers and our communities to make a positive impact every day. We believe in working together to make a difference and have a positive impact on everyone who comes to experience CalPac Beasley.

As a CalPac Beasley operations employee, you'll be the office support that helps our coffee shop run smoothly and efficiently. You work mostly behind the scenes in an office setting but are an essential part of the company!

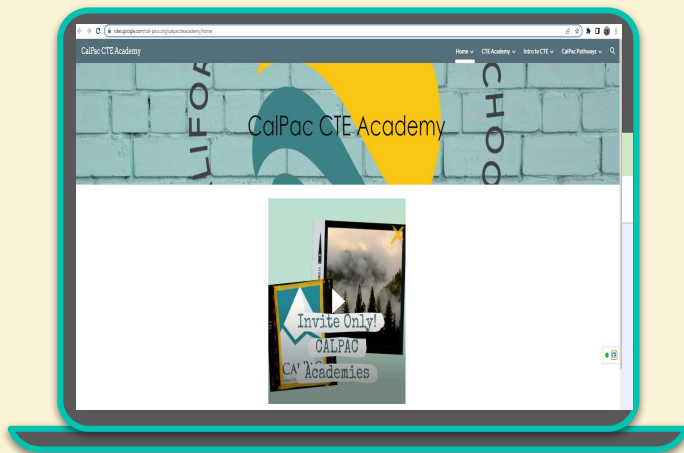
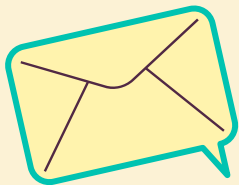
You'd make a great operations employee if you:

- Able to learn quickly.



Emiliano Limas-Martinez





Need more information about CTE @ CalPac??

[Website](#), [Google Classroom](#), [Zoom link](#) for Academy meetings
(1st Friday/month @ 9am)

Coversheet

Williams Settlement Findings for 2022-23 Site Visits from SDCOE and LACOE, Presented by Christine Feher, Superintendent/CEO

Section: X. Correspondence/Proposals/Reports
Item: C. Williams Settlement Findings for 2022-23 Site Visits from
SDCOE and LACOE, Presented by Christine Feher, Superintendent/CEO
Purpose: Discuss
Submitted by: Christine Feher
Related Material:
Williams Principal Letter Findings-CA Pacific Charter.pdf
221011_Acton-Agua_Dulc_California_Pacific_Charter-_Los_Angeles_FIT_Rating_57661
.pdf

BACKGROUND:

California Education Code Section 1240 and Assembly Bill 599 require the County Offices of Education staff to visit county schools identified as Comprehensive Support and Improvement (CSI). CPCS-SD and CPCS-LA were identified for CSI because of their graduation rate status in 2019. Both schools received exemplary facility visit reviews.

San Diego County Office of Education **Main Campus**

6401 Linda Vista Road, San Diego, CA 92111

858-292-3500 | www.sdcoe.net

October 17, 2022

To: Christine Feher, Principal
California Pacific Charter – San Diego

From: Patricia Karlin, San Diego County *Williams* Coordinator

Re: *Williams* Settlement Finding for 2022-2023 Site Visits

California Education Code Section 1240 and Assembly Bill 599 require the San Diego County Office of Education staff to visit county schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or schools where 15% or more of the teachers are holders of a permit, certificate, or any other authorization that is a lesser certification than a preliminary or clear California teaching credential and report the results of the visit. California Education Code (EC) requires charter school visits for the purpose of:

1. Ensuring that students have access to “sufficient” instructional materials in core subject areas (English/language arts, ELD, mathematics, history/social science, science) and, as appropriate, science laboratory equipment, world languages, and health education as defined in EC Section 60119;
2. Assessing compliance with facilities maintenance using the Facilities Inspection Tool (FIT), and determining if there are any conditions that “pose an emergency or urgent threat to the health or safety of pupils or staff” as defined in EC Section 17592.72; and assessing “the safety, cleanliness, and adequacy of school facilities, including good repair” as required by EC Sections 17014, 17032.5, 17070.75, and 17089;

This report for the 2022-2023 site visit provides the findings in these areas for California Pacific Charter – San Diego. A letter and copy of your report were sent to Kelly Wylie, School Board President. For more information regarding these visits, please contact me at patricia.karlin@sdcoe.net or 858-295-8822.

Our *Williams* Team appreciates the time you and your staff invested in order to make our visit to your school a positive experience.

Attachment: *Williams* Settlement Annual School Visit Summary Report for California Pacific Charter – San Diego

San Diego County Superintendent of Schools **Dr. Paul Gothold**

San Diego County Board of Education

Paulette Donnellon

Guadalupe González

Alicia Muñoz

Gregg Robinson

Rick Shea



San Diego County Office of Education

Williams Settlement Annual School Visit Summary

2022-2023

Charter School: California Pacific Charter

Date of Visit: Tuesday, October 11, 2022

Instructional Materials:

School inventories and 20-25% of classrooms were checked for sufficiency of instructional materials.

Sufficient Textbook and Instructional Materials were found: Yes No

Documents were provided to verify sufficient materials for enrolled students.

School Facilities:

The Facilities Inspection Tool (FIT) was used to determine the condition of the facility. Copies of the detailed report were sent to the school site. The following 8 categories are ranked as good, fair, or poor based on the percentage of the 15 areas evaluated to be in good repair.

Systems Inspected	Rating
Systems: Gas Leaks, Mechanical/ HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playgrounds/School Grounds, Windows/ Doors/ Gates/ Fences	Good
Average Percentage of 15 Areas in 8 Categories:	100%
Overall School Rating	Exemplary

Extreme Deficiencies:



Facility Inspection Tool

Summary of Ratings For Williams Facility Inspection

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Acton-Agua Dulce Unified / Los Angeles County Office of Education		COUNTY Los Angeles	
SCHOOL SITE / ADDRESS California Pacific Charter- Los Angeles, 4101 Birch St, Newport Beach, CA 92660		SCHOOL TYPE (GRADE LEVELS) Middle	NUMBER OF CLASSROOMS ON SITE 1
INSPECTOR'S NAME Ramos, Jake		NAME OF DISTRICT REPRESENTATIVE Christine Feher	TITLE OF DISTRICT REPRESENTATIVE Superintendent
DATE OF INSPECTION 10/11/2022 pm	FOLLOW-UP INSPECTION DATE Unannounced Visit	CDS CODE 19753090132654	

Total # of Areas Evaluated	Category Totals	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/ FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS / FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIAL	STRUCTURAL	ROOFS / GUTTERS	PLAYGROUND SCHOOL GROUNDS	Windows/Door Gates/Fences
↓	# of '✓'s	6	6	6	6	6	6	6	1	3	6	6	6		3	6
	# of "D"s															
	# of "X"s															
	# of "NA"s								5	3				6	3	
% of System in Good Repair # of ✓'s divided by (Total Areas - "NA"s)*		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Total % per Category (Average of above)*		100			100	100		100	100		100		100		100	
Rank Good=90-100% Fair=75-89.99% Poor=0-74.99%		Good			Good	Good		Good	Good		Good		Good		Good	

*Note - An extreme deficiency in any area automatically results in a "Poor" rating for that category and a zero for "Total % per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → **100.00%** SCHOOL RATING → **EXEMPLARY**

Ratings Reduction	<input type="text"/>	Site	<input type="text"/>	Building	<input type="text"/>	Students	<input type="text"/>	Adults	<input type="text"/>
Rationale	<input type="text"/>	SqFt	<input type="text"/>		<input type="text"/>	Female Fixtures	<input type="text"/>		<input type="text"/>
						Male Urinals	<input type="text"/>		<input type="text"/>
						Male Toilets	<input type="text"/>		<input type="text"/>
						Gender-Neutral Fixtures	<input type="text"/>		<input type="text"/>

Percentage	Description	Rating
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs an/or additional maintenance are necessary in several areas of the school site.	Fair
0-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

The Los Angeles County Office of Education provides observations on approximately 25-60% of classrooms, chosen at random, for this report. Not all deficiencies will be observed; this inspection is merely a snapshot in time showing the condition of the school on one day and is not meant to be comprehensive. It is the responsibility of the School and District to ensure that the site is kept in Good Repair as defined by Williams Legislation.

Page 1

As of 10/13/2022 at 4:01 PM



Detail Report Williams Facility Inspections School year 2022-2023

75309 - Acton-Agua Dulce Unified

19753090132654 - California Pacific Charter- Los Angeles, Decile

of Instruction Rooms 1

Inspected 1

% Instruction Rooms 100%

The following rooms were inspected with no deficiencies:

1 - Office 1

3 - Office 3

2 - Office 2

5 - Reception/Common Area

4 - Office 4

6 - Rest Rooms (shared with complex)

OBSERVATIONS:

Administration offices. No classrooms or students

Inspection Reviewed by:

Christine Feher
Superintendent

10/11/2022 1:13:37 PM

Note: When a deficiency is observed that involves moisture of any kind, including, but not limited to a stained ceiling tile or damp carpeting, it is the responsibility of the District to perform any necessary testing to determine the source of the moisture or any other hazards and then provide appropriate repairs. This report is a list of observations only and is not intended to diagnose the cause of a deficiency.

Coversheet

Consent - Business/Financial Services

Section: XI. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: 2022.10.31 J.P. Morgan Statement October 2022.pdf
10.2022 44 CAL-PAC-SD Check Register.pdf
10.2022 55 CAL-PAC-LA Check Register.pdf
10.2022 95 CAL-PAC-SO Check Register.pdf
Surplus_Ewaste Chromebooks - Nov 2022.pdf



JPMORGAN CHASE BANK NA
 PO BOX 15918
 MAIL SUITE DE1-1404
 WILMINGTON DE 19850

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	11/25/2022
AMOUNT DUE	\$20,639.11
CURRENT BALANCE	\$20,639.11

Remit To: JPMORGAN CHASE BANK NA
 P.O. BOX 4475
 CAROL STREAM, IL 60197-4475

AMOUNT ENCLOSED \$

CALIFORNIA PACIFIC
 SHANNON GREEN
 4101 BIRCH STREET
 SUITE 150
 NEWPORT BEACH CA 92660-2236

** 0000000

556375790010093702063911020639116

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 10-31-22
 CREDIT LIMIT 50,000
 AVAILABLE CREDIT 29,361

FOR CUSTOMER SERVICE CALL:
 1-800-316-6056
 FOR TTY/TDD SERVICE CALL:
 1-800-955-8060

SEND BILLING INQUIRIES TO:
 JPMORGAN CHASE BANK NA
 COMMERCIAL CARD SOLUTIONS
 P.O. BOX 2015
 MAIL SUITE IL1-6225
 ELGIN, IL 60121

PREVIOUS BALANCE	21,921.07
PURCHASES AND OTHER CHARGES	20,639.11
CASH ADVANCES	.00
CREDITS	.00
PAYMENTS	21,921.07-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	20,639.11
TOTAL PAYMENT DUE	20,639.11
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
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COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC 5563-7579-0010-0937	TOTAL COMMERCIAL ACTIVITY \$21,921.07 CR										
ACCOUNTING CODE:											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Post Date</th> <th style="width: 10%;">Tran Date</th> <th style="width: 20%;">Reference Number</th> <th style="width: 50%;">Transaction Description</th> <th style="width: 10%;">Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">10-25</td> <td style="text-align: center;">10-25</td> <td></td> <td>AUTO PAYMENT DEDUCTION</td> <td style="text-align: right;">21,921.07 CR</td> </tr> </tbody> </table>	Post Date	Tran Date	Reference Number	Transaction Description	Amount	10-25	10-25		AUTO PAYMENT DEDUCTION	21,921.07 CR	
Post Date	Tran Date	Reference Number	Transaction Description	Amount							
10-25	10-25		AUTO PAYMENT DEDUCTION	21,921.07 CR							

INDIVIDUAL CARDHOLDER ACTIVITY

ALEXIS MORFIN 5563-7500-4480-5891	CREDITS \$0.00	PURCHASES \$3,606.09	CASH ADV \$0.00	TOTAL ACTIVITY \$3,606.09
ACCOUNTING CODE:				

Purchasing Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-03	09-30	82305092274000003434632	STAMPLI FOR 9-2022 MOUNTAIN VIEW CA	1,298.15
10-05	10-04	55432862277209983077833	MYFAX SERVICE 866-563-9212 CA	10.00
10-07	10-06	55417342279282790449529	WATER - COFFEE DELIVER ATLANTA GA P.O.S.: 28279037133 SALES TAX: 0.00	61.36
10-07	10-06	55432862279200504839445	LEARNING A-Z, LLC 866-889-3729 TX P.O.S.: AF1C4E9322FF SALES TAX: 0.00	234.00
10-10	10-07	55429502280717178512523	ADOBE *ACROPRO SUBS 4085366000 CA P.O.S.: 4RJQ5FKT SALES TAX: 0.00	179.88
10-10	10-08	55432862281200919717653	AWL*PEARSON EDUCATION PRSONCS.COM NJ	110.71
10-11	10-10	55432862283201646440419	MYFAX SERVICE 866-563-9212 CA	10.00
10-11	10-10	85544022283980010163912	MEGA MAIDS HUNTINGTON BE CA P.O.S.: 7672812415 SALES TAX: 6.47	90.00
10-12	10-11	05436842285000358521106	WALGREENS #7286 TUSTIN CA P.O.S.: NONE SALES TAX: 0.00	14.78
10-18	10-17	55432862290203676513488	MYFAX SERVICE 866-563-9212 CA	10.00
10-18	10-17	82711162291000000240378	SNAP&READ VOLO IL	3.99
10-18	10-17	82711162291000000331276	COWRITER VOLO IL	4.99
10-20	10-19	55429502292852190874308	PAYPAL *SANDCASP 4029357733 CA P.O.S.: 19087430 SALES TAX: 0.00	120.00
10-20	10-19	55432862292204131048001	MYFAX SERVICE 866-563-9212 CA	12.00
10-20	10-19	55432862292204131064057	MYFAX SERVICE 866-563-9212 CA	25.00
10-20	10-18	75217692292450000682210	THINK SOCIAL PUBLISHIN 4085578595 CA P.O.S.: NA SALES TAX: 0.00	93.05
10-25	10-24	82711162297000009843978	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
Total Purchasing Activity				\$2,352.91

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-10	10-09	55432862282201341906384	BAKERSFIELD MARRIOTT 661-323-1900 CA M28304 ARRIVAL: 10-09-22	312.06
10-10	10-09	55432862282201341906392	BAKERSFIELD MARRIOTT 661-323-1900 CA M28305 ARRIVAL: 10-09-22	312.06
10-26	10-14	52704872298722827368798	GRAND HYATT SAN DIEGO 8558690846 CA 26259226 ARRIVAL: 10-12-22	629.06
Total Travel Activity				\$1,253.18

CHRISTINE FEHER 5563-7501-9072-1330	CREDITS \$0.00	PURCHASES \$17,033.02	CASH ADV \$0.00	TOTAL ACTIVITY \$17,033.02
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-03	10-01	55432862274209053757986	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MIk0gn SALES TAX: 0.00	533.90
10-03	10-02	55432862275209362802274	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MmVwZi SALES TAX: 0.00	500.00
10-04	10-03	15270212276310816575858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-04	10-03	55432862276209583437131	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MoaP97 SALES TAX: 0.00	500.00
10-05	10-04	15270212277002191685852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-06	10-06	15270212279000622255855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-06	10-05	55432862278200193905367	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0Mr9Vij SALES TAX: 0.00	500.00
10-07	10-07	15270212280000298395859	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-10	10-08	15270212281000794805855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-10	10-09	55432862282201313624379	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MwrkYY SALES TAX: 0.00	500.00
10-10	10-10	55432862283201394797283	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MwUbFa SALES TAX: 0.00	500.00
10-11	10-10	15270212283303651255851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-11	10-11	55432862284201718609049	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MykJo2 SALES TAX: 0.00	500.00
10-12	10-12	55432862285201991521316	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MzCid1 SALES TAX: 0.00	500.00
10-13	10-13	55432862286202269064806	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MAY3ua SALES TAX: 0.00	500.00
10-13	10-12	55480772285207555600968	ONTIMETEL DIALMYCALLS 8009282086 FL	44.99
10-14	10-13	55432862286202452065040	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MBEgBq SALES TAX: 0.00	500.00
10-14	10-14	55432862287202535210166	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0McpotR SALES TAX: 0.00	500.00
10-17	10-15	15270212287003063815856	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-17	10-16	15270212289000131735858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-17	10-17	15270212289002717815856	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-17	10-16	55432862289203242912837	IXL FAMILY SUBSCRIPT 650-372-4040 CA	199.00
10-17	10-16	55432862289203317899471	FACEBK *RECG4F3GN2 FB.ME/ADS CA P.O.S.: 5141819465933235 SALES TAX: 0.00	100.00
10-18	10-18	15270212291000002627545	MSFT * E0800KOP4L MSBILL.INFO WA	684.75
10-18	10-18	15270212291000162265854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-18	10-17	55432862290203587295860	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MHdmjQ SALES TAX: 0.00	500.00
10-18	10-17	55432862290203671270159	MAILCHIMP *MISC MAILCHIMP.COM GA	19.55
10-19	10-18	55432862291203919899727	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MIZUAK SALES TAX: 0.00	500.00
10-20	10-19	15270212292003122555850	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-21	10-20	15270212293002263029765	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-21	10-21	55432862294204581903679	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MM0uFp SALES TAX: 0.00	500.00
10-24	10-23	15270212295002668325857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-25	10-24	15270212297302190355853	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
10-26	10-26	55432862299206006118812	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MT4Ago SALES TAX: 0.00	500.00
10-31	10-28	02682632302910001134069	GOOGLE*ADS3267517799 INTERNET CA P.O.S.: M33929572797 SALES TAX: 0.00	500.00
10-31	10-30	55432862303207271507915	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0MZSvxg SALES TAX: 0.00	500.00
Total Purchasing Activity				\$16,582.19

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-11	10-10	15270212283301761080136	ADOBE INC 8008336687 CA	239.88
10-17	10-15	8271116228800027594307	ULTIMATE SLP FARMINGTON CT	12.95
10-18	10-17	55429502290713709045420	ENVATO 61383766284 UT	198.00
Total Miscellaneous Activity				\$450.83

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 11/1/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/3/2022	IRVI000--Irvine Four, LLC		1,708.80	October Rent 2022	44--California Pacific Charter - San Diego
	10/3/2022	JENN003--Jenny Chung	101370672	22.36	LiveScan service- Jenny Chung	44--California Pacific Charter - San Diego
	10/3/2022	WORL000--Worldwide Express	101370674	859.00	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	10/3/2022	GALL001--Gallaqher Pediatric Therapy	101370665	351.12	OCCUPATIONAL THERAPY CPC-SD	44--California Pacific Charter - San Diego
	10/3/2022	GALL001--Gallaqher Pediatric Therapy	101370667	147.00	OCCUPATIONAL THERAPY CPC-SD	44--California Pacific Charter - San Diego
	10/3/2022	ESME001--Esmerelda Brown	101370673	7.71	LiveScan fingerprint cards- Esmeralda Brown	44--California Pacific Charter - San Diego
	10/3/2022	SHEL001--Shelby Sullivan	101370669	23.90	LiveScan service- Shelby Sullivan	44--California Pacific Charter - San Diego
	10/3/2022	ARNE001--A&R Parcel Three	101370661	2,553.55	Security Deposit	44--California Pacific Charter - San Diego
	10/3/2022	ARNE001--A&R Parcel Three	101370661	2,021.56	First Month Rent	44--California Pacific Charter - San Diego
	10/4/2022	ELEN001--Elena Russell	101370677	27.76	LiveScan service for Elena Russell (Hoffman)	44--California Pacific Charter - San Diego
	10/4/2022	MEGA002--Meqan Machado	101370671	23.90	LiveScan service- Meqan Machado	44--California Pacific Charter - San Diego
	10/4/2022	NICO001--Nicole Hemminqer	101370670	5.78	LiveScan fingerprint cards for Nicole Hemminqer	44--California Pacific Charter - San Diego
	10/4/2022	CHRI001--Christine Feher	20137001177	43.20	Mileaqe	44--California Pacific Charter - San Diego
	10/4/2022	CHRI001--Christine Feher	20137001177	8,481.00	Advertisinq	44--California Pacific Charter - San Diego
	10/4/2022	CHRI001--Christine Feher	20137001177	31.67	Meals	44--California Pacific Charter - San Diego
	10/4/2022	CHRI001--Christine Feher	20137001177	500.40	Travel accommodation	44--California Pacific Charter - San Diego
	10/4/2022	PATH001--Pathful	20137001179	1,069.76	Licenses for CTE	44--California Pacific Charter - San Diego
	10/4/2022	ZOOM000--Zoom	20137001180	98.67	Licenses for staff	44--California Pacific Charter - San Diego
	10/4/2022	CARL002--Carly Berry	20137001178	24.82	LiveScan service- Carly Berry	44--California Pacific Charter - San Diego
	10/5/2022	AMAZ000--Amazon	20137001203	27.57	K-6 Art Enrichment kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/5/2022	AMAZ000--Amazon	20137001209	1.63	Office supplies for HR	44--California Pacific Charter - San Diego
	10/5/2022	AMAZ000--Amazon	20137001190	27.57	K-6 Art Enrichment kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/6/2022	CALI003--CaliforniaChoice	101370678	66,253.62	November 2022 Medical Premiums	44--California Pacific Charter - San Diego
	10/6/2022	METL001--MetLife Small Business Center	20137001214	5,923.85	October insurance payment	44--California Pacific Charter - San Diego
	10/12/2022	TEAC003--TeachTown	101370697	126.83	SpEd software licenses	44--California Pacific Charter - San Diego
	10/12/2022	TEAC003--TeachTown	101370698	126.83	SpEd software licenses	44--California Pacific Charter - San Diego
	10/12/2022	FRAN001--Frances Acin	101370693	25.82	LiveScan service receipt	44--California Pacific Charter - San Diego
	10/12/2022	LESL001--Leslee Bayer	101370689	7.71	LiveScan fingerprint cards	44--California Pacific Charter - San Diego
	10/12/2022	CHAR001--Charter Impact	101370681	1,156.50	One - Time Implementation Payroll Fee	44--California Pacific Charter - San Diego
	10/12/2022	CHAR001--Charter Impact	101370682	963.75	Payroll and Retirement services SEP 2022	44--California Pacific Charter - San Diego
	10/12/2022	WORL000--Worldwide Express	101370691	324.35	Postaqe for students and staff in CPC-SD	44--California Pacific Charter - San Diego
	10/12/2022	MELI002--Melissa Maqdenovski	101370685	30.45	LiveScan service	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 11/1/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/12/2022	NICK001--Nickolas Cox	101370695	21.97	LiveScan service for Nickolas Cox	44--California Pacific Charter - San Diego
	10/12/2022	ASSO000--Association of California School Adm	101370680	297.80	22/23 Membership for T. Phipps	44--California Pacific Charter - San Diego
	10/12/2022	COXB000--Cox Business	101370684	79.75	September 2022 Internet Fees	44--California Pacific Charter - San Diego
	10/13/2022	TEAC003--TeachTown	101370700	581.38	SPED software/curriculum	44--California Pacific Charter - San Diego
	10/13/2022	ALPH000--Alpha Vision, Inc.	101370702	146.10	G - Suite Cloud to Cloud Email and Drive Backup	44--California Pacific Charter - San Diego
	10/13/2022	CARY001--Caryn Masters	101370699	28.14	LiveScan service for Caryn Masters	44--California Pacific Charter - San Diego
	10/13/2022	RING000--RingCentral	20137001232	985.86	October 2022 Phone Invoice	44--California Pacific Charter - San Diego
	10/13/2022	HATC000--Hatch & Cesario, Attorneys-at-Law	20137001231	55.89	SpEd Webinar for Dr. Akridge	44--California Pacific Charter - San Diego
	10/13/2022	GARR001--Garrett Carrington	20137001228	27.76	LiveScan service for G. Carrington	44--California Pacific Charter - San Diego
	10/13/2022	CARL001--Carly Caprio	20137001227	25.83	LiveScan service	44--California Pacific Charter - San Diego
	10/13/2022	DEBI001--Debi Huber	20137001226	27.76	LiveScan service	44--California Pacific Charter - San Diego
	10/13/2022	JOYN001--Joy Nehr	20137001225	16.96	LiveScan fingerprint cards	44--California Pacific Charter - San Diego
	10/13/2022	CHRI001--Christine Feher	20137001221	1,734.75	Google Ads reimbursement	44--California Pacific Charter - San Diego
	10/13/2022	PHIL000--Philadelphia Insurance Companies	20137001218	1,475.54	October 2022 Insurance	44--California Pacific Charter - San Diego
	10/13/2022	KMED001--KM Educational Consulting and Exec	20137001222	454.60	Professional Services - September 2022	44--California Pacific Charter - San Diego
	10/13/2022	AMAZ000--Amazon	20137001217	89.46	Supplies for shipping	44--California Pacific Charter - San Diego
	10/13/2022	VICT000--Victoria Law	20137001223	86.73	SpEd testing protocols	44--California Pacific Charter - San Diego
	10/13/2022	ROMY001--Romy Fav-Mason	20137001224	75.94	Mileage reimbursement for R. Mason	44--California Pacific Charter - San Diego
	10/13/2022	CORR001--Corrie Amador	20137001220	3.45	Postage to USPS	44--California Pacific Charter - San Diego
	10/13/2022	CORR001--Corrie Amador	20137001220	58.75	Mileage to Warner	44--California Pacific Charter - San Diego
	10/13/2022	AIMA001--Aimara Vazquez	20137001219	24.19	LiveScan service	44--California Pacific Charter - San Diego
	10/14/2022	BERK000--Berkshire Hathaway		4,909.23	Workers Comp Premium September 2022	44--California Pacific Charter - San Diego
	10/14/2022	DOCU001--DocuSign Inc.		2,368.89	Premier Support 22/23	44--California Pacific Charter - San Diego
	10/14/2022	SAND000--San Diego County Office of Educatio	101370706	324.96	Registration for Targeted Feedback webinar	44--California Pacific Charter - San Diego
	10/14/2022	KAJE000--Kajeet, Inc	101370703	124.59	Student internet plans/hot spots	44--California Pacific Charter - San Diego
	10/14/2022	IRON000--Iron Mountain	20137001234	82.02	September 2022 Storage/Service	44--California Pacific Charter - San Diego
	10/14/2022	RBC001--R&B Communications, Inc.	20137001233	34.70	Service for enrollment lottery	44--California Pacific Charter - San Diego
	10/17/2022	ZOOM000--Zoom	20137001238	194.68	Cloud Recording for Sep 9 , 2022 - Oct 8 , 2022	44--California Pacific Charter - San Diego
	10/17/2022	ZOOM000--Zoom	20137001239	32.32	New license for staff	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 11/1/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/18/2022	ARNE001--A&R Parcel Three ARNE001--A&R Parcel Three	Voided - 101370661 Voided - 101370661	-2,021.56 -2,553.55	First Month Rent Security Deposit	44--California Pacific Charter - San Diego 44--California Pacific Charter - San Diego
	10/19/2022	ARNE001--A&R Parcel Three ARNE001--A&R Parcel Three	101370713 101370713	2,553.55 2,021.56	Security Deposit First Month Rent	44--California Pacific Charter - San Diego 44--California Pacific Charter - San Diego
	10/19/2022	CHAR000--Charter Schools Development Cente	101370711	923.27	Conference for Admin	44--California Pacific Charter - San Diego
	10/19/2022	ALLS001--All Systems Go!	101370708	787.19	October 2022 Media Manaagement	44--California Pacific Charter - San Diego
	10/19/2022	WORL000--Worldwide Express	101370712	323.74	Postaqe for CPC-SD	44--California Pacific Charter - San Diego
	10/19/2022	DAIS001--Daisuke Nishikawa DAIS001--Daisuke Nishikawa	101370709 101370709	91.60 1.55	Mileage for conferences Meal for conference	44--California Pacific Charter - San Diego 44--California Pacific Charter - San Diego
	10/19/2022	NCSP000--NCS Pearson, Inc.	20137001240	38.85	SpEd protocols for testing	44--California Pacific Charter - San Diego
	10/19/2022	VERE001--Verenice Rios	101370707	25.82	LiveScan service- V. Rios	44--California Pacific Charter - San Diego
	10/19/2022	HEAT001--Heather Goldbach	101370710	23.90	LiveScan service- H. Goldbach	44--California Pacific Charter - San Diego
	10/21/2022	APLU001--A Plus ID LP	101370714	327.31	Staff ID cards	44--California Pacific Charter - San Diego
	10/21/2022	NCSP000--NCS Pearson, Inc.	20137001245	50.34	SpEd testing protocols	44--California Pacific Charter - San Diego
	10/21/2022	SCHO000--School Pathways, LLC	20137001243	62.22	Annual subscription enrollment- added seats	44--California Pacific Charter - San Diego
	10/21/2022	APLU001--A Plus ID LP	101370715	12.74	Staff ID Cards	44--California Pacific Charter - San Diego
	10/25/2022	JASO000--Jason D. McFaul	5353754143	200.00	October 2022 Board Stipends - JM	44--California Pacific Charter - San Diego
	10/25/2022	WILL000--William J Howard Jr. WILL000--William J Howard Jr.	5353754142 5353754142	150.00 200.00	Oct Dir. Eval. Comm. 2022 Board Stipends - WH October 2022 Board Stipends - WH	44--California Pacific Charter - San Diego 44--California Pacific Charter - San Diego
	10/25/2022	TANY001--Tanya Rogers TANY001--Tanya Rogers	5353754147 5353754147	150.00 200.00	Oct Dir. Eval. Comm. 2022 Board Stipends - TR October 2022 Board Stipends - TR	44--California Pacific Charter - San Diego 44--California Pacific Charter - San Diego
	10/25/2022	KELL000--Kelly Wylie	5353754145	200.00	October 2022 Board Stipends - KW	44--California Pacific Charter - San Diego
	10/25/2022	SHIR000--Shirley Peterson	5353754146	200.00	October 2022 Board Stipends - SP	44--California Pacific Charter - San Diego
	10/26/2022	BERK000--Berkshire Hathaway		1,805.05	Workers Comp Final Audit 062022	44--California Pacific Charter - San Diego
	10/26/2022	PART000--Partners in Special Education	101370717	195.00	OT SERVICES CPC-SD	44--California Pacific Charter - San Diego
	10/26/2022	KAJE000--Kajeet, Inc	101370721	1,032.88	Hot spots for students	44--California Pacific Charter - San Diego
	10/26/2022	WORL000--Worldwide Express	101370718	452.67	Postaqe for CPC-SD	44--California Pacific Charter - San Diego
	10/26/2022	KAJE000--Kajeet, Inc	101370720	405.95	Hot spots for students	44--California Pacific Charter - San Diego
	10/27/2022	NICK001--Nickolas Cox	Voided - 101370695	-21.97	LiveScan service for Nickolas Cox	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001257	14.27	Office supplies	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001246	7.89	puter mouse for Sarah Simkin (this was canceled)	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001265	7.50	Camera accessory for live sessions- A. Canosa	44--California Pacific Charter - San Diego

Company Name: California Pacific Charter - San Diego
Report Name: Check Register
Created On: 11/1/2022
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/27/2022	AMAZ000--Amazon	20137001270	6.61	Reading Material for Admin- S. Green	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001268	6.33	Office supplies- file folders	44--California Pacific Charter - San Diego
	10/27/2022	CLIF000--Clifton Larson Allen LLP	20137001255	2,631.03	Audit Services related to year ended 06/30/2022	44--California Pacific Charter - San Diego
	10/27/2022	PRES000--PresenceLearning, Inc.	20137001249	693.90	September 2022 Services	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001248	55.36	Office supplies	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001274	37.76	Office/tech supplies	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001275	23.58	Office supplies- labels	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001256	17.48	SpEd materials for students	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001253	43.09	Keyboard for Daisuke Nishikawa	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001269	41.89	CTE Art kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001258	40.23	Visual Arts kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/27/2022	AMAZ000--Amazon	20137001247	40.04	Visual Arts kit for student in CPC-SD	44--California Pacific Charter - San Diego
	10/28/2022	NICK001--Nickolas Cox	20137001276	21.97	LiveScan service for Nickolas Cox	44--California Pacific Charter - San Diego
	10/31/2022	CORP001--Corporate Processing Services	10004	93.68	2022 Declaration of Directors and Officers	44--California Pacific Charter - San Diego
Total for CHASE 1781				118,989.16		

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
Created On: 11/1/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/3/2022	IRVI000--Irvine Four, LLC		2,109.52	October Rent 2022	55--California Pacific Charter - Los Angeles
	10/3/2022	JENN003--Jenny Chung	101370672	27.60	LiveScan service- Jenny Chung	55--California Pacific Charter - Los Angeles
	10/3/2022	WORL000--Worldwide Express	101370674	1,320.45	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	10/3/2022	GALL001--Gallaqher Pediatric Therapy	101370664	399.84	OCCUPATIONAL THERAPY CPC-LA	55--California Pacific Charter - Los Angeles
	10/3/2022	GALL001--Gallaqher Pediatric Therapy	101370676	161.28	OCCUPATIONAL THERAPY CPC-LA	55--California Pacific Charter - Los Angeles
	10/3/2022	ESME001--Esmerelda Brown	101370673	9.52	LiveScan fingerprint cards- Esmeralda Brown	55--California Pacific Charter - Los Angeles
	10/3/2022	SHEL001--Shelby Sullivan	101370669	29.51	LiveScan service- Shelby Sullivan	55--California Pacific Charter - Los Angeles
	10/3/2022	ARNE001--A&R Parcel Three	101370661	2,495.62	First Month Rent	55--California Pacific Charter - Los Angeles
		ARNE001--A&R Parcel Three	101370661	3,152.36	Security Deposit	55--California Pacific Charter - Los Angeles
	10/4/2022	ELEN001--Elena Russell	101370677	34.26	LiveScan service for Elena Russell (Hoffman)	55--California Pacific Charter - Los Angeles
	10/4/2022	MEGA002--Meqan Machado	101370671	29.51	LiveScan service- Meqan Machado	55--California Pacific Charter - Los Angeles
	10/4/2022	NICO001--Nicole Hemminqer	101370670	7.14	LiveScan fingerprint cards for Nicole Hemminqer	55--California Pacific Charter - Los Angeles
	10/4/2022	CHRI001--Christine Feher	20137001177	10,469.80	Advertising	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001177	617.74	Travel accommodation	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001177	53.33	Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001177	39.09	Meals	55--California Pacific Charter - Los Angeles
	10/4/2022	PATH001--Pathful	20137001179	1,320.62	Licenses for CTE	55--California Pacific Charter - Los Angeles
	10/4/2022	ZOOM000--Zoom	20137001180	121.81	Licenses for staff	55--California Pacific Charter - Los Angeles
	10/4/2022	CARL002--Carly Berry	20137001178	30.64	LiveScan service- Carly Berry	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001209	2.01	Office supplies for HR	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001213	40.50	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001204	28.21	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001193	28.21	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001195	28.21	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001211	28.21	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001201	28.02	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001200	28.02	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001194	28.02	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001206	27.83	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001208	27.70	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001205	27.70	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001196	27.57	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
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Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/5/2022	AMAZ000--Amazon	20137001212	27.57	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001197	27.57	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001191	28.21	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001184	28.02	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001189	28.02	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/5/2022	AMAZ000--Amazon	20137001182	27.83	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/6/2022	AMAZ000--Amazon	20137001215	40.11	CTE kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/12/2022	TEAC003--TeachTown	101370697	156.57	SpEd software licenses	55--California Pacific Charter - Los Angeles
	10/12/2022	TEAC003--TeachTown	101370698	156.57	SpEd software licenses	55--California Pacific Charter - Los Angeles
	10/12/2022	FRAN001--Frances Acin	101370693	31.89	LiveScan service receipt	55--California Pacific Charter - Los Angeles
	10/12/2022	LESL001--Leslee Bayer	101370689	9.52	LiveScan fingerprint cards	55--California Pacific Charter - Los Angeles
	10/12/2022	CHAR001--Charter Impact	101370681	1,427.70	One - Time Implementation Payroll Fee	55--California Pacific Charter - Los Angeles
	10/12/2022	CHAR001--Charter Impact	101370682	1,189.75	Payroll and Retirement services SEP 2022	55--California Pacific Charter - Los Angeles
	10/12/2022	WORL000--Worldwide Express	101370691	592.43	Postage for students and staff in CPC-LA	55--California Pacific Charter - Los Angeles
	10/12/2022	MELI002--Melissa Magdenovski	101370685	37.60	LiveScan service	55--California Pacific Charter - Los Angeles
	10/12/2022	NICK001--Nickolas Cox	101370695	27.13	LiveScan service for Nickolas Cox	55--California Pacific Charter - Los Angeles
	10/12/2022	ASSO000--Association of California School Adm:	101370680	367.63	22/23 Membership for T. Phipps	55--California Pacific Charter - Los Angeles
	10/12/2022	COXB000--Cox Business	101370684	98.44	September 2022 Internet Fees	55--California Pacific Charter - Los Angeles
	10/12/2022	INFI001--Infinity Kids	101370683	65.00	PT SERVICES SEPTEMBER CPC-LA	55--California Pacific Charter - Los Angeles
	10/13/2022	TEAC003--TeachTown	101370700	717.70	SPED software/curriculum	55--California Pacific Charter - Los Angeles
	10/13/2022	JANE000--Janet E. Kohtz	101370701	420.00	Vision Therapy	55--California Pacific Charter - Los Angeles
	10/13/2022	ALPH000--Alpha Vision, Inc.	101370702	180.37	G - Suite Cloud to Cloud Email and Drive Backup	55--California Pacific Charter - Los Angeles
	10/13/2022	CARY001--Caryn Masters	101370699	34.74	LiveScan service for Caryn Masters	55--California Pacific Charter - Los Angeles
	10/13/2022	RING000--RingCentral	20137001232	1,217.04	October 2022 Phone Invoice	55--California Pacific Charter - Los Angeles
	10/13/2022	HATC000--Hatch & Cesario, Attorneys-at-Law	20137001231	69.01	SpEd Webinar for Dr. Akridaqe	55--California Pacific Charter - Los Angeles
	10/13/2022	AMAZ000--Amazon	20137001230	39.41	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/13/2022	AMAZ000--Amazon	20137001229	39.41	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/13/2022	GARR001--Garrett Carrington	20137001228	34.26	LiveScan service for G. Carrington	55--California Pacific Charter - Los Angeles
	10/13/2022	CARL001--Carly Caprio	20137001227	31.88	LiveScan service	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
Report Name: Check Register
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Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/13/2022	DEBI001--Debi Huber	20137001226	34.26	LiveScan service	55--California Pacific Charter - Los Angeles
	10/13/2022	JOYN001--Joy Nehr	20137001225	20.94	LiveScan fingerprint cards	55--California Pacific Charter - Los Angeles
	10/13/2022	CHRI001--Christine Feher	20137001221	2,141.55	Gooble Ads reimbursement	55--California Pacific Charter - Los Angeles
	10/13/2022	PHIL000--Philadelphia Insurance Companies	20137001218	1,821.55	October 2022 Insurance	55--California Pacific Charter - Los Angeles
	10/13/2022	KMED001--KM Educational Consulting and Exec	20137001222	561.21	Professional Services - September 2022	55--California Pacific Charter - Los Angeles
	10/13/2022	AMAZ000--Amazon	20137001217	110.45	Supplies for shipping	55--California Pacific Charter - Los Angeles
	10/13/2022	VICT000--Victoria Law	20137001223	107.08	SpEd testing protocols	55--California Pacific Charter - Los Angeles
	10/13/2022	ROMY001--Romy Fay-Mason	20137001224	93.74	Mileage reimbursement for R. Mason	55--California Pacific Charter - Los Angeles
	10/13/2022	CORR001--Corrie Amador	20137001220	4.26	Postage to USPS	55--California Pacific Charter - Los Angeles
	10/13/2022	AIMA001--Aimara Vazquez	20137001219	29.86	LiveScan service	55--California Pacific Charter - Los Angeles
	10/14/2022	DOCU001--DocuSign Inc.		2,924.41	Premier Support 22/23	55--California Pacific Charter - Los Angeles
	10/14/2022	SAND000--San Diego County Office of Educatio	101370706	325.07	Registration for Targeted Feedback webinar	55--California Pacific Charter - Los Angeles
	10/14/2022	EMHS000--EMH Sports USA, Inc.	101370705	285.00	APE SVCS CPC-LA	55--California Pacific Charter - Los Angeles
	10/14/2022	KAJE000--Kajeet, Inc	101370703	153.80	Student internet plans/hot spots	55--California Pacific Charter - Los Angeles
	10/14/2022	IRON000--Iron Mountain	20137001234	101.25	September 2022 Storage/Service	55--California Pacific Charter - Los Angeles
	10/14/2022	RBC001--R&B Communications, Inc.	20137001233	42.83	Service for enrollment lottery	55--California Pacific Charter - Los Angeles
	10/17/2022	ZOOM000--Zoom	20137001238	240.33	Cloud Recording for Sep 9 , 2022 - Oct 8 , 2022	55--California Pacific Charter - Los Angeles
	10/17/2022	TSWT000--TSW Therapy, Inc.	20137001237	343.75	OT SERVICES SEPT - CPC-LA	55--California Pacific Charter - Los Angeles
	10/17/2022	ZOOM000--Zoom	20137001239	39.89	New license for staff	55--California Pacific Charter - Los Angeles
	10/17/2022	AMAZ000--Amazon	20137001235	28.02	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/18/2022	ARNE001--A&R Parcel Three	Voided - 101370661	-2,495.62	First Month Rent	55--California Pacific Charter - Los Angeles
	10/18/2022	ARNE001--A&R Parcel Three	Voided - 101370661	-3,152.36	Security Deposit	55--California Pacific Charter - Los Angeles
	10/19/2022	ARNE001--A&R Parcel Three	101370713	3,152.36	Security Deposit	55--California Pacific Charter - Los Angeles
	10/19/2022	ARNE001--A&R Parcel Three	101370713	2,495.62	First Month Rent	55--California Pacific Charter - Los Angeles
	10/19/2022	CHAR000--Charter Schools Development Cente	101370711	1,139.78	Conference for Admin	55--California Pacific Charter - Los Angeles
	10/19/2022	ALLS001--All Systems Go!	101370708	971.79	October 2022 Media Manaqement	55--California Pacific Charter - Los Angeles
	10/19/2022	WORL000--Worldwide Express	101370712	487.18	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	10/19/2022	DAIS001--Daisuke Nishikawa	101370709	1.90	Meal for conference	55--California Pacific Charter - Los Angeles
	10/19/2022	DAIS001--Daisuke Nishikawa	101370709	113.09	Mileage for conferences	55--California Pacific Charter - Los Angeles
	10/19/2022	NCSP000--NCS Pearson, Inc.	20137001240	47.96	SpEd protocols for testing	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
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Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/19/2022	VERE001--Verenice Rios	101370707	31.89	LiveScan service- V. Rios	55--California Pacific Charter - Los Angeles
	10/19/2022	HEAT001--Heather Goldbach	101370710	29.51	LiveScan service- H. Goldbach	55--California Pacific Charter - Los Angeles
	10/20/2022	ERIN000--Erin Rinebera	20137001241	65.53	USB charger for C. Feher	55--California Pacific Charter - Los Angeles
	10/21/2022	APLU001--A Plus ID LP	101370714	457.46	Staff ID cards	55--California Pacific Charter - Los Angeles
	10/21/2022	YMCL000--Law Offices of Youna, Minney & Corr	101370716	427.00	equal services rendered 09-14-2022 - 09-30-2022	55--California Pacific Charter - Los Angeles
	10/21/2022	NCSP000--NCS Pearson, Inc.	20137001245	62.15	SpEd testing protocols	55--California Pacific Charter - Los Angeles
	10/21/2022	SCHO000--School Pathways, LLC	20137001244	115.54	Annual subscription enrollment- added seats	55--California Pacific Charter - Los Angeles
	10/21/2022	APLU001--A Plus ID LP	101370715	18.79	Staff ID Cards	55--California Pacific Charter - Los Angeles
	10/25/2022	JASO000--Jason D. McFaul	5353754143	200.00	October 2022 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	10/25/2022	WILL000--William J Howard Jr.	5353754142	200.00	October 2022 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	10/25/2022	WILL000--William J Howard Jr.	5353754142	150.00	Oct Dir. Eval. Comm. 2022 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	10/25/2022	TANY001--Tanya Rogers	5353754147	200.00	October 2022 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	10/25/2022	TANY001--Tanya Rogers	5353754147	150.00	Oct Dir. Eval. Comm. 2022 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	10/25/2022	KELL000--Kelly Wylie	5353754145	200.00	October 2022 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	10/25/2022	SHIR000--Shirley Peterson	5353754146	200.00	October 2022 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	10/26/2022	BERK000--Berkshire Hathaway		2,144.17	Workers Comp Final Audit 062022	55--California Pacific Charter - Los Angeles
	10/26/2022	PART000--Partners in Special Education	101370717	260.00	OT SERVICES CPC-LA	55--California Pacific Charter - Los Angeles
	10/26/2022	KAJE000--Kajeet, Inc	101370721	1,275.08	Hot spots for students	55--California Pacific Charter - Los Angeles
	10/26/2022	WORL000--Worldwide Express	101370718	1,066.36	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	10/26/2022	KAJE000--Kajeet, Inc	101370720	501.15	Hot spots for students	55--California Pacific Charter - Los Angeles
	10/27/2022	NICK001--Nickolas Cox	Voided - 101370695	-27.13	LiveScan service for Nickolas Cox	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001262	39.86	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001261	39.67	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001257	17.61	Office supplies	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001264	21.31	K-6 Art Enrichment kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001246	9.74	uter mouse for Sarah Simkin (this was canceled)	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001265	9.27	Camera accessory for live sessions- A. Canosa	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001270	8.15	Reading Material for Admin- S. Green	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001268	7.80	Office supplies- file folders	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001260	6.78	Computer mouse for student in CPC-LA	55--California Pacific Charter - Los Angeles

Company Name: California Pacific Charter - Los Angeles
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Created On: 11/1/2022
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/27/2022	AMAZ000--Amazon	20137001250	5.29	AP class supplies for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	CLIF000--Clifton Larson Allen LLP	20137001255	3,248.02	Audit Services related to year ended 06/30/2022	55--California Pacific Charter - Los Angeles
	10/27/2022	PRES000--PresenceLearning, Inc.	20137001249	856.62	September 2022 Services	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001252	334.41	AP materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001251	179.57	AP materials for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001248	68.33	Office supplies	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001274	46.61	Office/tech supplies	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001275	29.12	Office supplies- labels	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001256	21.59	SpEd materials for students	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001267	40.78	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001271	40.50	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001254	40.50	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001266	40.50	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/27/2022	AMAZ000--Amazon	20137001272	40.50	Visual Arts kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	10/28/2022	NICK001--Nickolas Cox	20137001276	27.13	LiveScan service for Nickolas Cox	55--California Pacific Charter - Los Angeles
	10/31/2022	CORP001--Corporate Processing Services	10004	115.64	2022 Declaration of Directors and Officers	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				55,124.98		

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Bank	Date	Vendor	Document No	Amount Applied	Memo	Location
CHASE 1781 - Chase Bank	Account No: 505911781					
	10/3/2022	IRVI000--Irvine Four, LLC		614.37	October Rent 2022	95--California Pacific Charter - Sonoma
	10/3/2022	JENN003--Jenny Chung	101370672	8.04	LiveScan service- Jenny Chung	95--California Pacific Charter - Sonoma
	10/3/2022	WORL000--Worldwide Express	101370674	854.07	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	10/3/2022	GALL001--Gallaqher Pediatric Therapy	101370663	84.00	OCCUPATIONAL THERAPY CPC-SO	95--California Pacific Charter - Sonoma
	10/3/2022	ESME001--Esmerelda Brown	101370673	2.77	LiveScan fingerprint cards- Esmeralda Brown	95--California Pacific Charter - Sonoma
	10/3/2022	GALL001--Gallaqher Pediatric Therapy	101370666	371.28	OCCUPATIONAL THERAPY CPC-SO	95--California Pacific Charter - Sonoma
	10/3/2022	SHEL001--Shelby Sullivan	101370669	8.59	LiveScan service- Shelby Sullivan	95--California Pacific Charter - Sonoma
	10/3/2022	ARNE001--A&R Parcel Three	101370661	726.82	First Month Rent	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	101370661	918.09	Security Deposit	95--California Pacific Charter - Sonoma
	10/4/2022	ELEN001--Elena Russell	101370677	9.98	LiveScan service for Elena Russell (Hoffman)	95--California Pacific Charter - Sonoma
	10/4/2022	MEGA002--Meqan Machado	101370671	8.59	LiveScan service- Meqan Machado	95--California Pacific Charter - Sonoma
	10/4/2022	NICO001--Nicole Hemmingaer	101370670	2.08	LiveScan fingerprint cards for Nicole Hemmingaer	95--California Pacific Charter - Sonoma
	10/4/2022	CHRI001--Christine Feher	20137001177	3,049.20	Advertising	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001177	11.38	Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001177	15.53	Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001177	179.91	Travel accommodation	95--California Pacific Charter - Sonoma
	10/4/2022	PATH001--Pathful	20137001179	384.62	Licenses for CTE	95--California Pacific Charter - Sonoma
	10/4/2022	ZOOM000--Zoom	20137001180	35.47	Licenses for staff	95--California Pacific Charter - Sonoma
	10/4/2022	CARL002--Carly Berry	20137001178	8.92	LiveScan service- Carly Berry	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001209	0.59	Office supplies for HR	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001198	27.83	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001192	27.83	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001202	27.76	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001207	27.64	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001181	39.90	Visual Arts kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001185	27.95	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001186	27.83	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001183	27.73	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001188	27.70	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/5/2022	AMAZ000--Amazon	20137001187	27.64	K-6 Art Enrichment kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/12/2022	TEAC003--TeachTown	101370697	45.60	SpEd software licenses	95--California Pacific Charter - Sonoma
	10/12/2022	TEAC003--TeachTown	101370698	45.60	SpEd software licenses	95--California Pacific Charter - Sonoma

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CHASE 1781 - Chase Bank	Account No: 505911781					
	10/12/2022	FRAN001--Frances Acin	101370693	9.29	LiveScan service receipt	95--California Pacific Charter - Sonoma
	10/12/2022	LESL001--Leslee Bayer	101370689	2.77	LiveScan fingerprint cards	95--California Pacific Charter - Sonoma
	10/12/2022	SONO001--Sonoma Media Investments	101370696	7,165.90	Sonoma Advertising	95--California Pacific Charter - Sonoma
	10/12/2022	CHAR001--Charter Impact	101370681	415.80	One - Time Implementation Payroll Fee	95--California Pacific Charter - Sonoma
	10/12/2022	CHAR001--Charter Impact	101370682	346.50	Payroll and Retirement services SEP 2022	95--California Pacific Charter - Sonoma
	10/12/2022	WORL000--Worldwide Express	101370691	227.68	Postage for students and staff in CPC-SO	95--California Pacific Charter - Sonoma
	10/12/2022	MELI002--Melissa Maadenovski	101370685	10.95	LiveScan service	95--California Pacific Charter - Sonoma
	10/12/2022	NICK001--Nickolas Cox	101370695	7.90	LiveScan service for Nickolas Cox	95--California Pacific Charter - Sonoma
	10/12/2022	VEAL001--Veale Outdoor Advertising	101370679	4,000.00	August 2022- Digital Ad Rent	95--California Pacific Charter - Sonoma
	10/12/2022	ASSO000--Association of California School Adm.	101370680	107.07	22/23 Membership for T. Phipps	95--California Pacific Charter - Sonoma
	10/12/2022	COXB000--Cox Business	101370684	28.67	September 2022 Internet Fees	95--California Pacific Charter - Sonoma
	10/12/2022	INFI001--Infinity Kids	101370683	130.00	PT SERVICES SEPTEMBER CPC-SO	95--California Pacific Charter - Sonoma
	10/13/2022	TEAC003--TeachTown	101370700	209.02	SPED software/curriculum	95--California Pacific Charter - Sonoma
	10/13/2022	ALPH000--Alpha Vision, Inc.	101370702	52.53	G - Suite Cloud to Cloud Email and Drive Backup	95--California Pacific Charter - Sonoma
	10/13/2022	CARY001--Caryn Masters	101370699	10.12	LiveScan service for Caryn Masters	95--California Pacific Charter - Sonoma
	10/13/2022	RING000--RingCentral	20137001232	354.45	October 2022 Phone Invoice	95--California Pacific Charter - Sonoma
	10/13/2022	HATC000--Hatch & Cesario, Attorneys-at-Law	20137001231	20.10	SpEd Webinar for Dr. Akridge	95--California Pacific Charter - Sonoma
	10/13/2022	GARR001--Garrett Carrington	20137001228	9.98	LiveScan service for G. Carrington	95--California Pacific Charter - Sonoma
	10/13/2022	UNPL001--Unplua Studio LLC	20137001216	50.00	Hosting and Maintenance for CPC-SO	95--California Pacific Charter - Sonoma
	10/13/2022	CARL001--Carly Caprio	20137001227	9.28	LiveScan service	95--California Pacific Charter - Sonoma
	10/13/2022	DEBI001--Debi Huber	20137001226	9.98	LiveScan service	95--California Pacific Charter - Sonoma
	10/13/2022	JOYN001--Joy Nehr	20137001225	6.10	LiveScan fingerprint cards	95--California Pacific Charter - Sonoma
	10/13/2022	CHRI001--Christine Feher	20137001221	623.70	Google Ads reimbursement	95--California Pacific Charter - Sonoma
	10/13/2022	PHIL000--Philadelphia Insurance Companies	20137001218	530.51	October 2022 Insurance	95--California Pacific Charter - Sonoma
	10/13/2022	KMED001--KM Educational Consulting and Exec	20137001222	163.44	Professional Services - September 2022	95--California Pacific Charter - Sonoma
	10/13/2022	AMAZ000--Amazon	20137001217	32.17	Supplies for shipping	95--California Pacific Charter - Sonoma
	10/13/2022	VICT000--Victoria Law	20137001223	31.19	SpEd testing protocols	95--California Pacific Charter - Sonoma
	10/13/2022	ROMY001--Romy Fav-Mason	20137001224	27.30	Mileage reimbursement for R. Mason	95--California Pacific Charter - Sonoma
	10/13/2022	CORR001--Corrie Amador	20137001220	1.24	Postage to USPS	95--California Pacific Charter - Sonoma

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CHASE 1781 - Chase Bank	Account No: 505911781					
	10/13/2022	AIMA001--Aimara Vazquez	20137001219	8.70	LiveScan service	95--California Pacific Charter - Sonoma
	10/14/2022	DOCU001--DocuSign Inc.		851.70	Premier Support 22/23	95--California Pacific Charter - Sonoma
	10/14/2022	SAND000--San Diego County Office of Educatio	101370706	324.97	Registration for Targeted Feedback webinar	95--California Pacific Charter - Sonoma
	10/14/2022	EMHS000--EMH Sports USA, Inc.	101370705	190.00	APE SVCS CPC-SO	95--California Pacific Charter - Sonoma
	10/14/2022	KAJE000--Kajeet, Inc	101370703	44.79	Student internet plans/hot spots	95--California Pacific Charter - Sonoma
	10/14/2022	IRON000--Iron Mountain	20137001234	29.49	September 2022 Storage/Service	95--California Pacific Charter - Sonoma
	10/14/2022	RBC001--R&B Communications, Inc.	20137001233	12.47	Service for enrollment lottery	95--California Pacific Charter - Sonoma
	10/17/2022	ZOOM000--Zoom	20137001238	69.99	Cloud Recording for Sep 9 , 2022 - Oct 8 , 2022	95--California Pacific Charter - Sonoma
	10/17/2022	TSWT000--TSW Therapy, Inc.	20137001236	206.25	OT Assessment	95--California Pacific Charter - Sonoma
	10/17/2022	ZOOM000--Zoom	20137001239	11.62	New license for staff	95--California Pacific Charter - Sonoma
	10/18/2022	ARNE001--A&R Parcel Three	Voided - 101370661	-726.82	First Month Rent	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	Voided - 101370661	-918.09	Security Deposit	95--California Pacific Charter - Sonoma
	10/19/2022	ARNE001--A&R Parcel Three	101370713	726.82	First Month Rent	95--California Pacific Charter - Sonoma
		ARNE001--A&R Parcel Three	101370713	918.09	Security Deposit	95--California Pacific Charter - Sonoma
	10/19/2022	CHAR000--Charter Schools Development Cente	101370711	331.95	Conference for Admin	95--California Pacific Charter - Sonoma
	10/19/2022	ALLS001--All Systems Go!	101370708	283.02	October 2022 Media Manaqement	95--California Pacific Charter - Sonoma
	10/19/2022	WORL000--Worldwide Express	101370712	188.63	Postaqe for CPC-SO	95--California Pacific Charter - Sonoma
	10/19/2022	DAIS001--Daisuke Nishikawa	101370709	0.55	Meal for conference	95--California Pacific Charter - Sonoma
		DAIS001--Daisuke Nishikawa	101370709	32.94	Mileaqe for conferences	95--California Pacific Charter - Sonoma
	10/19/2022	NCSP000--NCS Pearson, Inc.	20137001240	13.97	SpEd protocols for testinq	95--California Pacific Charter - Sonoma
	10/19/2022	VERE001--Verenice Rios	101370707	9.29	LiveScan service- V. Rios	95--California Pacific Charter - Sonoma
	10/19/2022	HEAT001--Heather Goldbach	101370710	8.59	LiveScan service- H. Goldbach	95--California Pacific Charter - Sonoma
	10/21/2022	APLU001--A Plus ID LP	101370714	133.23	Staff ID cards	95--California Pacific Charter - Sonoma
	10/21/2022	NCSP000--NCS Pearson, Inc.	20137001245	18.10	SpEd testinq protocols	95--California Pacific Charter - Sonoma
	10/21/2022	SCHO000--School Pathways, LLC	20137001242	47.40	Annual subscription enrollment- added seats	95--California Pacific Charter - Sonoma
	10/21/2022	APLU001--A Plus ID LP	101370715	5.47	Staff ID Cards	95--California Pacific Charter - Sonoma
	10/25/2022	JASO000--Jason D. McFaul	5353754143	200.00	October 2022 Board Stipends - JM	95--California Pacific Charter - Sonoma
	10/25/2022	WILL000--William J Howard Jr.	5353754142	200.00	October 2022 Board Stipends - WH	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	5353754142	150.00	Oct Dir. Eval. Comm. 2022 Board Stipends - WH	95--California Pacific Charter - Sonoma
	10/25/2022	TANY001--Tanva Roqers	5353754147	150.00	Oct Dir. Eval. Comm. 2022 Board Stipends - TR	95--California Pacific Charter - Sonoma
		TANY001--Tanva Roqers	5353754147	200.00	October 2022 Board Stipends - TR	95--California Pacific Charter - Sonoma
	10/25/2022	KELL000--Kelly Wylie	5353754145	200.00	October 2022 Board Stipends - KW	95--California Pacific Charter - Sonoma

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CHASE 1781 - Chase Bank	Account No: 505911781					
	10/25/2022	SHIR000--Shirley Peterson	5353754146	200.00	October 2022 Board Stipends - SP	95--California Pacific Charter - Sonoma
	10/26/2022	BERK000--Berkshire Hathaway		975.78	Workers Comp Final Audit 062022	95--California Pacific Charter - Sonoma
	10/26/2022	ASTA001--ASTA-USA TRANSLATION SERVICES	101370719	397.42	Translation services	95--California Pacific Charter - Sonoma
	10/26/2022	KAJE000--Kajeet, Inc	101370721	371.35	Hot spots for students	95--California Pacific Charter - Sonoma
	10/26/2022	WORL000--Worldwide Express	101370718	197.89	Postage for CPC-SO	95--California Pacific Charter - Sonoma
	10/26/2022	KAJE000--Kajeet, Inc	101370720	145.95	Hot spots for students	95--California Pacific Charter - Sonoma
	10/27/2022	NICK001--Nickolas Cox	Voided - 101370695	-7.90	LiveScan service for Nickolas Cox	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001273	39.86	Visual Arts kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001257	5.13	Office supplies	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001263	24.93	SpEd materials for student in CPC-SO	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001246	2.84	puter mouse for Sarah Simkin (this was canceled)	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001265	2.70	Camera accessory for live sessions- A. Canosa	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001270	2.37	Reading Material for Admin- S. Green	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001268	2.27	Office supplies- file folders	95--California Pacific Charter - Sonoma
	10/27/2022	CLIF000--Clifton Larson Allen LLP	20137001255	945.95	Audit Services related to year ended 06/30/2022	95--California Pacific Charter - Sonoma
	10/27/2022	PRES000--PresenceLearning, Inc.	20137001249	249.48	September 2022 Services	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001248	19.90	Office supplies	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001274	13.58	Office/tech supplies	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001275	8.48	Office supplies- labels	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001256	6.29	SpEd materials for students	95--California Pacific Charter - Sonoma
	10/27/2022	AMAZ000--Amazon	20137001259	41.18	Weighted vest for SpEd student in CPC-SO	95--California Pacific Charter - Sonoma
	10/28/2022	NICK001--Nickolas Cox	20137001276	7.90	LiveScan service for Nickolas Cox	95--California Pacific Charter - Sonoma
	10/31/2022	CORP001--Corporate Processing Services	10004	33.68	2022 Declaration of Directors and Officers	95--California Pacific Charter - Sonoma
Total for CHASE 1781				29,879.10		

Date	Serial Number	Brand	Model	DEVICE TYPE	ASSET TAG	DEPROVISIONED	NOTES
	End of life CB/Laptops for Board Meeting Submit (11/2/22)						
8/16/22	NXGHJAA009811079797600	ACER	CB3-532 SERIES	CHROMEBOOK	LA-20210153	YES	
8/16/22	NXGHJAA0099121577C7600	ACER	CB3-532 SERIES	CHROMEBOOK	SD-20210142	YES	
11/2/22	5CD0140J6W	HP	CB 11 G8 EE	CHROMEBOOK	SO-20210089	YES	
11/2/22	5CD0140JHQ	HP	CB 11 G8 EE	CHROMEBOOK	SD-20210144	YES	
11/2/22	p29yb8b05010	Lenovo	S330	CHROMEBOOK	NA	Was never enterprised	
11/2/22	5CD0140GV1	HP	CB 11 G8 EE	CHROMEBOOK	SD-20210132	YES	
11/2/22	5CD0140JGJ	HP	CB 11 G8 EE	CHROMEBOOK	SD-20210122	YES	
11/2/22	5CD0140JHR	HP	CB 11 G8 EE	CHROMEBOOK	LA-20210273	YES	
11/2/22	5CD0140JFL	HP	CB 11 G8 EE	CHROMEBOOK	SD-20210249	YES	
	Chromebooks that we are E-wasting for buyback with vendor OEM System & Services (11/2/22)						
11/2/22	4K9V9FCR102339B	Samsung		4 CHROMEBOOK	SO-20210122	YES	
11/2/22	4K9V9FDR329836F	Samsung		4 CHROMEBOOK	LA-20210460	YES	
11/2/22	4K9V9FANC17981R	Samsung		4 CHROMEBOOK	LA-20210312	YES	
11/2/22	4K9V9FANC17772N	Samsung		4 CHROMEBOOK	LA-20210350	YES	
11/2/22	4K9V9FCR102004Y	Samsung		4 CHROMEBOOK	SD-20210284	YES	
11/2/22	4K9V9FFNB11027Z	Samsung		4 CHROMEBOOK	LA-20210221	YES	
11/2/22	4K9V9FANC17716E	Samsung		4 CHROMEBOOK	SO-20210199	YES	
11/2/22	4K9V9FANC17901B	Samsung		4 CHROMEBOOK	SO-20210182	YES	
11/2/22	4K9V9FCR102178J	Samsung		4 CHROMEBOOK	SD-20210279	YES	
11/2/22	4K9V9FANC18046H	Samsung		4 CHROMEBOOK	SO-20210208	YES	
11/2/22	4K9V9FCR102019Z	Samsung		4 CHROMEBOOK	SO-20210170	YES	
11/2/22	4K9V9FFNB08168X	Samsung		4 CHROMEBOOK	SO-20210040	YES	
11/2/22	4K9V9FFR121254T	Samsung		4 CHROMEBOOK	LA-20210117	YES	
11/2/22	4K9V9FER216352A	Samsung		4 CHROMEBOOK	LA-20210489	YES	
11/2/22	4K9V9FANC17624Z	Samsung		4 CHROMEBOOK	SD-20210314	YES	
11/2/22	4K9V9FANC02032D	Samsung		4 CHROMEBOOK	LA-20210030	YES	
11/2/22	4K9V9FFNB11028D	Samsung		4 CHROMEBOOK	LA-20210261	YES	
11/2/22	4K9V9FANC02092B	Samsung		4 CHROMEBOOK	SD-20210035	YES	
11/2/22	4K9V9FER216602L	Samsung		4 CHROMEBOOK	LA-20210483	YES	
11/2/22	4K9V9FANB16206E	Samsung		4 CHROMEBOOK	SD-20210236	YES	
11/2/22	4K9V9FFR314878B	Samsung		4 CHROMEBOOK	SO-20210225	YES	
11/2/22	4K9V9FANC17886K	Samsung		4 CHROMEBOOK	SD-20210317	YES	
11/2/22	4K9V9FFR120404H	Samsung		4 CHROMEBOOK	LA-20210079	YES	
11/2/22	4K9V9FANC01906W	Samsung		4 CHROMEBOOK	SD-20210007	YES	
11/2/22	4K9V9FDR329932R	Samsung		4 CHROMEBOOK	SD-20210335	YES	
11/2/22	4K9V9FANC02153V	Samsung		4 CHROMEBOOK	LA-20210054	YES	
11/2/22	4K9V9FFR120805N	Samsung		4 CHROMEBOOK	LA-20210087	YES	
11/2/22	4K9V9FCR102294F	Samsung		4 CHROMEBOOK	SO-20210139	YES	
11/2/22	4K9V9FANC18045T	Samsung		4 CHROMEBOOK	LA-20210415	YES	
11/2/22	4K9V9FANC17801K	Samsung		4 CHROMEBOOK	LA-20210373	YES	
11/2/22	4K9V9FCNB04443K	Samsung		4 CHROMEBOOK	SO-20210015	YES	
11/2/22	4K9V9FFNB10946R	Samsung		4 CHROMEBOOK	LA-20210252	YES	
11/2/22	4K9V9FANC01931A	Samsung		4 CHROMEBOOK	LA-20210017	YES	
11/2/22	4K9V9FCNB04600J	Samsung		4 CHROMEBOOK	SO-20210024	YES	
11/2/22	4K9V9FFR120852L	Samsung		4 CHROMEBOOK	SD-20210085	YES	

11/2/22	4K9V9FER322960V	Samsung	4	CHROMEBOOK	LA-20210422	YES	
11/2/22	4K9V9FANB14627Y	Samsung	4	CHROMEBOOK	SO-20210001	YES	
11/2/22	4K9V9FCR102182N	Samsung	4	CHROMEBOOK	SO-20210137	YES	
11/2/22	4K9V9FANC01912B	Samsung	4	CHROMEBOOK	LA-20210013	YES	
11/2/22	4K9V9FANC17817Z	Samsung	4	CHROMEBOOK	LA-20210328	YES	
11/2/22	4K9V9FANC17761W	Samsung	4	CHROMEBOOK	LA-20210329	YES	
11/2/22	4K9V9FANC01961K	Samsung	4	CHROMEBOOK	SD-20210020	YES	
11/2/22	4K9V9FANC00060L	Samsung	4	CHROMEBOOK	SD-20210001	YES	
11/2/22	4K9V9FFR120857P	Samsung	4	CHROMEBOOK	SD-20210086	YES	
11/2/22	4K9V9FFR121320L	Samsung	4	CHROMEBOOK	SD-20210112	YES	
11/2/22	4K9V9FFNB08275E	Samsung	4	CHROMEBOOK	SO-20210046	YES	
11/2/22	4K9V9FANC17878E	Samsung	4	CHROMEBOOK	LA-20210319	YES	
11/2/22	4K9V9FANB16525Z	Samsung	4	CHROMEBOOK	SD-20210226	YES	
11/2/22	4K9V9FER323171V	Samsung	4	CHROMEBOOK	LA-20210425	YES	
11/2/22	4K9V9FANC02001W	Samsung	4	CHROMEBOOK	SD-20210024	YES	
11/2/22	4K9V9FANB16468V	Samsung	4	CHROMEBOOK	SO-20210106	YES	
11/2/22	4K9V9FFNB10998V	Samsung	4	CHROMEBOOK	LA-20210235	YES	
11/2/22	4K9V9FFNB10968M	Samsung	4	CHROMEBOOK	LA-20210239	YES	
11/2/22	4K9V9FFR120867V	Samsung	4	CHROMEBOOK	LA-20210097	YES	
11/2/22	4K9V9FFNB10886J	Samsung	4	CHROMEBOOK	LA-20210172	YES	
11/2/22	4K9V9FFR314482P	Samsung	4	CHROMEBOOK	SO-20210217	YES	
11/2/22	4K9V9FANC02088Y	Samsung	4	CHROMEBOOK	SD-20210033	YES	
11/2/22	4K9V9FFNB10390T	Samsung	4	CHROMEBOOK	LA-20210244	YES	
11/2/22	4K9V9FANC02127M	Samsung	4	CHROMEBOOK	SD-20210041	YES	
11/2/22	4K9V9FCR101819Y	Samsung	4	CHROMEBOOK	SO-20210132	YES	
11/2/22	4K9V9FANC02008R	Samsung	4	CHROMEBOOK	LA-20210028	YES	
11/2/22	4K9V9FANC17740A	Samsung	4	CHROMEBOOK	LA-20210325	YES	
11/2/22	4K9V9FFNB11062F	Samsung	4	CHROMEBOOK	LA-20210232	YES	
11/2/22	4K9V9FFNB10894H	Samsung	4	CHROMEBOOK	LA-20210233	YES	
11/2/22	4K9V9FFNB10954F	Samsung	4	CHROMEBOOK	LA-20210183	YES	

Coversheet

Ratification and Approval of Kajeet for Student Connectivity (Renewal)

Section:	XII. Business/Financial Services
Item: (Renewal)	A. Ratification and Approval of Kajeet for Student Connectivity
Purpose:	Vote
Submitted by:	Christine Feher
Related Material:	Invoice INV22540.pdf Invoice INV24729.pdf Invoice INV24954.pdf Invoice INV24966.pdf

BACKGROUND:

CalPac is required to provide equal access to curriculum and content per Education Code. Because CalPac is an online school, students must have internet access to access their curriculum. The school is required to provide internet access to any student who needs it. Kajeet provides hotspots to schools along with an online management portal that allows school staff and administrators to ensure CIPA compliance with web filtering. Due to increased student demand, the school has exceeded the \$10,000 approval threshold and is seeking ratification of the current contracts as well as approval up to a total of \$25,000 to expand our devices and monthly subscriptions as needed based on student demand for the 2022-23 school year.

RECOMMENDATION:

It is recommended that the Board approve the one-year contract through June 30, 2023, with Kajeet as presented.



Kajeet, Inc.
 7901 Jones Branch Drive
 Suite # 350
 McLean, VA 22102

Invoice

Invoice # : INV22540
 Invoice Date : 07/01/2022
 Due Date : 07/31/2022

Bill to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Ship to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Reference # : 810

Terms : Net 30

Item	Description	Unit	Quantity	Unit Price	Amount
KJT COMPLETE PLAN	Kajeet Student Unlimited (monthly plan) (34 dev x 12 months)	Each	34	\$216	\$7,344.00
TAF	Telecom & Admin Fee (9.75%)	Each	1	\$716.04	\$716.04
SUBTOTAL					\$8,060.04
TOTAL (USD)					\$8,060.04

Order Number: 202110-34722

Invoice Date: 07/01/2022 Terms: Net 30 Due Date: 07/31/2022 Customer Id: PACCAE

Page 1



Kajeet, Inc.
 7901 Jones Branch Drive
 Suite # 350
 McLean, VA 22102

Invoice

Invoice # : INV24729
 Invoice Date : 09/30/2022
 Due Date : 10/30/2022

Bill to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Ship to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Reference # : 872

Terms : Net 30

Item	Description	Unit	Quantity	Unit Price	Amount
KJT COMPLETE PLAN	Kajeet Student Unlimited (Annual plan)	Each	1	\$179.4	\$179.40
TAF	Telecom & Admin Fee (9.75%)	Each	1	\$17.49	\$17.49
KJT SMARTSPOT	Kajeet SmartSpot O55	Each	1	\$94	\$94.00
SALES TAX	Sales Tax	Each	1	\$7.29	\$7.29
SHIPPING	Shipping	Each	1	\$25	\$25.00
SUBTOTAL					\$323.18
TOTAL (USD)					\$323.18

Order Number: 202209-42468

Invoice Date: 09/30/2022 Terms: Net 30 Due Date: 10/30/2022 Customer Id: PACCAE

Page 1



Kajeet, Inc.
 7901 Jones Branch Drive
 Suite # 350
 McLean, VA 22102

Invoice

Invoice # : INV24954
 Invoice Date : 10/19/2022
 Due Date : 11/18/2022

Bill to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Ship to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Reference # : 878

Terms : Net 30

Item	Description	Unit	Quantity	Unit Price	Amount
KJT COMPLETE PLAN	Kajeet Complete # Data Plan (#40 dev x #12 months)	Each	40	\$14.95	\$598.00
KJT SMARTSPOT	Kajeet SmartSpot® 900 w/case, Power Cable, Instruction Manual	Each	3	\$94	\$282.00
ACTIVATION	One Time Activation Fee One Time Activation Fee	Each	2	\$6.75	\$13.50
KJT SMARTSPOT	Kajeet SmartSpot® 900 w/case, Power Cable, Instruction Manual	Each	5	\$4.95	\$24.75
KJT SMARTSPOT	Kajeet SmartSpot® 900 w/case, Power Cable, Instruction Manual	Each	5	\$4.95	\$24.75
SALES TAX	"City", "STATE" - #%	Each	1	\$26.74	\$26.74
SHIPPING	Shipping Shipping	Each	1	\$25	\$25.00
TAF	Telecom & Admin Fee (9.75%) Telecom & Admin Fee (9.75%)	Each	1	\$58.31	\$58.31
SUBTOTAL					\$1,053.05
TOTAL (USD)					\$1,053.05

Order Number: 202210-42775

Invoice Date: 10/19/2022 Terms: Net 30 Due Date: 11/18/2022 Customer Id: PACCAE

Page 1



Kajeet, Inc.
 7901 Jones Branch Drive
 Suite # 350
 McLean, VA 22102

Invoice

Invoice # : INV24966
 Invoice Date : 10/19/2022
 Due Date : 11/18/2022

Bill to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Ship to :
California Pacific Charter School
 4101 Birch Street
 Suite 150
 Newport Beach, CA 92660
 United States

Reference # : 881

Terms : Net 30

Item	Description	Unit	Quantity	Unit Price	Amount
KJT COMPLETE PLAN	Kajeet Student Unlimited (monthly plan)	Each	80	\$14.95	\$1,196.00
KJT SMARTSPOT	Kajeet SmartSpot V400	Each	13	\$94	\$1,222.00
SALES TAX	"City", "STATE" - #%	Each	1	\$94.7	\$94.70
TAF	Telecom & Admin Fee (9.75%) Telecom & Admin Fee (9.75%)	Each	1	\$116.61	\$116.61
SHIPPING	Shipping Shipping	Each	1	\$50	\$50.00
SUBTOTAL					\$2,679.31
TOTAL (USD)					\$2,679.31

Order Number: 202210-42898

Invoice Date: 10/19/2022 Terms: Net 30 Due Date: 11/18/2022 Customer Id: PACCAE

Page 1

Coversheet

Approval of 2022-23 School Plan for Student Achievement (SPSA)

Section:	XIII. Education/Student Services
Item: (SPSA)	A. Approval of 2022-23 School Plan for Student Achievement
Purpose:	Vote
Submitted by:	Ericka Zemmer
Related Material:	2022 SPSA- LA.pdf 2022 SPSA- SO.pdf 2022 SPSA- SD.pdf 2022-23 SPSA November Board Presentation.pdf

BACKGROUND:

Schools participating in programs funded through the State's consolidated application process will develop a School Plan for Student Achievement (SPSA).

CPCS's development of the SPSA is a result of being a State-identified school for Comprehensive Support and Improvement (CSI) in CPCS-LA for having a high school 4-year graduation rate below 68%. Additionally, CPCS receives Title I funding for all three schools, CPCS-SD, CPCS-LA, and CPCS-SO.

The goal areas and corresponding action items established are based on a comprehensive needs assessment and align with the school's LCAP.

The School Site Council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. All three schools have worked with their respective school site councils to develop a SPSA. School Site Councils approved the SPSAs at their October 26, 2022 meeting.

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter - Los Angeles	19-75309-0132654	October 26, 2022	November 8, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

California Pacific Charter School- Los Angeles's school plan describes a schoolwide program that includes the actions, services, and strategies that are aligned to the requirements of the Comprehensive Support and Improvement (CSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

California Pacific Charter School (CPC-LA) CSI Plan is aligned with the Local Control and Accountability Plan goals and actions that are focused on providing students with support to graduate from high school: Goal 1: Increasing Student Academic Achievement; Goal 2: Promote High Attendance & Positive School Climate; Goal 3: Increase Family Community Engagement; Goal 4: College and Career Readiness and Career Technical Education, including ensuring students are on track to graduate.

Due to a previous graduation rate in 18-19 and 19-20 below 68%, CPCS-LA was identified for Comprehensive Support and Improvement Intervention. The graduation rate for 20-21 was 72.9% and 21-22 was 82.43% which would qualify the school to exit from CSI. Due to the COVID-19 pandemic, all schools who were identified for CSI in 20-21 were carried over through the 21-22 school year. All CSI supports and interventions that were in place during the 20-21 school year were continued to be implemented in the 21-22 school year and will be continued in the 22-23 school year.

Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly teacher monitoring of student work, course completion; moreover, the LCAP input survey and LCAP annual review of the Goal and action steps/services that focus on ensuring students are on-track to graduate from high school are reviewed annually. In collaboration with the school staff and parents, the input is analyzed and the plan is reviewed.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our LCAP Input Survey results indicated that 99.3% of our stakeholders agree that our charter provides a Safe Environment for Learning, 96.23% feel Connected to School, Valued and Respected, 99.79% feel engaged with opportunities for input and 98% have Overall Satisfaction with the California Pacific Charter - Los Angeles program. To continue the growth of our high connectedness percentage rates, our LCAP Goal 3 focuses on establishing connections and partnerships with families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. We believe that effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making.

Meaning: Overall strength in the satisfaction with the California Pacific Charter -Los Angeles program.

Use: Continue staff collaboration on research-based strategies to invite and encourage student and parent participation in input opportunities to build partnerships; and, identify research-based strategies to continue the growth of the positive school climate of this school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CPCS is a non-classroom based charter school. CPCS teachers offer highly engaging synchronous live session classes each day of the week in course content areas. Informal classroom walkthroughs and observations are conducted monthly. Administrators observe that teachers appropriately design lessons aligned with the California Content Standards and introduce the essential question or standard at the beginning of the class. Teachers provide a variety of instruction techniques and methodologies that are pedagogically appropriate to engage all students in learning. Teachers use academic vocabulary and provide a range of activities at varying depths of knowledge. Teachers offer formative assessment through the lesson to check for student understanding and provide clarification where needed. Teachers differentiate lessons to meet the needs of all learners, including English Learners, and students who need accommodations through a 504 plan or IEP. Students engage in the lesson by using a camera, a microphone, typing in to the chat box, or using virtual classroom tools such as white boards, polls, or breakout rooms. Students participate in direct instruction, collaborative activities and independent practice in the online classroom. Teachers use a variety of formative and summative assessments such as writing activities, comprehension checks, quizzes, projects, and tests to measure student learning and at varying depths of knowledge. Teachers aim to incorporate activities that grow students along the continuum of the Student Learning Outcomes of being Creative and Complex Thinkers, Effective Communicators, Community and Global Participants, and Empowered and independent Learners as well as align to the school's mission and vision of CalPac CARES, creating community, accessibility, rigor, engagement, and support into all of their lessons. Live session courses are recorded and made available in order to provide students with a resource to review the lesson or to access the lesson due to an absence.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In an effort to effectively use state and local assessments to modify instruction and improve student achievement, CPSC makes data an ongoing cycle of instructional improvement and teaches teachers, staff, and students to examine their own data and set learning goals. CPCS establishes a clear vision for schoolwide data use, provides support which fosters a data driven culture within the school, and maintains and schoolwide data system through use of the student information system and Parsec Education Program data dashboards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meets performance goals

To identify the areas that need to be addressed to support student progress school wide goals are addressed through the monthly collection and analysis of various data by teachers. The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. The Executive Director, governing board and the CEO then work with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs. CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions and tutoring by credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration. Based on our enrollment and needs of our at-risk students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Root Cause Analysis

CPCS receives students who transfer into the program as 11th, 12th or 2nd year seniors who are credit deficient, meaning that they are 60 or more credits away from graduating. This contributes to a larger senior class every year and impacts the percentage of graduates. Additionally, CPC-LA, in the 19-20 school year had a stability rate of 57.9%. The stability rate for CPCS-LA's authorizing school district, Acton Agua Dulce, in 19-20 was 52.1%. The stability rate for the Los Angeles Unified school district in 19-20 was 91.3% and statewide stability rates were 92% and 92.3% in 20-21. This data has not been published and is not yet available for the 21-22 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

CPCS recruits and retains highly qualified teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching. 100% of our teachers of record are highly qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms. CPCS is partnering with the San Diego County Office of Education (SDCOE) to participate in their Educator Effectiveness and Evaluation (E3) Academy to improve the staff evaluation process and better align it to the professional standards, the school's mission and vision, and individual staff professional development needs. CPCS will utilize Educator Effectiveness Block Grants to improve the access that teachers have to professional development opportunities which will increase teacher effectiveness.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meets performance goals

CPCS meets the requirement of 100% assignment of teachers with 0% mis-assignments.

1:1 Goal setting meetings are held with each teacher 3 times per year. At the beginning of the year teachers identify trainings, conferences, webinars, or other related materials they identify that would support them in their professional growth goals. Ongoing professional development is available to all teachers and is related to their areas of interest and identified areas of need.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meets performance goals

CPCS teachers, counselors, administrators, and support staff are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program. Staff receive training on how to engage students through live meetings and share best practices with using email and phone. CPCS has a technological support department that can help troubleshoot common technological issues for staff and families.

Teachers have participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice workshops. CPCS developed a culture of ongoing collaboration and professional growth through monthly PLC meetings, staff meetings, and department meetings. Administrators are knowledgeable of the curriculum and state standards. The school collaborates with educational intermediaries to support teacher driven professional learning models. Rubrics in instructional coaching were reviewed during staff conferences to develop teacher knowledge of their individual content areas. CPCS staff participate in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meets performance goal

At CPCS, it is a priority that the staff have the opportunity to weigh in on school practices that impact student learning. Teachers participate monthly in Professional Learning Communities (PLCs) and regularly held staff meetings with administration. In collaboration with the Program Director and support staff, the LCFF Dashboard provided the data that was reviewed as identifying California Pacific Charter School as previously not meeting the 68% graduation rate. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects. Teachers with preliminary credentials participate in SDCOE teacher induction with a mentor provided by the school. Each administrator at the school supports a team of teachers serving as an instructional coach. Additionally, CPCS-SD participates with the San Diego County office of Education's E3 program to positively impact teacher effectiveness. Four instructional coaches have been added for the 22-23 school year. The instructional coaches are receiving ongoing training on coaching and peer mentoring, including SDCOE's Targeted Feedback 3-day training and are conducting classroom observations and holding meetings with the peers they are mentoring to review instructional strategies and support with SMART goal implementation.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meets performance goals

Teacher collaboration occurs during school retreats, staff meetings, department meetings, grade level team meetings, and professional learning committee meetings (PLCs) to discuss curriculum, instruction, and assessments. Also, teacher collaboration occurred through WASC groups to review school governance, curriculum, instruction, assessment and school climate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Odysseyware which are aligned to California Common Core state standards. Edgenuity and Odysseyware is content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. Proctored local assessments through NWEA MAPS are used to identify academic skill gaps for individual students. The diagnostic assessment results are used to support differentiated instruction for all student groups and to also provide an measure of student academic growth.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goals

CPCS offers a virtual, independent study program which adheres to the recommended instructional minutes for reading, language arts and Math. Students are encouraged to spend at least four hours a day engaging independently in educational activities. Students in primary grades are assigned 20 minutes of independent physical education and student in secondary grades are assigned 40 minutes of daily independent physical education. English Learners are provided with 20 minutes of English Language Development instruction daily. Students in K-8 have access to digital reading libraries and support curriculum for both ELA and Math through Edmentum. CPCS closely monitors student attendance, the amount of time spent on educational activities, and pace of course completion to evaluate student academic progress and achievement. Each learning period or approximately every 20 school days, teachers make an evaluation on time value of student work. Students who are off pace are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers and the school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

CPCS maintains and adheres to robust attendance and adequate progress policies and is in compliance with AB130 requirements for synchronous instruction opportunities at each grade level. Students who fail to abide by the school attendance policy are identified and required to attend a meeting to discuss the reasons for the missed attendance and how the school can support the student in attending. Students who repeatedly violate the school attendance policy participate in tiered reengagement strategies which include notifications of non-participation, notifications of truancy, attendance contracts, support meetings with homeroom teachers, teacher facilitators, counselors, and administrators. Repeat policy offenders can also receive welfare checks by the local police department, referrals to the Student Attendance Review Board (SARB) and or possible involuntary removal from the independent study program.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goals

The school's master schedule of synchronous instruction provides for built in guided work time at various grade levels, including a Virtual Learning Hub for both K-8 and high school programs. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan. The K-8 program has established a M.A.R.S. (Math and Reading Success) program to support the individual needs of students who have academic skill gaps. Students receive small group and 1:1 instruction with the K-8 intervention coordinator to work on individual goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets Performance Standards

The base curriculum used by CPCS is from Edgenuity and Odysseyware, is standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Edgenuity Middlebury ELD curriculum and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners. The Learning Management Systems (LMS) utilized by all students include monitoring student progress through progress and attendance reports. Additionally, Learning Management Systems provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Edgenuity and Accelerate are content and performance standards aligned and are mobile friendly. This enables students to access their coursework from a school issued device 24/7.

Middlebury and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Edgenuity and Accelerate program, utilized by all students includes monitoring student progress through reports and curriculum status. The curriculum is embedded with guided notes to support student learning. Additionally, all curriculum platforms provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed. K-8 students who test below grade level on the SBE approved NWEA diagnostic assessment participate in the M.A.R.S. (Math and Reading Success) program. Academic support teachers meet with students 1:1 and in small groups utilizing a support curriculum (currently Edmentum) to engage students in a personalized learning plan established to support academic gaps for each individual child.

CPC-LA added math Pathways in Middle School for the 22-23 school year to better support student skill gaps in Math. K-8 and high school students have access to additional academic support through the Virtual Learning Hub. The virtual learning hub is offered daily for all students and is staffed with qualified tutors who offer academic support.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meets performance goals

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to learning and credit recovery for these student groups and supporting them in their academic achievement.

Evidence-based educational practices to raise student achievement

Meets performance goals

Evidence Based interventions were identified through a collaborative effort among the Program Directors, Support Staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the CSI plan. Through a collaborative effort, the Program Directors and teachers identified and shared best practices that teachers identified as yielding positive results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

The What Works Clearinghouse (WWC), U.S. Department of Education, was a resource for evidence-based recommendations for, “Preventing Dropout in Secondary Schools.”

Recommendation 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Focusing on improvements in monitoring at-risk students to identify early warning indicators, we selected having an administrative professional whose duties include the maintenance of student records, grades, and transfer information. To ensure that students are on track to graduation and college readiness, having a designated person to monitor students by analyzing student data, identifying students who are struggling in their courses, missing school, and showing early signs of falling off track, allows us an opportunity to intervene with individualized interventions to get students back on track.

California Pacific Charter School closely analyzes student performance data collected from a variety of sources. CPCS identifies patterns in areas of need, according to subject area and grade level. The team researches appropriate interventions to best provide instructional support and progress monitoring in the areas of need. These interventions are assigned to the different levels of support outlined by the MTSS guidelines provided by the state. Tier 1 provides schoolwide support, such as extra support embedded in core curriculum. Tier 2 provides additional support to a smaller group of students that shows a greater gap in achievement. These interventions may include extra learning subscriptions and more frequent monitoring of student progress. Tier 3 focuses on individual students that need intense intervention to reach grade-level standards. Typically, these students are supported through the Student Success Team (SST) process. Through the SST individual goals are set and progress is monitored closely through follow-up meetings every 6-10 weeks, depending on the level of support needed.

The What Works Clearinghouse (WWC), U.S. Department of Education, Recommendation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success. “Check & Connect,” model to promote students’ engagement with school, reduce dropout, and increase high school graduation requirement completion is an evidence-based intervention identified to monitor and evaluate students’ levels of academic performance and provide targeted interventions for struggling students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goals

CPCS parents and students sign a Master Agreement that outlines CPCS's parent choice, virtual independent study program and explains the opportunities that parents and students have to engage in CPSC program(s), outlines the ways in which parents will be responsible for supporting their children's learning. CPCS maintains a Parent and Family Engagement Policy. CPCS conducts outreach to parents and family members when implementing programs, activities, and procedures. Programs, activities, and procedures are planned and implemented with meaningful consultation with parents and students. CPCS provides the coordination, technical assistance, and other support necessary to assist family involvement activities. CPCS holds a virtual Back to School Night as well as School Site Council meetings (SSC serves as the school's Parent Advisory Committee) to foster parent involvement and to solicit input on development of all of the school plans, including the School Plan for Student Achievement (SPSA), and the Local Control and Accountability Plan (LCAP). Family engagement and parent communication is important to CPCS staff, teachers, and administrators. CPCS uses parent square to deliver important school communications as well as delivers a monthly newsletter. Two way communication is available through phone calls, texts, email, and regular mail. Parents receive frequent updates on their child's progress and achievement and parent teaches conferences are held at least once per semester, however, parents are always invited to attend their child's weekly homeroom support meeting with the homeroom teacher. CPCS has launched Parent University for the 2022-23 school year in an effort to provide parents with more resources to support their children in various areas and on various topics. Parents completed a survey to indicate areas of interest for receiving information through Parent University.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goals

CPCS seeks parent input and assesses our level of education partner engagement through participation in LCAP surveys, parent meetings, and participation in teacher and parent meetings. To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Zoom meetings are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. Education Partners are invited to join the school site council meetings (SSC serves as the school's Parent Advisory Committee) to provide input as well as monthly board meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. CSI funds provide counselors and homeroom teachers who identify and support students who are credit deficient and not on track to graduate with their four year cohort. ELO funds provide additional instructional aides for student in special education. ESSER III funds provide classroom materials, technology, connectivity, enrichment classes, and a high school engagement coordinator to support student attendance, staying on pace in courses and academic support.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to supporting these students groups in academic and social and emotional learning.

Presence Learning software platform in order to conduct valid virtual academic, psychoeducational, and related services assessments for special populations.

Laptops, chrome books, document cameras and hotspots for staff and students as needed to support continuity of instruction.

A counselor and 2 teachers are dedicated to the 12th grade class to support on time graduation and to improve graduation rate.

A 9th grade intervention teacher is dedicated to provide strategies and club 60 to support students entering high school to stay on track to support the school's goals to increase graduation rate.

Two K-8 academic support teachers to increase and improve support for student academic growth and achievement, particularly for low-income students.

Designated ELD coordinator to improve services and support for English Learners.

Academic tutors that support students daily in the Virtual Learning Hub.

School psychologist interns, Purpose Prep social and emotional learning curriculum and Care Solace referral program to connect families with community resources related to mental health.

Subscriptions to intervention and support programs and materials to increase and improve services including SORA digital library, Edmentum, Reading Eggs, and Middlebury ELD Curriculum.

Fiscal support (EPC)

Comprehensive Support and Improvement

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's CSI status were held in February 2021 and October 2022.

Input meetings with staff and parents to review data and develop strategies were held March 2021 and October 2022.

Meetings with Board of Directors to notify them of the school's SWP status were held by the Director in April 2021 and November 2022.

School Board Meeting to review the school's data and plans was held in May 2021, October 2022, and November 2022.

Support with the alignment of the LCAP was provided by the Special Project's Coordinator twice per month from February-May of 2021 and one meeting in August 2022.

Meetings with staff and parents, including a school site council meeting, was held in February 2021 and October 2022.

School plan Input meetings with staff and parents to review data and develop strategies were held March 2021 and October 2022.

Virtual staff meeting and staff development in August 2022. Professional Learning communities (PLCs) were held October 3, 2022.

Back to School Night was held in September 2022, school initiatives were shared and parents completed a survey with opportunities for input.

Stakeholders were presented with a comprehensive review of school data at the October 11, 2022 Board Meeting. The board members provided input.

Virtual staff meeting to review School Plan for Student Achievement was held on October 24, 2022.

Virtual School Site Council Meeting (Parent Advisory Committee) held to review and approve School Plan for Student Achievement (SPSA) on October 26, 2022.

The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on November 8, 2022.

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners regarding the specific actions. Being that CPCS only offers a virtual program, internet access is required for participation in our parent choice virtual Charter School program. All Students are provided with a school issued chromebook and students that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the resources available to all students revealed there are no resource inequities for any student group. The Comprehensive Support and Improvement planning process included the review of the California Pacific Charter School budget and the funds available to provide resources for our ALL students and Socioeconomically Disadvantaged students as indicated in the above evidence-based intervention plan. We did not find resource inequities that would inhibit our use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.31%	0.3%	0.28%	1	1	1
African American	7.36%	7.4%	8.54%	24	24	31
Asian	2.15%	1.5%	2.75%	7	5	10
Filipino	0.61%	1.9%	0.83%	2	6	3
Hispanic/Latino	48.47%	50.0%	48.76%	158	162	177
Pacific Islander	0%	0.3%	%	0	1	
White	32.52%	29.9%	28.10%	106	97	102
Multiple/No Response	7.36%	7.4%	7.16%	24	24	26
	Total Enrollment			326	324	363

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	2	3	21
Grade 1	4	6	13
Grade 2	6	6	15
Grade3	4	12	10
Grade 4	5	8	18
Grade 5	5	12	12
Grade 6	14	10	29
Grade 7	19	23	23
Grade 8	30	22	26
Grade 9	23	41	25
Grade 10	39	44	38
Grade 11	61	51	53
Grade 12	114	86	80
Total Enrollment	326	324	363

Conclusions based on this data:

1. CPC-LA saw an increase in enrollment during 20-21. This is potentially due to families that were looking for a more favorable online alternative to distance learning at that time. Enrollment for 22-23 started lower than in previous years. This could be due to students returning to in-person school programs.
2. CPCS-LA is a school with diverse learners. White and Hispanic student groups comprise just under 60% of enrolled students, CPC-LA enrolls approximately 9% African American students and 3% Asian students.
3. The majority of CPC-LA's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. This is why improving the school's graduation rate graduation rate and college and career readiness is a concentrated school initiative.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	18	9	17	5.5%	2.80%	4.7%
Fluent English Proficient (FEP)	48	53	41	14.7%	16.40%	11.3%
Reclassified Fluent English Proficient (RFEP)	2	1		11.1%	0.30%	

Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-LA makes a concentrated effort to provide supports and services to the EL population and their families and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 22-23 SY. The number of EL students is not high enough to require an ELAC for the 22-23 SY, however support will continue for families whose first language is a language other than English.
3. CPC-LA continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29	12		27	10		27	10		93.1	83.3	
Grade 4	44	8		42	6		42	6		95.5	75.0	
Grade 5	39	11		37	10		37	10		94.9	90.9	
Grade 6	50	10		46	7		46	7		92	70.0	
Grade 7	53	26		50	22		50	22		94.3	84.6	
Grade 8	57	23		52	19		52	19		91.2	82.6	
Grade 11	58	64		46	57		46	57		79.3	89.1	
All Grades	330	154		300	131		300	131		90.9	85.1	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2409.	*		22.22	*		18.52	*		18.52	*		40.74	*	
Grade 4	2462.	*		23.81	*		26.19	*		21.43	*		28.57	*	
Grade 5	2490.	*		18.92	*		35.14	*		13.51	*		32.43	*	
Grade 6	2510.	*		21.74	*		19.57	*		17.39	*		41.30	*	
Grade 7	2516.	2502.		14.00	13.64		22.00	22.73		14.00	18.18		50.00	45.45	
Grade 8	2561.	2527.		15.38	5.26		34.62	36.84		26.92	21.05		23.08	36.84	
Grade 11	2568.	2593.		19.57	21.05		30.43	43.86		19.57	14.04		30.43	21.05	
All Grades	N/A	N/A	N/A	19.00	16.03		27.00	32.06		19.00	22.14		35.00	29.77	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.33	*		37.04	*		29.63	*	
Grade 4	26.19	*		52.38	*		21.43	*	
Grade 5	35.14	*		32.43	*		32.43	*	
Grade 6	26.09	*		32.61	*		41.30	*	
Grade 7	24.00	*		38.00	*		38.00	*	
Grade 8	30.77	*		48.08	*		21.15	*	
Grade 11	28.26	33.33		34.78	45.61		36.96	21.05	
All Grades	28.67	21.37		39.67	54.96		31.67	23.66	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.11	*		51.85	*		37.04	*	
Grade 4	9.52	*		64.29	*		26.19	*	
Grade 5	18.92	*		40.54	*		40.54	*	
Grade 6	21.74	*		41.30	*		36.96	*	
Grade 7	16.00	*		40.00	*		44.00	*	
Grade 8	17.31	*		51.92	*		30.77	*	
Grade 11	23.91	22.81		41.30	59.65		34.78	17.54	
All Grades	17.33	16.79		47.00	55.73		35.67	27.48	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.52	*		70.37	*		11.11	*	
Grade 4	21.43	*		61.90	*		16.67	*	
Grade 5	18.92	*		56.76	*		24.32	*	
Grade 6	19.57	*		54.35	*		26.09	*	
Grade 7	14.00	*		60.00	*		26.00	*	
Grade 8	19.23	*		65.38	*		15.38	*	
Grade 11	21.74	8.77		58.70	82.46		19.57	8.77	
All Grades	19.00	9.92		60.67	75.57		20.33	14.50	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.52	*		44.44	*		37.04	*	
Grade 4	19.05	*		59.52	*		21.43	*	
Grade 5	27.03	*		40.54	*		32.43	*	
Grade 6	26.09	*		45.65	*		28.26	*	
Grade 7	22.00	*		40.00	*		38.00	*	
Grade 8	25.00	*		46.15	*		28.85	*	
Grade 11	28.26	24.56		43.48	63.16		28.26	12.28	
All Grades	24.00	19.08		45.67	64.89		30.33	16.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CPC-LA met the goal of having a 2022 participation rate of over 95%.
2. Student academic performance in the are of ELA continues to be an area of growth. CPC-LA will use internal assessment to continue to support student academic achievement. CPC-LA anticipates that 35% of students met or exceeded the standard in ELA in 2022.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to supprt all students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29	12		28	10		28	10		96.6	83.3	
Grade 4	44	8		42	6		42	6		95.5	75.0	
Grade 5	39	11		38	10		38	10		97.4	90.9	
Grade 6	50	10		46	7		46	7		92	70.0	
Grade 7	53	26		50	22		49	22		94.3	84.6	
Grade 8	57	23		52	19		52	19		91.2	82.6	
Grade 11	58	64		47	57		47	57		81	89.1	
All Grades	330	154		303	131		302	131		91.8	85.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2409.	*		17.86	*		10.71	*		25.00	*		46.43	*	
Grade 4	2449.	*		11.90	*		19.05	*		42.86	*		26.19	*	
Grade 5	2478.	*		21.05	*		15.79	*		15.79	*		47.37	*	
Grade 6	2489.	*		21.74	*		10.87	*		17.39	*		50.00	*	
Grade 7	2490.	2499.		12.24	9.09		8.16	18.18		32.65	22.73		46.94	50.00	
Grade 8	2510.	2461.		13.46	0.00		7.69	5.26		28.85	31.58		50.00	63.16	
Grade 11	2509.	2515.		0.00	7.02		10.64	3.51		25.53	28.07		63.83	61.40	
All Grades	N/A	N/A	N/A	13.58	7.63		11.59	9.16		27.15	28.24		47.68	54.96	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.22	*		29.63	*		48.15	*	
Grade 4	16.67	*		38.10	*		45.24	*	
Grade 5	29.73	*		16.22	*		54.05	*	
Grade 6	23.91	*		15.22	*		60.87	*	
Grade 7	12.24	*		24.49	*		63.27	*	
Grade 8	11.54	*		32.69	*		55.77	*	
Grade 11	6.38	3.51		23.40	36.84		70.21	59.65	
All Grades	16.67	6.87		25.67	41.22		57.67	51.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.22	*		44.44	*		33.33	*	
Grade 4	16.67	*		42.86	*		40.48	*	
Grade 5	18.42	*		34.21	*		47.37	*	
Grade 6	21.74	*		30.43	*		47.83	*	
Grade 7	10.20	*		40.82	*		48.98	*	
Grade 8	15.38	*		48.08	*		36.54	*	
Grade 11	4.26	7.02		53.19	59.65		42.55	33.33	
All Grades	14.95	9.16		42.19	54.20		42.86	36.64	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.52	*		25.93	*		55.56	*	
Grade 4	11.90	*		47.62	*		40.48	*	
Grade 5	21.62	*		43.24	*		35.14	*	
Grade 6	28.26	*		30.43	*		41.30	*	
Grade 7	10.20	*		46.94	*		42.86	*	
Grade 8	11.54	*		42.31	*		46.15	*	
Grade 11	4.26	8.77		55.32	61.40		40.43	29.82	
All Grades	14.67	10.69		42.67	54.96		42.67	34.35	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, CPC-LA met the goal of 95% participation rate.
2. Student academic performance in Math continues to be an area of growth. CPC-LA anticipates that 21% of students met or exceeded the standard in Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		5	*	
All Grades										31	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	16.13	*		41.94	*		32.26	*		9.68	*		31	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	35.48	*		38.71	*		12.90	*		12.90	*		31	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	9.68	*		32.26	*		41.94	*		16.13	*		31	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	19.35	*		54.84	*		25.81	*		31	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	51.61	*		35.48	*		12.90	*		31	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	12.90	*		51.61	*		35.48	*		31	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	12.90	*		70.97	*		16.13	*		31	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CPC-LA is awaiting data to be released for 21-22.
2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
3. CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
324	57.1	2.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	2.8
Foster Youth		
Homeless	3	0.9
Socioeconomically Disadvantaged	185	57.1
Students with Disabilities	46	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	7.4
American Indian or Alaska Native	1	0.3
Asian	5	1.5
Filipino	6	1.9
Hispanic	162	50.0
Two or More Races	24	7.4
Native Hawaiian or Pacific Islander	1	0.3
White	97	29.9

Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training at the beginning of the 22-23 SY so that our school can continue to support and serve students in this group. CPCS is

prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students.







2. School administration, teachers, staff, the special education program director, case managers, school counselors, school psychologist, and related services providers are dedicated to the ongoing support of student with disabilities. Through the IEP process, our teams are working diligently to be in compliance with all special education timelines, accommodations and services. CPCS has mobilized resources to use Presence Learning as a platform for virtual special education assessments during the COVID-19 pandemic. CPC-LA had a 17.2% population of students with disabilities in the 2021-22 SY and in 22-23 this student group population is 20.2%
3. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to connect, and providing academic support for increased student achievement. CPCS has launched a Math and Reading Success (M.A.R.S.) program in an effort to close the achievement gap for these at promise youth. Our K-8 intervention teacher will be working with socioeconomically disadvantaged students in 1:1 settings and small group settings to identify specific skill gaps for individual students and engage in goal setting and progress monitoring.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Graduation Rate</p>  <p>Red</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	
<p>College/Career</p>  <p>Orange</p>		

Conclusions based on this data:

1. CPC-LA is awaiting the availability of dashboard data for the 21-22 school year. Graduation rates are projected to have increased from prior years. .
2. CPC-LA is awaiting the availability of dashboard data for the 21-22 school year. chronic Absenteeism rates are anticipated to have decreased from prior years. however, the school continues to identify chronic absenteeism as an area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area. CPC-LA meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPC-LA acknowledges the need for growth in the areas of College and Career readiness and Academic Performance. School goals, established programs, and allocation of resources demonstrate CPC-LA's commitment for ongoing improvement in these areas.

School and Student Performance Data

Academic Performance English Language Arts

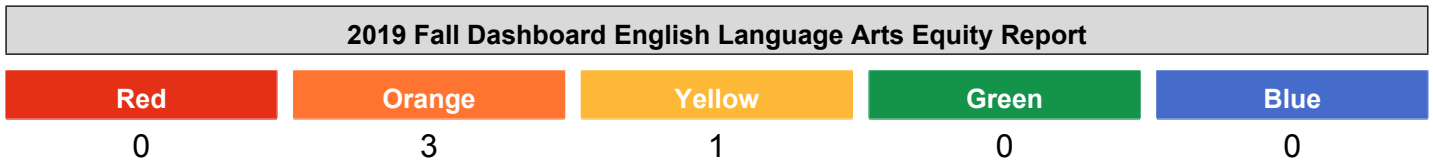
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 8 points below standard Declined -3.8 points 223	<p>English Learners</p> No Performance Color 63.7 points below standard Declined Significantly -38.4 points 11	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 33.5 points below standard Declined -8.2 points 85	<p>Students with Disabilities</p> Orange 62 points below standard Declined Significantly -17.4 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>49.8 points above standard</p> <p>Increased Significantly ++16 points 27</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Hispanic</p>  <p>Yellow</p> <p>27.1 points below standard</p> <p>Increased ++5.1 points</p> <p>81</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>46 points above standard</p> <p>Increased Significantly ++13 points 26</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>White</p>  <p>Orange</p> <p>16.1 points below standard</p> <p>Declined Significantly -23.1 points</p> <p>70</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Reclassified English Learners</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>English Only</p> <p>4.5 points below standard</p> <p>Maintained -0.1 points</p> <p>198</p>

Conclusions based on this data:

- English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. This student group experienced a decline from the previous year and is an identified area of need that will be addressed through the K-8 and high school ELD programs and "rock the test" school initiatives.
- Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. This at promise group experienced a decline from the previous year and is an identified area of need that will be addressed through our K-8 Math and Reading Success (M.A.R.S.) intervention program.
- Students with disabilities are performing below the standard at a higher rate as compared to their grade level peers. This student group experienced a decline from the previous year and is an identified area of need that will be address through the IEP and SELPA targeted review process and with members of our special education department and with related service providers.

School and Student Performance Data

Academic Performance Mathematics

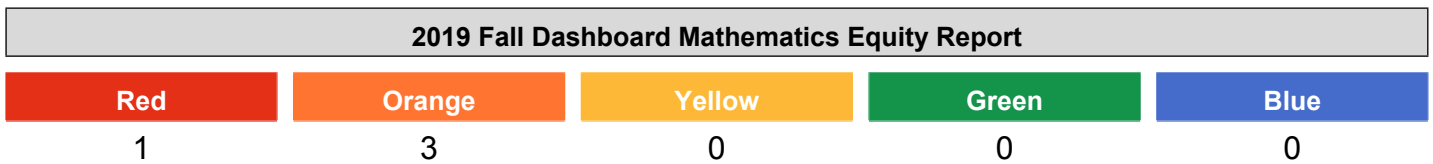
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 59.3 points below standard Declined Significantly -17.8 points 225	<p>English Learners</p> No Performance Color 77.2 points below standard Declined Significantly -53.3 points 11	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 92.2 points below standard Declined -14.1 points 85	<p>Students with Disabilities</p> Red 118.5 points below standard Declined Significantly -25.1 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 No Performance Color 31.7 points above standard Increased ++5 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 90.5 points below standard Declined Significantly -15.5 points 81	 No Performance Color 16.1 points below standard Maintained -0.6 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 63.2 points below standard Declined Significantly -27.8 points 72

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 2	56.1 points below standard Declined -14 points 200

Conclusions based on this data:

1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of student to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee subgroups.
2. The all students group is performing 59.3 points below the standard and experienced a 17.8 point decline from the pervious year. Socioeconomically disadvantaged students are performing below the standard at a rate higher than their grade level peers and experienced a 14.1 point decline over the previous year. This is an identified area of need and will be addressed through the M.A.R.S. academic intervention program, YUP tutoring, individual student tutoring by highly qualified teachers, a comprehensive high school General Math course with individualized learning plans for each student, and PLC sub committees to innovate interventions and monitor student progress.
3. Students with disabilities are performing below the standard at a higher rate compared to their grade level peers. This group experienced a 25 point decline over the previous year and is an identified area of need that will be address through the IEP process, SELPA targeted review process, and with members of our special education department and with related service providers.

School and Student Performance Data

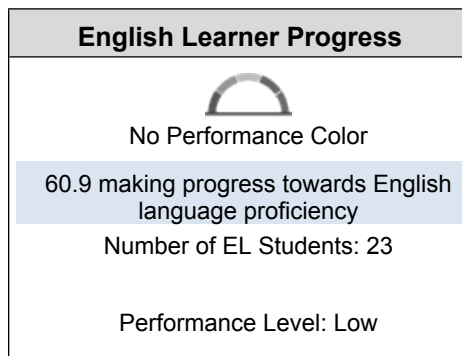
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.6	30.4	13.0	47.8

Conclusions based on this data:

- 91.2% of English Learners maintained or made progress towards English language proficiency.
- 8.6% of English Learners decreased one level towards English language proficiency. This will be addressed in the school's comprehensive ELD program and students will receive targeted support in the areas of listening, speaking, reading, and writing to ensure that all English Learners are making progress toward English language proficiency.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	85	100
African American	8	9.4
American Indian or Alaska Native	1	1.2
Asian	3	3.5
Filipino	1	1.2
Hispanic	35	41.2
Native Hawaiian or Pacific Islander		
White	27	31.8
Two or More Races	8	9.4
English Learners	5	5.9
Socioeconomically Disadvantaged	59	69.4
Students with Disabilities	12	14.1
Foster Youth	2	2.4
Homeless	2	2.4

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	2.1
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	2.9
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	16	18.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	6	17.1
Native Hawaiian or Pacific Islander		
White	4	14.8
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	9	15.3
Students with Disabilities	1	8.3
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	4	4.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	2.9
Native Hawaiian or Pacific Islander		
White	1	3.7
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	3.4
Students with Disabilities	2	16.7
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	1.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	3.7
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Although CPCS has maintained in this area, the school is in the orange performance area. It is an identified area of need for growth. We have made efforts to grow and expand our CTE Pathways and have encouraged students to participate in the pathways. We have an increased number of student participating in CTE pathways in the 22-23SY.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

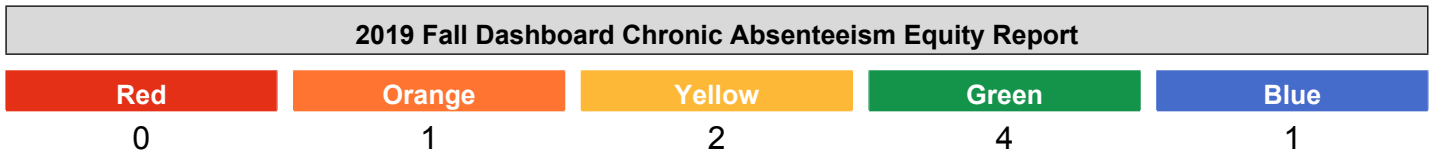
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2</p> <p>Increased +1</p> <p>1382</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -2.9</p> <p>30</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.4</p> <p>Increased Significantly +3.6</p> <p>314</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>3.4</p> <p>Increased +2.7</p> <p>119</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American  Green 5.1 Declined -4.9 39	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Green 1.4 Increased +1.4 144	Filipino  No Performance Color 3.8 Increased +3.8 26
Hispanic  Green 2.3 Increased +0.9 470	Two or More Races  Yellow 2.9 Increased +2.1 170	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 1.3 Increased +0.9 531

Conclusions based on this data:

1. CPC-LA anticipates that chronic absenteeism will be an identified area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area.
2. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	85	62	12	72.9
English Learners	5		0	
Foster Youth	2		1	
Homeless	2		1	
Socioeconomically Disadvantaged	59	41	11	69.5
Students with Disabilities	12	7	2	58.3
African American	8		1	
American Indian or Alaska Native	1		0	
Asian	3		1	
Filipino	1		0	
Hispanic	35	25	3	71.4
Native Hawaiian or Pacific Islander				
White	27	18	4	66.7
Two or More Races	8		2	

Conclusions based on this data:

1. CPC-LA has previously been identified for CSI based on the all student graduation rate below 68%. We attribute this to having a historically transient high school population (stability rate of 70%) and also enrolling students in grades 11 and 12 who were significantly credit deficient and not able to graduate on time with their 4 year graduation cohort. CPC-LA had a graduation rate of 73% in the 20-21 SY and 82% in 21-22.
2. At promise socioeconomically disadvantaged youth experienced a 5.6 point gain and are graduating at a slightly higher rate compared to their grade level peers.
3. CPCS has allocated resources and made program changes in the areas of counselor and homeroom support in an effort to affect change in this area, as it an identified area of growth and a focused school initiative to make improvements in this area.

School and Student Performance Data

Conditions & Climate Suspension Rate

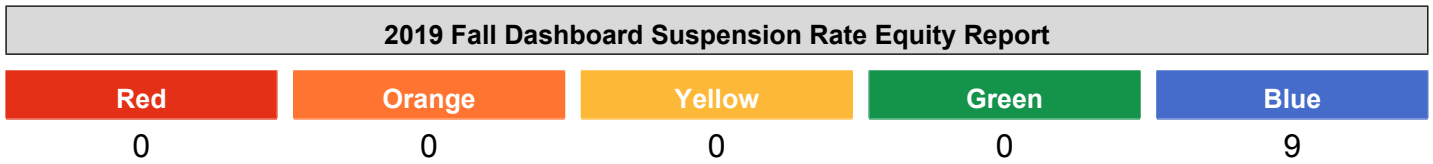
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>1796</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>47</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>496</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>171</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p>African American</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>71</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>3</p>	<p>Asian</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>165</p>	<p>Filipino</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>31</p>
<p>Hispanic</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>648</p>	<p>Two or More Races</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>210</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>	<p>White</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>667</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	0

Conclusions based on this data:

1. CPCS is in the blue performance color for having no suspensions. Being that CPC-LA offers a virtual, independent study, program, there are less opportunities for students to engage in infractions that lead to suspensions. We do occasionally address discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP Goal 1: We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, and other unduplicated student groups and students with disabilities.

LCAP 1.1: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

LCAP 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP 1.3: All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

LCAP 1.4: Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

LCAP 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics for example: Teaching students with disabilities, ELD progress, SDAIE strategies, Literacy at Home, Common Core.

LCP Action: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCP Action: The base curriculum used by CPCS is from Edgenuity, Odysseyware, and Florida Virtual. Edgenuity and Odysseyware is content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer- based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity and Odysseyware computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement.

Goal 1

Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

Identified Need

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality curriculum and instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. Being that CPCS only offers a virtual, independent study program, internet access is required for participation in our parent choice virtual Charter School program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	47% of students met or exceeded the standard in the 20-21SY.	35% of students will meet or exceed the standard.
CAASPP Math	19% of students met or exceeded the standard in the 20-21SY.	21% of students will meet or exceed the standard.
Percent Participation in internal diagnostic assessment	95% student participation	95% student participation
Growth Metrics on internal diagnostic assessment	<p>21-22 Baseline: FALL All Students: 54.15% met or exceed the standard in Math; SPRING All Students: 48.58% met or exceed the standard in Math.</p> <p>21-22 Baseline: FALL All Students: 61.57% met or exceed the standard in Reading; SPRING All Students: 53.84% met or exceed the standard in Reading.</p>	60% of students will meet or exceed the standard in both Math and ELA. Students will see growth from Fall to Spring.
Course Completion Rates	89.77% of students are completing courses at or above mastery in Math. 92.85% of students completing courses at or above mastery in ELA.	92% of students will complete courses at or above mastery in Math. 95% of students will complete courses at or above mastery in ELA.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Evidence based interventions:
 CSI: Multi-Tiered System of Supports (MTSS): Integrated data system where staff collaborates to collect data that includes progress monitoring, teacher observations, and aligning supports and resources to support student success/graduation.
 MTSS: "Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements," CDE MTSS.
 CSI: Provide intensive, individualized support, "Preventing Dropout in Secondary Schools," What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional

Assistance.

LCP: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCAP 2.2: Response to Intervention for students scoring two or more years below grade level per internal diagnostic assessment. eric.ed.gov, Evaluation of Response to Intervention Practices, 2015.

LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.

LCP Action: K - 8 Intervention teacher to increase and improve student academic growth.

Hire Academic Tutors to support academic growth in a Virtual Learning Hub. Tutors are continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.

eric.ed.gov, Online Individualized Tutor for Improving Mathematics Learning: A Cognitive Diagnostic Model Approach, 2019.

LCP Action: Subscriptions to intervention and support programs and materials to increase and improve services to all students and support for English Learners.

WASC: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,460.00	Other 5000-5999: Services And Other Operating Expenditures Presence Learning Software
4,038.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Parsec Education-Data Science Dashboard and Analysis
90,123.12	Title I

	1000-1999: Certificated Personnel Salaries (2) K-8 Intervention Teachers
9,237.00	Other 4000-4999: Books And Supplies Subscriptions to intervention and support programs and materials to increase and improve services to all students including SORA digital library, Edmentum Reading Eggs, and Middlebury ELD Curriculum.
1,157.00	LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The base curriculum used by CPCS is from Edgenuity, Odysseyware, and Florida Virtual. School curriculum and diagnostic tools are standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer- based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity and Odysseyware (Edmentum) computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement. Families who advise the school that they do not have access to technological devices are loaned a device (laptop/Chromebook) and low income households that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. CPCS ensures that all students have access to technological devices and connectivity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
70,761.00	LCFF 4000-4999: Books And Supplies Edgenuity Curriculum (Grades 6-12)
66,107.26	LCFF 4000-4999: Books And Supplies Accelerate Curriculum (Grades TK-5)
17,149.35	LCFF 2000-2999: Classified Personnel Salaries Lead Tutor for Virtual Learning Hub

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP was administered virtually in the 20-21 SY and 21-22SY and achieved a participation rate that exceeded 95%. CPC-LA was on par with state averages for CASSPP in the 20-21 SY. A local assessment committee was assembled to adopt a local assessment that is on the SBE's approved list of verifiable data. NWEA MAPS was adopted and implemented for the 21-22 school year and administered in Fall of 2022. Because of the switch to the new local assessment that will be a more accurate predictor of performance in state assessments, the 21-22 data will serve as a baseline for local assessment. Fall 2021 yielded a participation rate of over 95% in the local assessment. For CPC-LA, 21-22 Baseline: FALL All Students: 54.15% met or exceed the standard in Math; SPRING All Students: 48.58% met or exceed the standard in Math. 21-22 Baseline: FALL All Students: 61.57% met or exceed the standard in Reading; SPRING All Students: 53.84% met or exceed the standard in Reading. Overall completion rates for grades K-6 in Fall 2020 were 88.47% which was a 14.4% increase from Fall 2019. Completion rates for Middle school were 78.56% which was a 6.14% increase from Fall 2019, and completion rates for high school traditional and credit recovery programs were 88.51%, which was, on average, a 7.2% increase from Fall 2019.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional strategies implemented the 21-22 school year included the adoption of NWEA MAPS as the local assessment, proctored local assessments in all required participation grades, the addition of virtual learning hubs and the hiring of academic tutors, the summer bridge accelerated learning program, the addition of a K-8 intervention teacher, and the expansion of HS course elective options. These interventions will be continued in the 22-23 school year. The middle school program adopted Math Pathways and will be participating in MS Aspire Network with SDCOE to work on increasing engagement and academic performance for students in Middle School. For the 22-23 school year, the K-5 program adopted a new curriculum called Accelerate and grades 6-12 will use Edgenuity. Additionally, for the 22-23 school year, CPC-LA has appointed a lead tutor to run the Virtual Learning Hub online tutoring program which meets daily from 12:30-3:30pm. These additions can be found in planned strategies/Goal 1, Activity 1 in the SPSA, as well as in the school's Expanded Learning Opportunities grant plan, the LCAP, and the ESSER III expenditure plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Promote High Attendance & Positive School Climate

LEA/LCAP Goal

LCAP Goal 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP Goal 2.1: Focus on school climate and student engagement and increase our average daily attendance by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level.

LCP Action: Laptops, chrome books, document cameras, and hotspots for staff and students as needed to support continuity of instruction.

Goal 2

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success (What Works Clearinghouse (WWC), NCEE 2017-4028 U.S. Department of Education, What Works Clearinghouse (WWC), NCEE 2017-4028 U.S. Department of Education.

Identified Need

Monitor student attendance and progress to ensure academic success and positive school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	Staff, students, and parents give CPCS a 98% approval rating in the areas of opportunities for participation in the school program and overall satisfaction with the school program. 97.8% of school stakeholders believe that CPCS has a positive school climate.	Maintain or increase stakeholder satisfaction with over all satisfaction with CPCS programs and perception that CPCS has a positive school climate.
Chronic Absenteeism Rate	Chronic absenteeism decreased from 36% in 19-20 to 24.3% in 20-21.	20% or under for end of school year 22-23.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students).

Monitor student attendance weekly and academic progress each learning period. Send parent and student truancy and progress notifications. Hire a HS engagement coordinator to assist with holding meetings to determine root cause of students not attending school and set goals to ensure students can attend regularly and make adequate academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

70,950.40

LCFF

1000-1999: Certificated Personnel Salaries
Assistant Director of High School Engagement

47,337.00

LCFF

1000-1999: Certificated Personnel Salaries
Assistant Director of K-8

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

53,867.00

Other

4000-4999: Books And Supplies

	Technological devices and connectivity: laptops, Chrome books, hotspots and Kajeet services
37,355.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures IT Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder perception surveys continue to indicate high overall satisfaction rates for the school. Additionally, CPC-LA decreased it's chronic absenteeism rate from 36% in 19-20 to 24.3% in 20-21, meeting the goal. The goal will be continued. An additional decrease is expected for the 21-22 SY.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no change to the goal or to the metrics. Goal 2, Strategy 1 will be changed to add a HS engagement coordinator to support the attendance and engagement of HS students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Community Engagement

LEA/LCAP Goal

- 3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).
- 3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)
- 3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)
- 3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)
- 3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

Identified Need

Mobility of Students (Grades 9-12)
CPCS has a continual influx of students throughout the school year, due to rolling enrollment. Due to the credit recovery high school program at CPCS Online, students are constantly enrolling to make up credits, having been unsuccessful in school elsewhere. These students also withdraw at a higher rate than the average population, to return to traditional school (after making up credits), due to continued attendance or academic progress issues. Online school is often the choice of the family to meet the needs of the students for a defined amount of time before returning back into the traditional, local school system.

Student Social Emotional Support (All Students)
Students in a virtual, online environment may have less opportunities to engage with grade level peers. CPCS provides opportunities such as synchronous learning activities, and virtual clubs, field trips, and events, to promote a positive school culture and student engagement.

Stakeholder Participation and Feedback
CPCS will continue a School Site Council to serve as the Parent advisory Committee and ELAC as a means of increasing family and community engagement. CPCS will add an ELD coordinator. (Grades K-8)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council/ ELAC	groups established in 20-21 and held meetings for stakeholder feedback in 21-22	4 meetings held throughout the school year in 22-23
Stakeholder Perception Survey	97.8% of school stakeholders state that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community.	Maintain or slightly increase percentage of stakeholder perception on annual LCAP survey.
RFEP Rate for English Learners	33% of EL students Reclassified as Fluent English Proficient in 20-21. TBD for 21-22 SY	35% of students will Reclassify as Fluent English proficient

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors and school psychologist: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors and school psychologist provide counseling programs in three domains: academic, career, and personal/social emotional. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction.

“Effective counseling programs are important to the school climate and a crucial element in improving student achievement,” cde.ca.gov. eric.ed.gov, Systems for Documenting Student Experiences and Outcomes, 2017.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
91,753.00	LCFF 1000-1999: Certificated Personnel Salaries School Counselors

57,153.00

LCFF
1000-1999: Certificated Personnel Salaries
School Psychologist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools’ sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)
LCP Action: Homeroom teachers dedicated to supporting the academic success and social emotional needs of students.
LCP Action: 9th grade homeroom intervention teacher to support students who are at risk of completing expected coursework and meeting expected graduation requirements.
LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.
LCP Action: ELD Coordinator to improve services and support for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,560.00

LCFF
5000-5999: Services And Other Operating Expenditures
Parent Square- Stakeholder communication platform

58,080.67

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
9th grade homeroom teacher

1,373.00	LCFF 1000-1999: Certificated Personnel Salaries K-8 ELD Coordinator
6,406.98	LCFF 4000-4999: Books And Supplies Zoom and Adobe online classroom subscriptions

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CPCS was able to successfully establish a School Site Council in the 20-21 and an ELAC. SSC meetings serve as the school's Parent Advisory committee and were held in the 21-22 SY. Stakeholder surveys continue to show that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community. The RFEP rate for ELs in 20-21 was 33%, Goal #3 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to goal 3 metrics. Goal 3, strategy/activity 1 will be updated to include CPCS's partnership with Care Solace for mental health and wrap around services to support families' needs, as well as Purpose Prep Social and emotional learning curriculum with be provided through Edgenuity to support the social and emotional learning (SEL) needs of students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness and Graduation Rate

LEA/LCAP Goal

LCAP 4.1: Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals as measured by the California School Dashboard and accountability system; and, increase Career Technical Education opportunities and connect high school/young adults to community resources and agencies. (WASC)
 LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.
 LCAP 4.3: Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.
 WASC Goal 2 task: Implement targeted interventions, monitor student progress, refer students that are struggling to RTI, SST, or IEP teams.
 LCP: Support students who are at risk of graduating with their 4 year cohort.

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education courses and other indicators that prepare students for college and careers after high school.

Identified Need

Increase College and Career Prepared students.
 “Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.
 Mobility of Students
 At California Pacific Charter School's (CPCS) online school is often the choice for families to meet the needs of their students for a defined amount of time before returning back into the traditional local school system. As a result, due to rolling enrollment, CPCS has a continual influx of students throughout the school year. Additionally, having been unsuccessful in school elsewhere, the credit recovery high school program at CPCS Online results in the ongoing enrollment of students to make up credits. These students also withdraw at a higher rate than the average population, to return to their traditional school (after making up credits), due to continued attendance issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	73% 4 year graduation rate in 20-21	82% 4 year graduation rate in 21-22
Percentage of High School Students College/Career Prepared	12.5% prepared	17% prepared

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	96% of stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness.	Increase stakeholder perception that the school provides support and opportunities for high school students in the area of college and career readiness to 98%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Grade 12

Strategy/Activity

Through the addition of a counselor and 2 home room teachers dedicated to the current 12th grade class, track, progress monitor, and hold meetings to ensure students stay on pace and graduate on time.
 CSI: Provide intensive, individualized support, “Preventing Dropout in Secondary Schools,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
55,962.33	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries 12th grade counselor
103,137.33	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries (2) 12th grade Homeroom teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Grades 9-12

Strategy/Activity

Encourage student enrollment in Advanced Placement courses, CTE Pathways, and dual enrollment community college courses. Track, and monitor student progress in courses to ensure successful completion. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college

and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
68,012.80	Other 1000-1999: Certificated Personnel Salaries Intake counselor (A-G Grant) (CTEIG)
12,745.00	LCFF 1000-1999: Certificated Personnel Salaries CTE teacher
3,437.00	LCFF 4000-4999: Books And Supplies APEX Subscription for Advanced Placement Courses

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder surveys continue to demonstrate that stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness. CPC-LA increased their graduation rate to 82%, meeting the goal. College and career readiness dropped 7.7%. Goal 4 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A high school engagement was hired to support the engagement of HS students. This strategy was added to the SPSA in goal 2. CPC-SD added the position of intake counselor to work with HS students to develop an individual 4-year path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment,

Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment in an effort to increase college and career readiness percentages.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$81,265.00
Total Federal Funds Provided to the School from the LEA for CSI	\$177,547.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$934,163.24

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$217,180.33
Title I	\$90,123.12

Subtotal of additional federal funds included for this school: \$307,303.45

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$489,282.99
Other	\$137,576.80

Subtotal of state or local funds included for this school: \$626,859.79

Total of federal, state, and/or local funds for this school: \$934,163.24

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	217,180.33
LCFF	489,282.99
Other	137,576.80
Title I	90,123.12

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	657,784.65
2000-2999: Classified Personnel Salaries	17,149.35
4000-4999: Books And Supplies	209,816.24
5000-5999: Services And Other Operating Expenditures	8,020.00
5800: Professional/Consulting Services And Operating Expenditures	41,393.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	217,180.33
1000-1999: Certificated Personnel Salaries	LCFF	282,468.40
2000-2999: Classified Personnel Salaries	LCFF	17,149.35
4000-4999: Books And Supplies	LCFF	146,712.24

5000-5999: Services And Other Operating Expenditures	LCFF	1,560.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	41,393.00
1000-1999: Certificated Personnel Salaries	Other	68,012.80
4000-4999: Books And Supplies	Other	63,104.00
5000-5999: Services And Other Operating Expenditures	Other	6,460.00
1000-1999: Certificated Personnel Salaries	Title I	90,123.12

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	265,032.73
Goal 2	209,509.40
Goal 3	216,326.65
Goal 4	243,294.46

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Lori Frank	Classroom Teacher
Katherine Johnson	Classroom Teacher
Caryn Masters	Classroom Teacher
Alexis Morfin	Other School Staff
Jeniffer Gomez	Parent or Community Member
Daniel Barth	Parent or Community Member
Janet Hernandez	Parent or Community Member
Ariell Pacheco	Secondary Student
Ashlynn Ortegon	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 26, 2022.

Attested:



Principal, Ericka Zemmer on October 26, 2022



SSC Chairperson, Alexis Morfin on October 26, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter- Sonoma	49-70722-039048	October 26, 2022	November 8, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

California Pacific Charter- Sonoma has a population of students who are 58.1% socioeconomically disadvantaged. The school plan describes a schoolwide program that includes the actions, services, and strategies that are aligned to the LCAP and WASC and designed to increase support and services for all students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

California Pacific Charter Schools offers a robust academic program in a virtual, independent study model of teaching and learning. Our stakeholders are accustomed to using technological devices to access teaching and learning activities remotely, or from home, as it is the way the Charter School performs its "normal" operations. Teachers, administrators, staff and students work and access all aspects of the school remotely via synchronous and asynchronous meetings and communications. California Pacific Charter School students learn with the flexibility of online courses and curriculum. California Pacific Charter School - Sonoma School Plan is aligned with the Local Control and Accountability Plan goals and actions that are focused on providing students with support to graduate from high school: Goal 1: Increasing Student Academic Achievement; Goal 2: Promote High Attendance & Positive School Climate; Goal 3: Increase Family Community Engagement; Goal 4: Ensure Students are on Track to Graduate.

Evaluating the effectiveness of the school plan will be an ongoing process that includes weekly teacher monitoring of student work, course completion; moreover, the LCAP input survey and LCAP annual review of the goal and action steps/services that focus on ensuring students are on-track to graduate from high school are reviewed annually. In collaboration with the school staff and parents, the input is analyzed and the plan is reviewed.

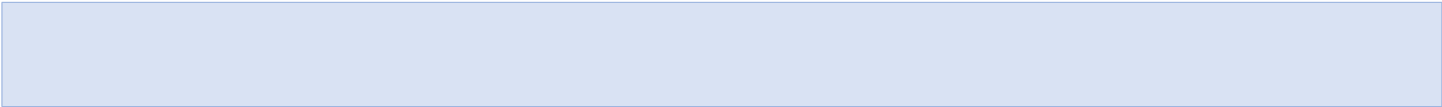


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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on the responses of the LCAP Input Survey:

Our LCAP Input Survey results indicated that 99.3% of our stakeholders agree that our charter provides a Safe Environment for Learning, 96.23% feel Connected to School, Valued and Respected, 99.79% feel engaged with opportunities for input and 98% have Overall Satisfaction with the California Pacific Charter School - Sonoma program. To continue the growth of our high connectedness percentage rates, our LCAP Goal 3 focuses on establishing connections and partnerships with families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. We believe that effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making.

Meaning: Overall strength in the satisfaction with the California Pacific Charter School -Sonoma.

Use: Continue staff collaboration on research-based strategies to invite and encourage student and parent participation in input opportunities to build partnerships; and, identify research-based strategies to continue the growth of the positive school climate of this school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CPCS is a non-classroom based charter school. CPCS teachers offer highly engaging synchronous live session classes each day of the week in course content areas. Informal classroom walkthroughs and observations are conducted monthly. Administrators observe that teachers appropriately design lessons aligned with the California Content Standards and introduce the essential question or standard at the beginning of the class. Teachers provide a variety of instruction techniques and methodologies that are pedagogically appropriate to engage all students in learning. Teachers use academic vocabulary and provide a range of activities at varying depths of knowledge. Teachers offer formative assessment through the lesson to check for student understanding and provide clarification where needed. Teachers differentiate lessons to meet the needs of all learners, including English Learners, and students who need accommodations through a 504 plan or IEP. Students engage in the lesson by using a camera, a microphone, typing in to the chat box, or using virtual classroom tools such as white boards, polls, or breakout rooms. Students participate in direct instruction, collaborative activities and independent practice in the online classroom. Teachers use a variety of formative and summative assessments such as writing activities, comprehension checks, quizzes, projects, and tests to measure student learning and at varying depths of knowledge. Teachers aim to incorporate activities that grow students along the continuum of the Student Learning Outcomes of being Creative and Complex Thinkers, Effective Communicators, Community and Global Participants, and Empowered and independent Learners as well as align to the school's mission and vision of CalPac CARES, creating community, accessibility, rigor, engagement, and support into all of their lessons. Live session courses are recorded and made available in order to provide students with a resource to review the lesson or to access the lesson due to an absence.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meets performance goals

California Pacific Charter- Sonoma was not in service 2018-19 and there were no 2019-20 state assessments; therefore, there are no California School Dashboard data available for this school. However, we recognize the importance of monitoring student progress and identifying struggling students so that we can provide support and interventions to support student achievement and to keep students on-track to graduation.

Local assessments

Students take diagnostic assessments in NWEA (MAPS) at the beginning of each school year and throughout to assess understanding. Students identified as having learning gaps via prescriptive testing are provided with targeted support and monitoring to address the identified skills gaps. Teachers continue to grade, give feedback, and support students virtually throughout the week as they regularly do in CPCS's virtual independent study program and independent home study program. In an effort to effectively use state and local assessments to modify instruction and improve student achievement, CPSC makes data an ongoing cycle of instructional improvement and teaches teachers, staff, and students to examine their own data and set learning goals. CPCS establishes a clear vision for schoolwide data use, provides support which fosters a data driven culture within the school, and maintains and schoolwide data system through use of the student information system and Parsec Education Program data dashboards. In 20-21 CPC-SO adopted SBE approved NWEA MAPS as the local assessment for the 21-22 school year. 21-22 local assessment data will serve as the new baseline.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meets performance goals

To identify the areas that need to be addressed to support student progress school wide goals are addressed through the monthly collection and analysis of various data by teachers. The Board of Directors meet monthly to be brought up to speed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. The Executive Director, governing board and the CEO then work with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs. CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions and tutoring by credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration. Based on our enrollment and needs of our at-risk students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

CPCS recruits and retains highly qualified teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching. 100% of our teachers of record are highly qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms. CPCS is partnering with the San Diego County Office of Education (SDCOE) to participate in their Educator Effectiveness and Evaluation (E3) Academy to improve the staff evaluation process and better align it to the professional standards, the school's mission and vision, and individual staff professional development needs. CPCS will utilize Educator Effectiveness Block Grants to improve the access that teachers have to professional development opportunities which will increase teacher effectiveness.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meets performance goals

CPCS meets the requirement of 100% assignment of teachers with 0% mis-assignments.

1:1 Goal setting meetings are held with each teacher 3 times per year. At the beginning of the year teachers identify trainings, conferences, webinars, or other related materials they identify that would support them in their professional growth goals. Ongoing professional development is available to all teachers and is related to their areas of interest and identified areas of need.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meets performance goals

CPCS teachers, counselors, administrators, and support staff are highly-qualified and receive ongoing training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program. Staff receive training on how to engage students through live meetings and share best practices with using email and phone. CPCS has a technological support department that can help troubleshoot common technological issues for staff and families.

Teachers have participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice workshops. CPCS developed a culture of ongoing collaboration and professional growth through monthly PLC meetings, staff meetings, and department meetings. Administrators are knowledgeable of the curriculum and state standards. The school collaborates with educational intermediaries to support teacher driven professional learning models. Rubrics in instructional coaching were reviewed during staff conferences to develop teacher knowledge of their individual content areas. CPCS staff participate in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meets performance goal

At CPCS, it is a priority that the staff have the opportunity to weigh in on school practices that impact student learning. Teachers participate monthly in Professional Learning Communities (PLCs) and regularly held staff meetings with administration. In collaboration with the Program Director and support staff, the LCFF Dashboard provided the data that was reviewed as identifying California Pacific Charter School as previously not meeting the 68% graduation rate. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects. Teachers with preliminary credentials participate in SDCOE teacher induction with a mentor provided by the school. Each administrator at the school supports a team of teachers serving as an instructional coach. Additionally, CPC-SO participates with the San Diego County Office of Education's E3 program to positively impact teacher effectiveness. Four instructional coaches have been added for the 22-23 school year. The instructional coaches are receiving ongoing training on coaching and peer mentoring, including SDCOE's Targeted Feedback 3-day training and are conducting classroom observations and holding meetings with the peers they are mentoring to review instructional strategies and support with SMART goal implementation.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meets performance goals

Teacher collaboration occurs during staff meetings, department meetings, grade level team meetings, and professional learning committee meetings (PLCs) to discuss curriculum, instruction, and assessments. Also, teacher collaboration occurred through WASC groups to review school governance, curriculum, instruction, assessment and school climate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Odysseyware which are aligned to California Common Core state standards. Edgenuity and Odysseyware is content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. Proctored local assessments through NWEA MAPS are used to identify academic skill gaps for individual students. The diagnostic assessment results are used to support differentiated instruction for all student groups and to also provide an measure of student academic growth.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goals

CPCS offers a virtual, independent study program which adheres to the recommended instructional minutes for reading, language arts and Math. Students are encouraged to spend at least four hours a day engaging independently in educational activities. Students in primary grades are assigned 20 minutes of independent physical education and student in secondary grades are assigned 40 minutes of daily independent physical education. English Learners are provided with 20 minutes of English Language Development instruction daily. Students in K-8 have access to digital reading libraries and support curriculum for both ELA and Math through Edmentum. CPCS closely monitors student attendance, the amount of time spent on educational activities, and pace of course completion to evaluate student academic progress and achievement. Each learning period or approximately every 20 school days, teachers make an evaluation on time value of student work. Students who are off pace are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers and the school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

CPCS maintains and adheres to robust attendance and adequate progress policies and is in compliance with AB130 requirements for synchronous instruction opportunities at each grade level. Students who fail to abide by the school attendance policy are identified and required to attend a meeting to discuss the reasons for the missed attendance and how the school can support the student in attending. Students who repeatedly violate the school attendance policy participate in tiered reengagement strategies which include notifications of non-participation, notifications of truancy, attendance contracts, support meetings with homeroom teachers, teacher facilitators, counselors, and administrators. Repeat policy offenders can also receive welfare checks by the local police department, referrals to the Student Attendance Review Board (SARB) and or possible involuntary removal from the independent study program.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goals

The school's master schedule of synchronous instruction provides for built in guided work time at various grade levels, including a Virtual Learning Hub for both K-8 and high school programs. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan. The K-8 program has established a M.A.R.S. (Math and Reading Success) program to support the individual needs of students who have academic skill gaps. Students receive small group and 1:1 instruction with the K-8 intervention coordinator to work on individual goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets Performance Standards

The base curriculum used by CPCS is from Edgenuity and Odysseyware, is standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Edgenuity Middlebury ELD curriculum and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners. The Learning Management Systems (LMS) utilized by all students include monitoring student progress through progress and attendance reports. Additionally, Learning Management Systems provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goals

The virtual curriculum used by CPCS is standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Middlebury and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Edgenuity and Odysseyware program, utilized by all students includes monitoring student progress through reports and curriculum status. The curriculum is embedded with guided notes to support student learning. Additionally, all curriculum platforms provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed. K-8 students who test below grade level on the SBE approved NWEA diagnostic assessment participate in the M.A.R.S. (Math and Reading Success) program. Academic support teachers meet with students 1:1 and in small groups utilizing a support curriculum (currently Edmentum) to engage students in a personalized learning plan established to support academic gaps for each individual child.

The high school general math class and Algebra 1 math lab are utilize Edmentum support curriculum and are designed to deliver individualized learning plans to address skill gaps and meet the needs of individual students. K-8 and high school students have access to additional academic support through the Virtual Learning Hub. The virtual learning hub is offered daily for all students and is staffed with qualified tutors who offer academic support.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meets performance goals

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to learning and credit recovery for these student groups and supporting them in their academic achievement.

Evidence-based educational practices to raise student achievement

Meets performance goals

Evidence Based interventions were identified through a collaborative effort among the Program Directors, Support Staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the SPSA. Through a collaborative effort, the Program Directors and teachers identified and shared best practices that teachers identified as yielding positive results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

The What Works Clearinghouse (WWC), U.S. Department of Education, was a resource for evidence-based recommendations for, “Preventing Dropout in Secondary Schools.”

Recommendation 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Focusing on improvements in monitoring at-risk students to identify early warning indicators, we selected having an administrative professional whose duties include the maintenance of student records, grades, and transfer information. To ensure that students are on track to graduation and college readiness, having a designated person to monitor students by analyzing student data, identifying students who are struggling in their courses, missing school, and showing early signs of falling off track, allows us an opportunity to intervene with individualized interventions to get students back on track.

California Pacific Charter School closely analyzes student performance data collected from a variety of sources. CPCS identifies patterns in areas of need, according to subject area and grade level. The team researches appropriate interventions to best provide instructional support and progress monitoring in the areas of need. These interventions are assigned to the different levels of support outlined by the MTSS guidelines provided by the state. Tier 1 provides schoolwide support, such as extra support embedded in core curriculum. Tier 2 provides additional support to a smaller group of students that shows a greater gap in achievement. These interventions may include extra learning subscriptions and more frequent monitoring of student progress. Tier 3 focuses on individual students that need intense intervention to reach grade-level standards. Typically, these students are supported through the Student Success Team (SST) process. Through the SST individual goals are set and progress is monitored closely through follow-up meetings every 6-10 weeks, depending on the level of support needed.

The What Works Clearinghouse (WWC), U.S. Department of Education, Recommendation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success. “Check & Connect,” model to promote students’ engagement with school, reduce dropout, and increase high school graduation requirement completion is an evidence-based intervention identified to monitor and evaluate students’ levels of academic performance and provide targeted interventions for struggling students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goals

CPCS parents and students sign a Master Agreement that outlines CPCS's parent choice, virtual independent study program and explains the opportunities that parents and students have to engage in CPSC program(s), outlines the ways in which parents will be responsible for supporting their children's learning. CPCS maintains a Parent and Family Engagement Policy. CPCS conducts outreach to parents and family members when implementing programs, activities, and procedures. Programs, activities, and procedures are planned and implemented with meaningful consultation with parents and students. CPCS provides the coordination, technical assistance, and other support necessary to assist family involvement activities. CPCS holds a virtual Back to School Night as well as School Site Council meetings (SSC serves as the school's Parent Advisory Committee) to foster parent involvement and to solicit input on development of all of the school plans, including the School Plan for Student Achievement (SPSA), and the Local Control and Accountability Plan (LCAP). Family engagement and parent communication is important to CPCS staff, teachers, and administrators. CPCS uses parent square to deliver important school communications as well as delivers a monthly newsletter. Two way communication is available through phone calls, texts, email, and regular mail. Parents receive frequent updates on their child's progress and achievement and parent teaches conferences are held at least once per semester, however, parents are always invited to attend their child's weekly homeroom support meeting with the homeroom teacher. CPCS has launched Parent University for the 2022-23 school year in an effort to provide parents with more resources to support their children in various areas and on various topics. Parents completed a survey to indicate areas of interest for receiving information through Parent University.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goals

CPCS seeks parent input and assesses our level of education partner engagement through participation in LCAP surveys, parent meetings, and participation in teacher and parent meetings. To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Zoom meetings are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. Education Partners are invited to join the school site council meetings (SSC serves as the school's Parent Advisory Committee) to provide input as well as monthly board meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. ELO funds provide additional instructional aides for student in special education. ESSER III funds provide classroom materials, technology, connectivity, enrichment classes, and a high school engagement coordinator to support student attendance, staying on pace in courses and academic support.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to supporting these students groups in academic and social and emotional learning.

Presence Learning software platform in order to conduct valid virtual academic, psychoeducational, and related services assessments for special populations.

Laptops, chrome books, document cameras and hotspots for staff and students as needed to support continuity of instruction.

A counselor and 2 teachers are dedicated to the 12th grade class to support on time graduation and to improve graduation rate.

A 9th grade intervention teacher is dedicated to provide strategies and club 60 to support students entering high school to stay on track to support the school's goals to increase graduation rate.

Two K-8 academic support teachers to increase and improve support for student academic growth and achievement, particularly for low-income students.

Designated ELD coordinator to improve services and support for English Learners.

Academic tutors that support students daily in the Virtual Learning Hub.

School psychologist interns, Purpose Prep social and emotional learning curriculum and Care Solace referral program to connect families with community resources related to mental health.

Subscriptions to intervention and support programs and materials to increase and improve services including SORA digital library, Edmentum, Reading Eggs, and Middlebury ELD Curriculum.

Fiscal support (EPC)

CPC-Sonoma Federal Addendum in Review for Title I

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's CSI status were held in February 2021 and October 2022.

Input meetings with staff and parents to review data and develop strategies were held March 2021 and October 2022.

Meetings with Board of Directors to notify them of the school's SWP status were held by the Director in April 2021 and November 2022.

School Board Meeting to review the school's data and plans was held in May 2021, October 2022, and November 2022.

Support with the alignment of the LCAP was provided by the Special Project's Coordinator twice per month from February-May of 2021 and one meeting in August 2022.

Meetings with staff and parents, including a school site council meeting, was held in February 2021 and October 2022.

School plan Input meetings with staff and parents to review data and develop strategies were held March 2021 and October 2022.

Virtual staff meeting and staff development in August 2022. Professional Learning communities (PLCs) were held October 3, 2022.

Back to School Night was held in September 2022, school initiatives were shared and parents completed a survey with opportunities for input.

Stakeholders were presented with a comprehensive review of school data at the October 11, 2022 Board Meeting. The board members provided input.

Virtual staff meeting to review School Plan for Student Achievement was held on October 24, 2022.

Virtual School Site Council Meeting (Parent Advisory Committee) held to review and approve School Plan for Student Achievement (SPSA) on October 26, 2022.

The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on November 8, 2022.

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners regarding the specific actions. Being that CPCS only offers a virtual program, internet access is required for participation in our parent choice virtual Charter School program. All Students are provided with a school issued chromebook and students that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the resources available to all students revealed there are no resource inequities for any student group. The school plan planning process included the review of the CPCS school budget and the funds available to provide resources for our ALL students and Socioeconomically Disadvantaged students as indicated in the above evidence-based intervention plan. We did not find resource inequities that would inhibit our use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	0.58%	0		1
African American	8.43%	9.7%	7.51%	15	21	13
Asian	1.12%	1.4%	1.16%	2	3	2
Filipino	1.69%	0.5%	1.73%	3	1	3
Hispanic/Latino	21.91%	21.8%	32.95%	39	47	57
Pacific Islander	0%	%	%	0		
White	59.55%	55.1%	42.77%	106	119	74
Multiple/No Response	6.74%	8.8%	10.98%	12	19	19
	Total Enrollment			178	216	173

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	5	11	8
Grade 1	3	8	13
Grade 2	8	7	6
Grade3	8	14	11
Grade 4	12	14	11
Grade 5	14	13	13
Grade 6	12	13	13
Grade 7	24	15	11
Grade 8	19	28	15
Grade 9	14	24	13
Grade 10	9	14	18
Grade 11	26	18	16
Grade 12	24	37	25
Total Enrollment	178	216	173

Conclusions based on this data:

1. The 19-20 school year was CPCS-Sonoma's first year of operation. Enrollment for CPCS-SO increased in the 20-21 SY. This is potentially due to families that were looking for a more favorable online alternative to distance

learning at that time. Enrollment for 22-23 started lower than in previous years. This could be due to students returning to in-person school programs.

2. CPCS-SO is a school with diverse learners. White and Hispanic student groups comprise approximately 75% of the enrollment, CPC-SO enrolls approximately 7.5% African American students and 1% Asian students.
3. The majority of CPC-SO's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. This is why the school's graduation rate and college and career readiness are targeted school initiatives.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	2	6	5	1.1%	2.80%	2.9%
Fluent English Proficient (FEP)	8	12	17	4.5%	5.60%	9.8%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. CPC-SO saw an increase in percentage of ELs from 19-20 to 20-21. CPC-SO makes a concentrated effort to provide supports and services to the EL population and their families and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 22-23 SY. The number of EL students is not high enough to require an ELAC for the 22-23 SY, however support will continue for families whose first language is a language other than English.
3. CPC-SO had an RFEP rate of 25% in 20-21. CPC-SO continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		10			9			9			90.0	
Grade 4		15			11			11			73.3	
Grade 5		14			13			13			92.9	
Grade 6		12			10			10			83.3	
Grade 7		15			11			11			73.3	
Grade 8		27			25			25			92.6	
Grade 11		17			15			15			88.2	
All Grades		110			94			94			85.5	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*			*			*	
Grade 4		2496.			36.36			36.36			18.18			9.09	
Grade 5		2483.			15.38			38.46			23.08			23.08	
Grade 6		*			*			*			*			*	
Grade 7		2599.			27.27			45.45			18.18			9.09	
Grade 8		2551.			20.00			32.00			16.00			32.00	
Grade 11		2541.			13.33			26.67			20.00			40.00	
All Grades	N/A	N/A	N/A		21.28			32.98			20.21			25.53	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		21.28			58.51			20.21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		18.09			48.94			32.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		10.64			75.53			13.83	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		21.28			57.45			21.28	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No dashboard for state testing was populated for the 20-21 SY, however, CPC-SO did virtually participate in CAASPP testing. The participation rate exceeded 95%. 54% of students met or exceeded the standard in ELA.
2. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		10			9			9			90.0	
Grade 4		15			11			11			73.3	
Grade 5		14			13			13			92.9	
Grade 6		12			10			10			83.3	
Grade 7		15			11			11			73.3	
Grade 8		27			25			25			92.6	
Grade 11		17			15			15			88.2	
All Grades		110			94			94			85.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*			*			*	
Grade 4		2466.			18.18			27.27			27.27			27.27	
Grade 5		2449.			15.38			15.38			23.08			46.15	
Grade 6		*			*			*			*			*	
Grade 7		2544.			27.27			18.18			18.18			36.36	
Grade 8		2518.			12.00			12.00			32.00			44.00	
Grade 11		2491.			0.00			6.67			13.33			80.00	
All Grades	N/A	N/A	N/A		10.64			19.15			24.47			45.74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		8.51			43.62			47.87	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		10.64			55.32			34.04	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
All Grades		9.57			62.77			27.66	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No dashboard for state testing was populated for the 20-21 SY, however, CPC-SO did virtually participate in CAASPP testing. The participation rate exceeded 95%. 30% of students met or exceeded the standard in Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades											*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*			*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*			*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*			*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*			*			*			*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CPC-SO did participate in the optional summative ELPAC assessment. CPCS-SO had a 50% RFEF rate in 20-21.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
216	48.6	2.8	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	2.8
Foster Youth	1	0.5
Homeless	14	6.5
Socioeconomically Disadvantaged	105	48.6
Students with Disabilities	24	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	9.7
American Indian or Alaska Native		
Asian	3	1.4
Filipino	1	0.5
Hispanic	47	21.8
Two or More Races	19	8.8
Native Hawaiian or Pacific Islander		
White	119	55.1

Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training at the beginning of the 22-23 SY so that our school can continue to support and serve students in this group. CPCS is

prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in an effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students. The percentage of socioeconomically disadvantaged student increased from 20-21 to 21-22 and is 58.1% for the 22-23 SY.

2. School administration, teachers, staff, the special education program director, case managers, school counselors, school psychologist, and related services providers are dedicated to the ongoing support of student with disabilities. Through the IEP process, our teams are working diligently to be in compliance with all special education timelines, accommodations and services. CPCS has mobilized resources to use Presence Learning as a platform for virtual special education assessments during the COVID-19 pandemic. CPCS-SO had a 10.9% population of students with disabilities in the 2021-22 SY and in 22-23 this student group population is 20.2%.
3. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to check and connect, and providing academic support for increased student achievement. CPCS has launched a Math and Reading Success (M.A.R.S.) program in an effort to close the achievement gap for these at promise youth. Our K-8 intervention teacher will be working with socioeconomically disadvantaged students in 1:1 settings and small group settings to identify specific skill gaps for individual students and engage in goal setting and progress monitoring.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. Ni dashboard data is available for the 19-20, 20-21, or 21-22 SY.
2. Internal reports provide data that CPC-SO can utilize to increase state assessment scores, chronic absenteeism, graduation rates, EL progress, and college and career indicators.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

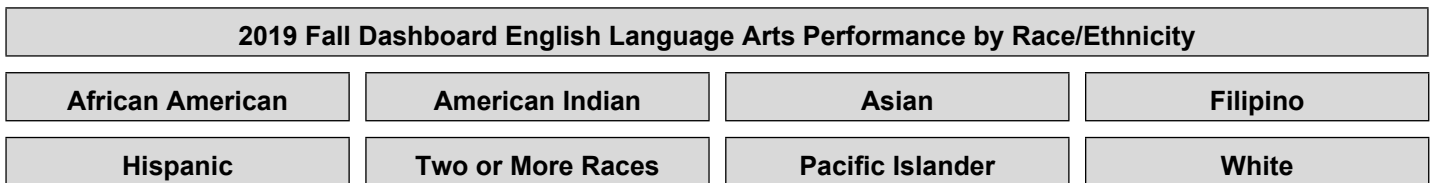
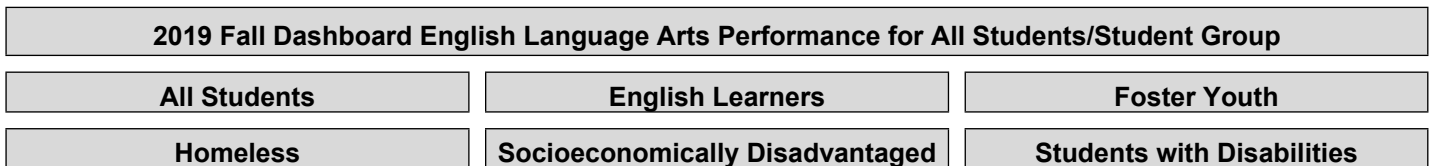
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

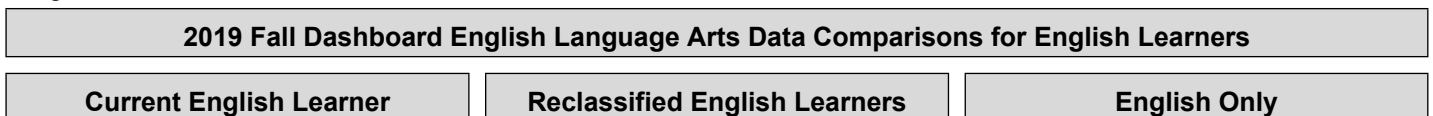
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

- No dashboard data available, however, CPC-SO did participate in CAASPP virtually in the 20-21 and 21-22SY. CPC-SO exceeded a 95% participation rate.
- 54% of students met or exceeded the standard in ELA in 20-21.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

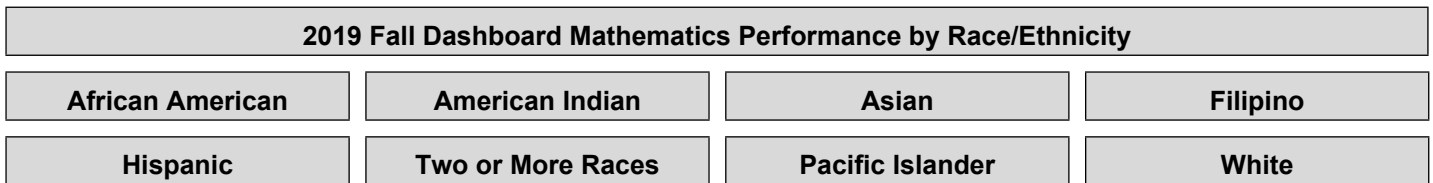
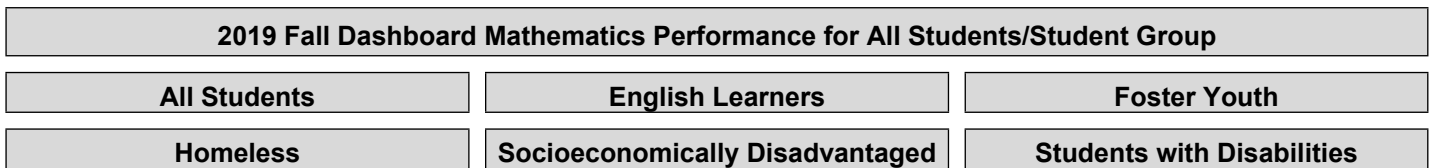
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

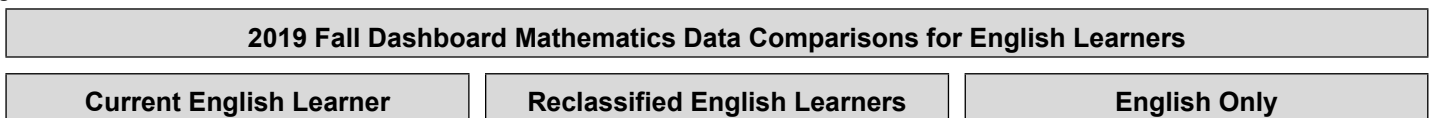
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

1. No dashboard data available, however, CPC-SO did participate in CAASPP virtually in the 20-21 and 21-22 SY. CPC-SO exceeded a 95% participation rate.
2. 30% of students met or exceeded the standard in Math in 20-21SY.

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

- No dashboard data available. However, CPC-SO did participate in the optional summative ELPAC assessment in 20-21. RFEP rate in 20-21 was 50%.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	26	100
African American	3	11.5
American Indian or Alaska Native		
Asian	1	3.8
Filipino		
Hispanic	6	23.1
Native Hawaiian or Pacific Islander		
White	15	57.7
Two or More Races		
English Learners	1	3.8
Socioeconomically Disadvantaged	14	53.8
Students with Disabilities	4	15.4
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	4.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	3	11.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	2	13.3
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	7.1
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	3	11.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	2	13.3
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	7.1
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. No dashboard data available. CPC-SO had less than 30 graduates in 20-21 which was statistically insignificant for the reports.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

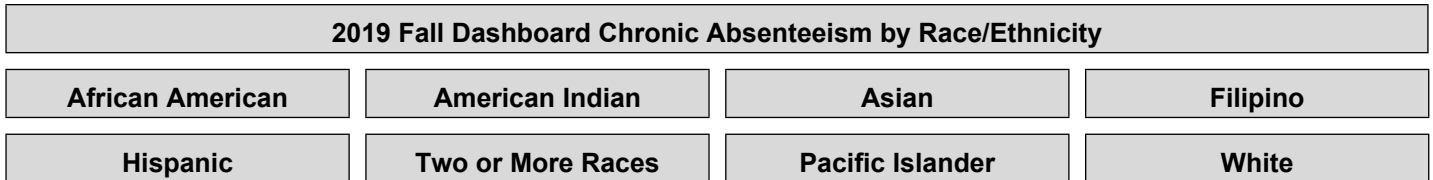
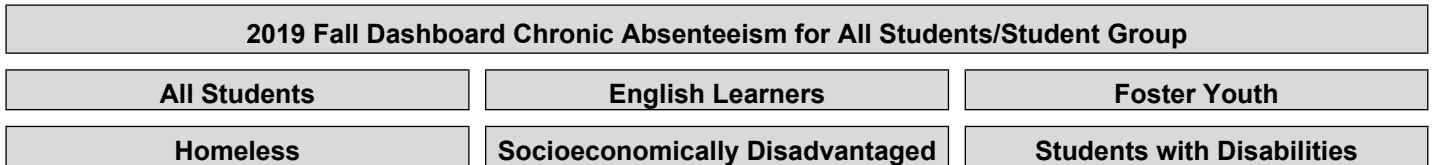
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- No dashboard data is available, however internal reports indicate that the chronic absenteeism rate for CPC-SO in 20-21 was 14.3% and increased to 25% for the 21-22SY.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	26	23	3	88.5
English Learners	1		0	
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	14	12	2	85.7
Students with Disabilities	4		1	
African American	3		1	
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	6		1	
Native Hawaiian or Pacific Islander				
White	15	15	1	100
Two or More Races				

Conclusions based on this data:

1. No dashboard data is available, however, reports indicate that CPC-SO had a graduation rate of 88.5% in 20-21.
2. The graduation rate for 21-22SY is anticipated to be 86.36%.

School and Student Performance Data

Conditions & Climate Suspension Rate

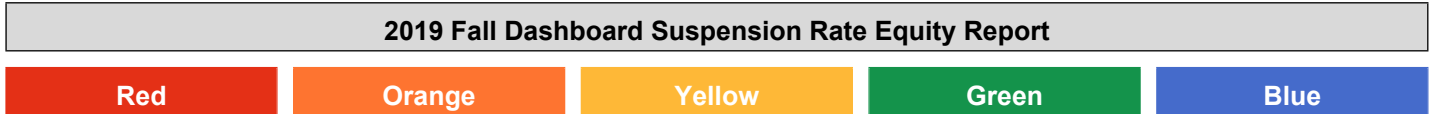
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

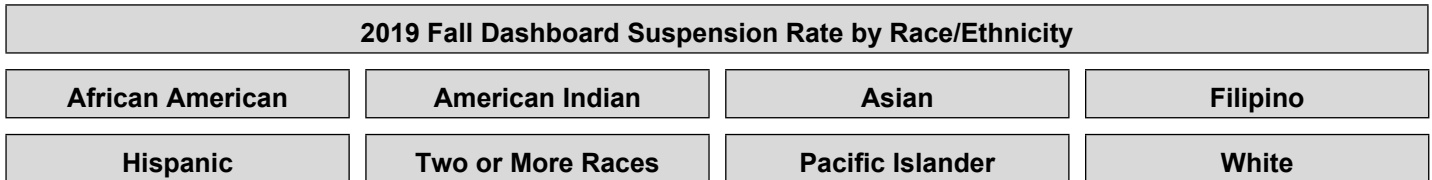
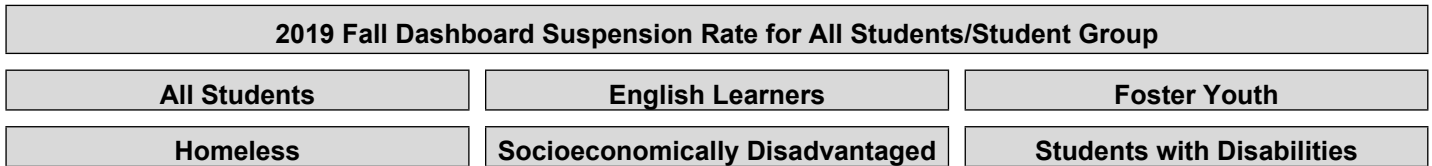
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



This section provides a view of the percentage of students who were suspended.



Conclusions based on this data:

- The suspension rate for CPC-SO in 20-21 and 21-22 was 0%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP 1.1: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

LCAP 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP 1.3: All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

LCAP 1.4: Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

LCAP 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics for example: Teaching students with disabilities, ELD progress, SDAIE strategies, Literacy at Home, Common Core.

LCP Action: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCP Action: The base curriculum used by CPCS is from Edgenuity and Odysseyware. Edgenuity and Odesseyware is content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer- based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity and Odesseyware computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement.

Goal 1

Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

Identified Need

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality curriculum and instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. Being that CPCS only offers a virtual, independent study program, internet access is required for participation in our parent choice virtual Charter School program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	54% of student met or exceeded the standard in ELA in 20-21.	55% of students will meet or exceed the standard in 21-22.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	30% of students met or exceeded the standard in Math in 20-21.	34% of students will meet or exceed the standard in 21-22.
Percent Participation in internal diagnostic assessments	Student participation is 95%	Student participation is 95%
Growth Metrics on internal diagnostic assessments	<p>21-22 Baseline: FALL All Students: 68.18% met or exceeded the standard in Math; SPRING All Students: 58.72% met or exceed the standard in Math.</p> <p>21-22 Baseline: FALL All Students: 79.08% met or exceeded the standard in Reading; SPRING All Students: 64.22% met or exceed the standard in Reading.</p>	70% of students will meet or exceeded the standard in both Math and ELA. Students will see growth from Fall to Spring.
Course Completion Rates	89.77% of students are completing courses at or above mastery in Math. 92.85% of students completing courses at or above mastery in ELA.	92% of students will complete courses at or above mastery in Math. 95% of students will complete courses at or above mastery in ELA.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evidence based interventions:
 CSI: Multi-Tiered System of Supports (MTSS): Integrated data system where staff collaborates to collect data that includes progress monitoring, teacher observations, and aligning supports and resources to support student success/graduation.
 MTSS: "Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements," CDE MTSS.
 CSI: Provide intensive, individualized support, "Preventing Dropout in Secondary Schools," What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.
 LCP: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.
 LCAP 2.2: Response to Intervention for students scoring two or more years below grade level per

internal diagnostic assessment. eric.ed.gov, Evaluation of Response to Intervention Practices, 2015.

LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.

LCP Action: K - 8 Intervention teacher to increase and improve student academic growth. Hire Academic Tutors to support academic growth in a Virtual Learning Hub. Tutors are continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.

eric.ed.gov, Online Individualized Tutor for Improving Mathematics Learning: A Cognitive Diagnostic Model Approach, 2019.

LCP Action: Subscriptions to intervention and support programs and materials to increase and improve services to all students and support for English Learners.

WASC: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,075.00	Other 5000-5999: Services And Other Operating Expenditures Presence Learning Software
2,547.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Parsec Education- Data Science Dashboard and Analysis
32,685.00	Title I 1000-1999: Certificated Personnel Salaries K-8 Intervention Teachers
4,781.00	Other 4000-4999: Books And Supplies

	Subscriptions to intervention and support programs and materials to increase and improve services to all students including SORA digital library, YUP tutoring, Edmentum Reading Eggs, and Middlebury ELD Curriculum.
370.00	LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The base curriculum used by CPCS is from Edgenuity, Odysseyware, and Florida Virtual. School curriculum and diagnostic tools are standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer-based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity and Odysseyware (Edmentum) computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement. Families who advise the school that they do not have access to technological devices are loaned a device (laptop/Chromebook) and low income households that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. CPCS ensures that all students have access to technological devices and connectivity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,129.00	LCFF 4000-4999: Books And Supplies Edgenuity Curriculum (Grades 6-12)
19,252.93	LCFF 4000-4999: Books And Supplies Accelerate Curriculum (Grades TK-5)
5,703.69	LCFF 2000-2999: Classified Personnel Salaries Lead Tutor for Virtual Learning Hub

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP was administered virtually in the 20-21 SY and 21-22 SY and achieved a participation rate that exceeded 95%. CPC-SO was on par with state averages for CASSPP in the 20-21 SY. A local assessment committee was assembled to adopt a local assessment that is on the SBE's approved list of verifiable data. NWEA MAPS was adopted and implemented for the 21-22 school year and administered in Fall of 2022. Because of the switch to the new local assessment that will be a more accurate predictor of performance in state assessments, the 21-22 data will serve as a baseline for local assessment. Fall 2021 yielded a participation rate of over 95% in the local assessment. For CPC-SO, 21-22 Baseline: FALL All Students: 68.18% met or exceeded the standard in Math; SPRING All Students: 58.72% met or exceeded the standard in Math. 21-22 Baseline: FALL All Students: 79.08% met or exceeded the standard in Reading; SPRING All Students: 64.22% met or exceeded the standard in Reading. Overall completion rates for grades K-6 in Fall 2020 were 88.47% which was a 14.4% increase from Fall 2019. Completion rates for Middle school were 78.56% which was a 6.14% increase from the previous year, and completion rates for high school traditional and credit recovery programs were 88.51%, which was, on average, a 7.2% increase from the previous year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional strategies implemented the 21-22 school year included the adoption of NWEA MAPS as the local assessment, proctored local assessments in all required participation grades, the addition of virtual learning hubs and the hiring of academic tutors, the summer bridge accelerated learning program, the addition of a K-8 intervention teacher, and the expansion of HS course elective options. these interventions will be continued in the 22-23 school year. The middle school program adopted Math Pathways and will be participating in MS Aspire Network with SDCOE to work on increasing engagement and academic performance for students in Middle School. For the 22-23

school year, the K-5 program adopted a new curriculum called Accelerate and grades 6-12 will use Edgenuity. Additionally, for the 22-23 school year, CPC-SO has appointed a lead tutor to run the Virtual Learning Hub online tutoring program which meets daily from 12:30-3:30pm. These additions can be found in planned strategies/Goal 1, Activity 1 in the SPSA, as well as in the school's Expanded Learning Opportunities grant plan, the LCAP, and the ESSER III expenditure plan..

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Promote High Attendance & Positive School Climate

LEA/LCAP Goal

LCAP Goal 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.
 LCAP Goal 2.1: Focus on school climate and student engagement and increase our average daily attendance by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level.
 LCP Action: Laptops, chrome books, document cameras, and hotspots for staff and students as needed to support continuity of instruction.

Goal 2

Provide intensive, individualized support to students who have fallen off track and face significant challenges to attendance and success, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>).

Identified Need

Monitor student attendance and progress to ensure academic success and positive school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	Staff, students, and parents give CPCS a 98% approval rating in the areas of opportunities for participation in the school program and overall satisfaction with the school program. 97.8% of school stakeholders believe that CPCS has a positive school climate.	Maintain or increase stakeholder satisfaction with over all satisfaction with CPCS programs and perception that CPCS has a positive school climate.
Chronic Absenteeism Rate	Chronic absenteeism increased from 19% in 19-20 to 14.3% in 20-21.	20% or under for end of school year 22-23.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on school climate and student engagement and increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students).
 Monitor student attendance weekly and academic progress each learning period. Send parent and student truancy and progress notifications. Hold meetings to determine root cause of students not attending school and set goals to ensure students can attend regularly and make adequate academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,597.31	LCFF 1000-1999: Certificated Personnel Salaries Assistant Director of High School Engagement
38,971.00	LCFF 1000-1999: Certificated Personnel Salaries Assistant Director of K-8

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47,624.00	Other 4000-4999: Books And Supplies Technological devices and connectivity: laptops, Chrome books, hotspots and Kajeet services
11,060.00	LCFF

5800: Professional/Consulting Services And
Operating Expenditures
IT Byus

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder perception surveys continue to indicate high overall satisfaction rates for the school. Additionally, CPC-SO had a chronic absenteeism rate 14.3% in 20-21. The goal will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no change to the goal or to the metrics. Goal 2, Strategy 1 will be changed to add a HS engagement coordinator to support the attendance and engagement of HS students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Community Engagement

LEA/LCAP Goal

- 3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).
- 3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)
- 3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)
- 3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)
- 3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

Identified Need

Mobility of Students (Grades 9-12)

CPCS has a continual influx of students throughout the school year, due to rolling enrollment. Due to the credit recovery high school program at CPCS Online, students are constantly enrolling to make up credits, having been unsuccessful in school elsewhere. These students also withdraw at a higher rate than the average population, to return to traditional school (after making up credits), due to continued attendance or academic progress issues. Online school is often the choice of the family to meet the needs of the students for a defined amount of time before returning back into the traditional, local school system.

Student Social Emotional Support (All Students)

Students in a virtual, online environment may have less opportunities to engage with grade level peers. CPCS provides opportunities such as synchronous learning activities, and virtual clubs, field trips, and events, to promote a positive school culture and student engagement.

Stakeholder Participation and Feedback

CPCS will continue a School Site Council to serve as the Parent advisory Committee and ELAC as a means of increasing family and community engagement. CPCS will add an ELD coordinator. (Grades K-8)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council/ Parent Advisory Committee	groups established in 20-21 and held meetings for stakeholder feedback in 21-22	4 meetings held throughout the school year in 22-23
Stakeholder Perception Survey	97.8% of school stakeholders state that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community.	Maintain or slightly increase percentage of stakeholder perception on annual LCAP survey.
RFEP Rate for English Learners	RFEP rate in 20-21 was 25%.	25% of English Learners will be redesignated to RFEP in 21-22.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors and school psychologist: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors and school psychologist provide counseling programs in three domains: academic, career, and personal/social emotional. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction.

“Effective counseling programs are important to the school climate and a crucial element in improving student achievement,” cde.ca.gov. eric.ed.gov, Systems for Documenting Student Experiences and Outcomes, 2017.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
56,739.00	LCFF 1000-1999: Certificated Personnel Salaries School Counselors
35,343.00	LCFF

1000-1999: Certificated Personnel Salaries
School Psychologist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools’ sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)
LCP Action: Homeroom teachers dedicated to supporting the academic success and social emotional needs of students.
LCP Action: 9th grade homeroom intervention teacher to support students who are at risk of completing expected coursework and meeting expected graduation requirements.
LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.
LCP Action: ELD Coordinator to improve services and support for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,242.00	LCFF 5000-5999: Services And Other Operating Expenditures Parent Square- Stakeholder communication platform
579.00	LCFF 1000-1999: Certificated Personnel Salaries K-8 and HS ELD Coordinators
2,194.82	LCFF

4000-4999: Books And Supplies
Zoom and Adobe online classroom
subscriptions

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CPCS was able to successfully establish a School Site Council in the 20-21. SSC meetings serve as the school's Parent Advisory Committee and were held in the 21-22 SY. Stakeholder surveys continue to show that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community. The RFEP rate for ELs in 20-21 was 25%, Goal #3 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to goal 3 metrics. Goal 3, strategy/activity 1 will be updated to include CPCS's partnership with Care Solace for mental health and wrap around services to support families' needs, as well as Purpose Prep Social and emotional learning curriculum with be provided through Edgenuity to support the social and emotional learning (SEL) needs of students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness and Graduation Rate

LEA/LCAP Goal

LCAP 4.1: Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals as measured by the California School Dashboard and accountability system; and, increase Career Technical Education opportunities and connect high school/young adults to community resources and agencies. (WASC)
 LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.
 LCAP 4.3: Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.
 WASC Goal 2 task: Implement targeted interventions, monitor student progress, refer students that are struggling to RTI, SST, or IEP teams.
 LCP: Support students who are at risk of graduating with their 4 year cohort.

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education courses and other indicators that prepare students for college and careers after high school.

Identified Need

Increase College and Career Prepared students.
 “Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	88.5% graduation rate in the 20-21SY	86.6% graduation rate expected for 21-22SY.
Percentage of High School Students College/Career Prepared	No dashboard data available. CPC-SO had less than 30 graduates in 20-21 which was statistically insignificant for the reports.	25% of students will be college and career prepared in the 21-22SY.
LCAP Stakeholder Perception Survey	96% of stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness.	Increase stakeholder perception that the school provides support and opportunities for high school students in the area of college and career readiness to 98%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Grade 12

Strategy/Activity

Counselors, teacher facilitators, and home room teachers will track, progress monitor, and hold meetings to ensure students stay on pace and graduate on time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,612.45

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
12th grade counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Grades 9-12

Strategy/Activity

Encourage student enrollment in Advanced Placement courses, CTE Pathways, and dual enrollment community college courses. Track, and monitor student progress in courses to ensure successful completion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,620.30

Source(s)

Other
1000-1999: Certificated Personnel Salaries
Intake Counselor (A-G Grant) (CTEIG)

3,990.00

LCFF
1000-1999: Certificated Personnel Salaries
CTE teacher

891.00

LCFF
4000-4999: Books And Supplies

APEX Subscription for Advanced Placement Courses

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder surveys continue to demonstrate that stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness. CPC-SO had a graduation rate of 86.96%, exceeding the goal. There no data available at this time on College and career readiness indicators. Goal 4 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A high school engagement was hired to support the engagement of HS students. This strategy was added to the SPSA in goal 2. CPC-SO added the position of intake counselor to work with HS students to develop an individual 4-year path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment in an effort to increase college and career readiness percentages.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$48,633.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$356,007.50

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$32,685.00

Subtotal of additional federal funds included for this school: **\$32,685.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$244,222.20
Other	\$79,100.30

Subtotal of state or local funds included for this school: **\$323,322.50**

Total of federal, state, and/or local funds for this school: **\$356,007.50**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	244,222.20
Other	79,100.30
Title I	32,685.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	233,507.06
2000-2999: Classified Personnel Salaries	5,703.69
4000-4999: Books And Supplies	97,872.75
5000-5999: Services And Other Operating Expenditures	5,317.00
5800: Professional/Consulting Services And Operating Expenditures	13,607.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	178,201.76
2000-2999: Classified Personnel Salaries	LCFF	5,703.69
4000-4999: Books And Supplies	LCFF	45,467.75
5000-5999: Services And Other Operating Expenditures	LCFF	1,242.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	13,607.00

1000-1999: Certificated Personnel Salaries	Other	22,620.30
4000-4999: Books And Supplies	Other	52,405.00
5000-5999: Services And Other Operating Expenditures	Other	4,075.00
1000-1999: Certificated Personnel Salaries	Title I	32,685.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,543.62
Goal 2	121,252.31
Goal 3	96,097.82
Goal 4	46,113.75

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Lori Frank	Classroom Teacher
Katherine Johnson	Classroom Teacher
Caryn Masters	Classroom Teacher
Alexis Morfin	Other School Staff
Zaneta Warren	Parent or Community Member
Jacqueline Senator	Parent or Community Member
Shannon Johnson	Parent or Community Member
Jonah Kolkmann	Secondary Student
Anthony Corbella	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 26, 2022.

Attested:



Principal, Ericka Zemmer on October 26, 2022



SSC Chairperson, Alexis Morfin on October 26, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Pacific Charter - San Diego	37-75416-0132472	October 26, 2022	November 8, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

California Pacific Charter - San Diego's school plan describes a schoolwide program that includes the actions, services, and strategies that are aligned to the requirements of the Comprehensive Support and Improvement (CSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

California Pacific Charter School - San Diego's (CPC-SD) CSI Plan is aligned with the Local Control and Accountability Plan goals and actions that are focused on providing students with support to graduate from high school: Goal 1: Increasing Student Academic Achievement; Goal 2: Promote High Attendance & Positive School Climate; Goal 3: Increase Family Community Engagement; Goal 4: College and Career Readiness and Career Technical Education, including ensuring students are on track to graduate.

Due to a previous graduation rate in 18-19 and 19-20 below 68%, CPC-SD was identified for Comprehensive Support and Improvement Intervention. The graduation rate for 20-21 was 92.9% and the graduation rate in 21-22 was 93.24%. This would qualify the school to exit from CSI. Due to the COVID-19 pandemic, all schools who were identified for CSI in 20-21 were carried over through the 21-22 school year. All CSI supports and interventions that were in place during the 20-21 school year were implemented in the 21-22 school year and will be continued in the 22-23 school year. The school is anticipating receiving a letter indicating that the school has been exited from CSI.

Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly teacher monitoring of student work, course completion; moreover, the LCAP input survey and LCAP annual review of the Goal and action steps/services that focus on ensuring students are on-track to graduate from high school are reviewed annually. In collaboration with the school staff and parents, the input is analyzed and the plan is reviewed.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Input Survey results indicated that 99.3% of our stakeholders agree that our charter provides a Safe Environment for Learning, 96.23% feel Connected to School, Valued and Respected, 99.79% feel engaged with opportunities for input and 98% have Overall Satisfaction with the California Pacific Charter - San Diego program. To continue the growth of our high connectedness percentage rates, our LCAP Goal 3 focuses on establishing connections and partnerships with families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. We believe that effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making.

Meaning: Overall strength in the satisfaction with the California Pacific Charter -San Diego program.

Use: Continue staff collaboration on research-based strategies to invite and encourage student and parent participation in input opportunities to build partnerships; and, identify research-based strategies to continue the growth of the positive school climate of this school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CPCS is a non-classroom based charter school. CPCS teachers offer highly engaging synchronous live session classes each day of the week in course content areas. Informal classroom walkthroughs and observations are conducted monthly. Administrators observe that teachers appropriately design lessons aligned with the California Content Standards and introduce the essential question or standard at the beginning of the class. Teachers provide a variety of instruction techniques and methodologies that are pedagogically appropriate to engage all students in learning. Teachers use academic vocabulary and provide a range of activities at varying depths of knowledge. Teachers offer formative assessment through the lesson to check for student understanding and provide clarification where needed. Teachers differentiate lessons to meet the needs of all learners, including English Learners, and students who need accommodations through a 504 plan or IEP. Students engage in the lesson by using a camera, a microphone, typing in to the chat box, or using virtual classroom tools such as white boards, polls, or breakout rooms. Students participate in direct instruction, collaborative activities and independent practice in the online classroom. Teachers use a variety of formative and summative assessments such as writing activities, comprehension checks, quizzes, projects, and tests to measure student learning and at varying depths of knowledge. Teachers aim to incorporate activities that grow students along the continuum of the Student Learning Outcomes of being Creative and Complex Thinkers, Effective Communicators, Community and Global Participants, and Empowered and independent Learners as well as align to the school's mission and vision of CalPac CARES, creating community, accessibility, rigor, engagement, and support into all of their lessons. Live session courses are recorded and made available in order to provide students with a resource to review the lesson or to access the lesson due to an absence.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In an effort to effectively use state and local assessments to modify instruction and improve student achievement, CPSC makes data an ongoing cycle of instructional improvement and teaches teachers, staff, and students to examine their own data and set learning goals. CPCS establishes a clear vision for schoolwide data use, provides support which fosters a data driven culture within the school, and maintains and schoolwide data system through use of the student information system and Parsec Education data dashboards for both the local assessment (NWEA MAPS) and CAASPP.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meets performance goals

To identify the areas that need to be addressed to support student progress school wide goals are addressed through the monthly collection and analysis of various data by teachers. The Board of Directors meet monthly to be informed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. School leadership then works with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs.

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, academic support teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions and tutoring by credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration. Based on our enrollment and needs of our at-risk students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Root Cause Analysis

CPCS receives students who transfer into the program as 11th, 12th or 2nd year seniors who are credit deficient, meaning that they are 60 or more credits away from graduating. This contributes to a larger senior class every year and impacts the percentage of graduates. Additionally, CPC-SD, in the 19-20 school year had a stability rate of 58.2%, and in 20-21 a stability rate of 70.9%. The stability rate for CPC-SD's authorizing school district, Warner Unified, in 19-20 was 69.6% and in 20-21 was 82.9%. The stability rate for the San Diego Unified school district in 19-20 was 90.6% and in 20-21 was 90.4% statewide stability rates were 92% in 19-20 and 92.3% in 20-21. This data has not been published and is not yet available for the 21-22 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

CPCS recruits and retains highly qualified teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching. 100% of our teachers of record are highly qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms. CPCS is partnering with the San Diego County Office of Education (SDCOE) to participate in their Educator Effectiveness and Evaluation (E3) Academy to improve the staff evaluation process and better align it to the professional standards, the school's mission and vision, and individual staff professional development needs. CPCS will utilize Educator Effectiveness Block Grants to improve the access that teachers have to professional development opportunities which will increase teacher effectiveness.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meets performance goals

CPCS meets the requirement of 100% assignment of teachers with 0% mis-assignments.

1:1 Goal setting meetings are held with each teacher 3 times per year. At the beginning of the year teachers identify trainings, conferences, webinars, or other related materials they identify that would support them in their professional growth goals. Ongoing professional development is available to all teachers and is related to their areas of interest and identified areas of need. For the 22-23 school year, CPCS-SD has launched a new professional platform- Alludo. This houses a multitude of professional development topics, including SBE-adopted instructional materials, and other resources that afford teachers the opportunity to engage in a personalized pathway for professional development that ties into their SMART goals for the current school year. Staff are required to complete a minimum of 5 modules or 5 hours of professional development each school year in Alludo.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meets performance goals

CPCS teachers, counselors, administrators, and support staff are highly-qualified and receive ongoing training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program. Staff receive training on how to engage students through live meetings and share best practices with using email and phone. CPCS has a technological support department that can help troubleshoot common technological issues for staff and families.

Teachers have participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice workshops. CPCS developed a culture of ongoing collaboration and professional growth through monthly PLC meetings, staff meetings, and department meetings. Administrators are knowledgeable of the curriculum and state standards. The school collaborates with educational intermediaries to support teacher driven professional learning models. Rubrics in instructional coaching were reviewed during staff conferences to develop teacher knowledge of their individual content areas. CPCS staff participate in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meets performance goal

At CPCS, it is a priority that the staff have the opportunity to weigh in on school practices that impact student learning. Teachers participate monthly in Professional Learning Communities (PLCs) and regularly held staff meetings with administration. In collaboration with the Program Director and support staff, the LCFF Dashboard provided the data that was reviewed as identifying California Pacific Charter School as previously not meeting the 68% graduation rate. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects. Teachers with preliminary credentials participate in SDCOE teacher induction with a mentor provided by the school. Each administrator at the school supports a team of teachers serving as an instructional coach. Additionally, CPC-SD participates with the San Diego County Office of Education's E3 program to positively impact teacher effectiveness. Four instructional coaches have been added for the 22-23 school year. The instructional coaches are receiving ongoing training on coaching and peer mentoring, including SDCOE's Targeted Feedback 3-day training and are conducting classroom observations and holding meetings with the peers they are mentoring to review instructional strategies and support with SMART goal implementation.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meets performance goals

Teacher collaboration occurs during staff meetings, department meetings, grade level team meetings, and professional learning committee meetings (PLCs) to discuss curriculum, instruction, and assessments. Also, teacher collaboration occurred through WASC groups to review school governance, curriculum, instruction, assessment and school climate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Edgenuity and Accelerate are content and performance standards aligned and are mobile friendly. This enables students to access their coursework from a school issued device 24/7. Proctored local assessments through NWEA MAPS are used to identify academic skill gaps for individual students. The diagnostic assessment results are used to support differentiated instruction for all student groups and to also provide an measure of student academic growth.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goals

CPCS offers a virtual, independent study program which adheres to the recommended instructional minutes for reading, language arts and Math. Students are encouraged to spend at least four hours a day engaging independently in educational activities. Students in primary grades are assigned 20 minutes of independent physical education and student in secondary grades are assigned 40 minutes of daily independent physical education. English Learners are provided with 20 minutes of English Language Development instruction daily. Students in K-8 have access to digital reading libraries and support curriculum for both ELA and Math through Edmentum. CPCS closely monitors student attendance, the amount of time spent on educational activities, and pace of course completion to evaluate student academic progress and achievement. Each learning period or approximately every 20 school days, teachers make an evaluation on time value of student work. Students who are off pace are supported through the Multi-Tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers and the school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

CPCS maintains and adheres to robust attendance and adequate progress policies and is in compliance with AB130 requirements for synchronous instruction opportunities at each grade level. Students who fail to abide by the school attendance policy are identified and required to attend a meeting to discuss the reasons for the missed attendance and how the school can support the student in attending. Students who repeatedly violate the school attendance policy participate in tiered reengagement strategies which include notifications of non-participation, notifications of truancy, attendance contracts, support meetings with homeroom teachers, counselors, and administrators. Repeat policy offenders can also receive welfare checks by the local police department, referrals to the Student Attendance Review Board (SARB) and or possible involuntary removal from the independent study program.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goals

The school's master schedule of synchronous instruction provides for built in guided work time at various grade levels, including a Virtual Learning Hub for both K-8 and high school programs. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan. The K-8 program has established a M.A.R.S. (Math and Reading Success) program to support the individual needs of students who have academic skill gaps. Students receive small group and 1:1 instruction with the K-8 intervention teachers to work on individual goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets Performance Standards

The base curriculum used by CPCS is from Edgenuity and Odysseyware, is standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Edgenuity Middlebury ELD curriculum and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners. The Learning Management Systems (LMS) utilized by all students include monitoring student progress through progress and attendance reports. Additionally, Learning Management Systems provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goals

The base curriculum used by CPCS is from Edgenuity and Accelerate which are aligned to California Common Core state standards. Edgenuity and Accelerate are content and performance standards aligned and are mobile friendly. This enables students to access their coursework from a school issued device 24/7.

Middlebury and Edmentum ELD curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners.

The Edgenuity and Accelerate program, utilized by all students includes monitoring student progress through reports and curriculum status. The curriculum is embedded with guided notes to support student learning. Additionally, all curriculum platforms provide teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed. K-8 students who test below grade level on the SBE approved NWEA diagnostic assessment participate in the M.A.R.S. (Math and Reading Success) program. Academic support teachers meet with students 1:1 and in small groups utilizing a support curriculum (currently Edmentum) to engage students in a personalized learning plan established to support academic gaps for each individual child.

CPC-SD added math Pathways in Middle School for the 22-23 school year to better support student skill gaps in Math. K-8 and high school students have access to additional academic support through the Virtual Learning Hub. The virtual learning hub is offered daily for all students and is staffed with qualified tutors who offer academic support.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meets performance goals

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to learning and credit recovery for these student groups and supporting them in their academic achievement.

Evidence-based educational practices to raise student achievement

Meets performance goals

Evidence Based interventions were identified through a collaborative effort among the Program Directors, Support Staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the CSI plan. Through a collaborative effort, the Program Directors and teachers identified and shared best practices that teachers identified as yielding positive results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

The What Works Clearinghouse (WWC), U.S. Department of Education, was a resource for evidence-based recommendations for, “Preventing Dropout in Secondary Schools.”

Recommendation 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Focusing on improvements in monitoring at-risk students to identify early warning indicators, we selected having an administrative professional whose duties include the maintenance of student records, grades, and transfer information. To ensure that students are on track to graduation and college readiness, having a designated person to monitor students by analyzing student data, identifying students who are struggling in their courses, missing school, and showing early signs of falling off track, allows us an opportunity to intervene with individualized interventions to get students back on track.

California Pacific Charter School closely analyzes student performance data collected from a variety of sources. CPCS identifies patterns in areas of need, according to subject area and grade level. The team researches appropriate interventions to best provide instructional support and progress monitoring in the areas of need. These interventions are assigned to the different levels of support outlined by the MTSS guidelines provided by the state. Tier 1 provides schoolwide support, such as extra support embedded in core curriculum. Tier 2 provides additional support to a smaller group of students that shows a greater gap in achievement. These interventions may include extra learning subscriptions and more frequent monitoring of student progress. Tier 3 focuses on individual students that need intense intervention to reach grade-level standards. Typically, these students are supported through the Student Success Team (SST) process. Through the SST individual goals are set and progress is monitored closely through follow-up meetings every 4-6 weeks, depending on the level of support needed.

The What Works Clearinghouse (WWC), U.S. Department of Education, Recommendation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success. “Check & Connect,” model to promote students’ engagement with school, reduce dropout, and increase high school graduation requirement completion is an evidence-based intervention identified to monitor and evaluate students’ levels of academic performance and provide targeted interventions for struggling students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goals

CPCS parents and students sign a Master Agreement that outlines CPCS's parent choice, virtual independent study program and explains the opportunities that parents and students have to engage in CPSC program(s), outlines the ways in which parents will be responsible for supporting their children's learning. CPCS maintains a Parent and Family Engagement Policy. CPCS conducts outreach to parents and family members when implementing programs, activities, and procedures. Programs, activities, and procedures are planned and implemented with meaningful consultation with parents and students. CPCS provides the coordination, technical assistance, and other support necessary to assist family involvement activities. CPCS holds a virtual Back to School Night as well as School Site Council meetings (SSC serves as the school's Parent Advisory Committee) to foster parent involvement and to solicit input on development of all of the school plans, including the School Plan for Student Achievement (SPSA), and the Local Control and Accountability Plan (LCAP). Family engagement and parent communication is important to CPCS staff, teachers, and administrators. CPCS uses parent square to deliver important school communications as well as delivers a monthly newsletter. Two way communication is available through phone calls, texts, email, and regular mail. Parents receive frequent updates on their child's progress and achievement and parent teaches conferences are held at least once per semester, however, parents are always invited to attend their child's weekly homeroom support meeting with the homeroom teacher. CPCS has launched Parent University for the 2022-23 school year in an effort to provide parents with more resources to support their children in various areas and on various topics. Parents completed a survey to indicate areas of interest for receiving information through Parent University.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goals

CPCS seeks parent input and assesses our level of education partner engagement through participation in LCAP surveys, parent meetings, and participation in teacher and parent meetings. To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Zoom meetings are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. Education Partners are invited to join the school site council meetings (SSC serves as the school's Parent Advisory Committee) to provide input as well as monthly board meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students. CSI funds provide counselors and homeroom teachers who identify and support students who are credit deficient and not on track to graduate with their four year cohort. ELO funds provide additional instructional aides for student in special education. ESSER III funds provide classroom materials, technology, connectivity, enrichment classes, and a high school engagement coordinator to support student attendance, staying on pace in courses and academic support.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on learning recovery and credit recovery. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to supporting these students groups in academic and social and emotional learning.

Presence Learning software platform in order to conduct valid virtual academic, psychoeducational, and related services assessments for special populations.

Laptops, chrome books, document cameras and hotspots for staff and students as needed to support continuity of instruction.

A counselor and 2 teachers are dedicated to the 12th grade class to support on time graduation and to improve graduation rate.

A 9th grade intervention teacher is dedicated to provide AVID strategies and club 60 to support students entering high school to stay on track to support the school's goals to increase graduation rate.

Two K-8 academic support teachers to increase and improve support for student academic growth and achievement, particularly for low-income students.

Designated ELD coordinator to improve services and support for English Learners.

Academic tutors that support students daily in the Virtual Learning Hub.

School psychologist interns, Purpose Prep social and emotional learning curriculum and Care Solace referral program to connect families with community resources related to mental health.

Subscriptions to intervention and support programs and materials to increase and improve services including SORA digital library, Edmentum, Reading Eggs, and Middlebury ELD Curriculum.

Fiscal support (EPC)

Comprehensive Support and Improvement

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meetings with staff and parents to notify them of the school's CSI status were held in February 2021 and October 2022.

Input meetings with staff and parents to review data and develop strategies were held March 2021 and October 2022.

Meetings with Board of Directors to notify them of the school's SWP status were held by the Director in April 2021 and November 2022.

School Board Meeting to review the school's data and plans was held in May 2021, October 2022, and November 2022.

Support with the alignment of the LCAP was provided by the Special Project's Coordinator twice per month from February-May of 2021 and one meeting in August 2022.

Meetings with staff and parents, including a school site council meeting, was held in February 2021 and October 2022.

School plan Input meetings with staff and parents to review data and develop strategies were held March 2021 and October 2022.

Virtual staff meeting and staff development in August 2022. Professional Learning communities (PLCs) were held October 3, 2022.

Back to School Night was held in September 2022, school initiatives were shared and parents completed a survey with opportunities for input.

Stakeholders were presented with a comprehensive review of school data at the October 11, 2022 Board Meeting. The board members provided input.

Virtual staff meeting to review School Plan for Student Achievement was held on October 24, 2022.

Virtual School Site Council Meeting (Parent Advisory Committee) held to review and approve School Plan for Student Achievement (SPSA) on October 26, 2022.

The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on November 8, 2022.

California Pacific Charter School has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the School Site Council, which serves as the school's Parent Advisory Committee. CPCS solicited recommendations and comments from all education partners regarding the specific actions. Being that CPCS only offers a virtual program, internet access is required for participation in our parent choice virtual Charter School program. All Students are provided with a school issued chromebook and students that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. Education partner feedback was reviewed by CPCS administration and considered before finalizing the School Plan for Student Achievement (SPSA).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the resources available to all students revealed there are no resource inequities for any student group. The Comprehensive Support and Improvement planning process included the review of the California Pacific Charter School budget and the funds available to provide resources for our ALL students and Socioeconomically Disadvantaged students as indicated in the above evidence-based intervention plan. We did not find resource inequities that would inhibit our use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.43%	1.0%	1.10%	4	3	3
African American	6.81%	8.8%	8.46%	19	27	23
Asian	1.79%	2.3%	4.41%	5	7	12
Filipino	0.72%	1.6%	0.74%	2	5	2
Hispanic/Latino	37.28%	38.3%	39.34%	104	118	107
Pacific Islander	0.36%	0.3%	0.74%	1	1	2
White	43.73%	36.0%	32.72%	122	111	89
Multiple/No Response	7.89%	11.4%	11.03%	22	35	30
Total Enrollment				279	308	272

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten		8	17
Grade 1		3	6
Grade 2	2	4	9
Grade 3	1	7	7
Grade 4	7	4	13
Grade 5	2	13	14
Grade 6	5	7	15
Grade 7	11	16	13
Grade 8	15	24	17
Grade 9	22	35	23
Grade 10	41	39	31
Grade 11	53	62	46
Grade 12	120	86	61
Total Enrollment	279	308	272

Conclusions based on this data:

1. CPC-SD saw an increase in enrollment during 20-21. This is potentially due to families that were looking for a more favorable online alternative to distance learning at that time. Enrollment for 22-23 started lower than in previous years. This could be due to students returning to in-person school programs.
2. CPC-SD is a school with diverse learners. White and Hispanic student groups comprise just over 60% of enrolled students, CPC-SD enrolls approximately 8.5% African American students and 4% Asian students.
3. The majority of CPC-SD's enrollment is secondary students, particularly in grades 9-12, with the largest student population being in 12th grade. This is why improving the school's graduation rates and college and career readiness are a concentrated school initiative.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	16	23	17	5.7%	7.50%	6.3%
Fluent English Proficient (FEP)	37	41	44	13.3%	13.30%	16.2%
Reclassified Fluent English Proficient (RFEP)	2	1		8.3%	0.30%	

Conclusions based on this data:

1. CPCS has not historically had a large percentage of the student population identified as English Learners. CPC-SD makes a concentrated effort to provide supports and services to the EL population and their families and to focus on EL progress.
2. In an effort to provide ongoing support for English learners, CPCS will continue to offer ELD curriculum and content support for all EL and RFEP students and will hold School Site Council meetings in the 22-23 SY. The number of EL students is not high enough to require an ELAC for the 22-23 SY, however support will continue for families whose first language is a language other than English.
3. CPC-SD continues to focus on increasing the percentage of ELs who make progress each year, including a focus on reclassifying students as English Fluent Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	80	8		70	8		70	8		87.5	100.0	
Grade 4	92	5		84	4		84	4		91.3	80.0	
Grade 5	97	14		86	13		86	13		88.7	92.9	
Grade 6	125	9		113	8		113	8		90.4	88.9	
Grade 7	88	17		81	16		81	16		92	94.1	
Grade 8	113	28		98	27		98	27		86.7	96.4	
Grade 11	90	65		80	57		80	57		88.9	87.7	
All Grades	685	146		612	133		612	133		89.3	91.1	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2421.	*		28.57	*		17.14	*		27.14	*		27.14	*	
Grade 4	2461.	*		17.86	*		27.38	*		23.81	*		30.95	*	
Grade 5	2508.	2489.		23.26	15.38		30.23	23.08		22.09	30.77		24.42	30.77	
Grade 6	2525.	*		18.58	*		32.74	*		27.43	*		21.24	*	
Grade 7	2563.	2526.		24.69	6.25		33.33	25.00		19.75	37.50		22.22	31.25	
Grade 8	2559.	2513.		11.22	7.41		40.82	29.63		25.51	22.22		22.45	40.74	
Grade 11	2598.	2595.		22.50	24.56		36.25	31.58		25.00	24.56		16.25	19.30	
All Grades	N/A	N/A	N/A	20.42	18.80		31.70	27.07		24.51	26.32		23.37	27.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.86	*		50.00	*		27.14	*	
Grade 4	21.43	*		55.95	*		22.62	*	
Grade 5	30.23	*		46.51	*		23.26	*	
Grade 6	23.01	*		50.44	*		26.55	*	
Grade 7	39.51	*		39.51	*		20.99	*	
Grade 8	24.74	*		53.61	*		21.65	*	
Grade 11	31.25	24.56		51.25	63.16		17.50	12.28	
All Grades	27.33	18.05		49.75	60.15		22.91	21.80	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.43	*		51.43	*		37.14	*	
Grade 4	11.90	*		54.76	*		33.33	*	
Grade 5	20.93	*		50.00	*		29.07	*	
Grade 6	20.35	*		53.10	*		26.55	*	
Grade 7	28.40	*		44.44	*		27.16	*	
Grade 8	16.33	*		59.18	*		24.49	*	
Grade 11	21.25	31.58		60.00	45.61		18.75	22.81	
All Grades	18.79	21.05		53.43	52.63		27.78	26.32	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.14	*		75.71	*		7.14	*	
Grade 4	21.43	*		60.71	*		17.86	*	
Grade 5	20.93	*		67.44	*		11.63	*	
Grade 6	16.81	*		71.68	*		11.50	*	
Grade 7	13.58	*		69.14	*		17.28	*	
Grade 8	15.46	*		71.13	*		13.40	*	
Grade 11	27.50	15.79		57.50	75.44		15.00	8.77	
All Grades	18.82	14.29		67.76	72.93		13.42	12.78	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.00	*		51.43	*		28.57	*	
Grade 4	16.67	*		60.71	*		22.62	*	
Grade 5	26.74	*		52.33	*		20.93	*	
Grade 6	21.24	*		58.41	*		20.35	*	
Grade 7	28.40	*		53.09	*		18.52	*	
Grade 8	22.68	*		50.52	*		26.80	*	
Grade 11	25.00	29.82		56.25	52.63		18.75	17.54	
All Grades	22.91	18.80		54.83	58.65		22.26	22.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CPC-SD met the goal of having a 2022 participation rate of over 95%.
2. Student academic performance in the are of ELA continues to be an area of growth. CPC-SD will use internal assessment to continue to support student academic achievement. CPC-SD anticipates that 56% of students met or exceeded the standard in ELA in 2022.
3. Increasing performance in the category of writing will continue to be a schoolwide initiative to support all students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	80	8		71	8		71	8		88.8	100.0	
Grade 4	92	5		84	4		84	4		91.3	80.0	
Grade 5	97	14		85	13		85	13		87.6	92.9	
Grade 6	125	9		113	8		113	8		90.4	88.9	
Grade 7	88	17		81	17		81	17		92	100.0	
Grade 8	113	28		97	27		97	27		85.8	96.4	
Grade 11	90	65		79	56		79	56		87.8	86.2	
All Grades	685	146		610	133		610	133		89.1	91.1	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2426.	*		16.90	*		23.94	*		30.99	*		28.17	*	
Grade 4	2464.	*		15.48	*		23.81	*		32.14	*		28.57	*	
Grade 5	2498.	2466.		17.65	15.38		14.12	23.08		38.82	15.38		29.41	46.15	
Grade 6	2511.	*		14.16	*		19.47	*		29.20	*		37.17	*	
Grade 7	2539.	2500.		22.22	11.76		19.75	11.76		29.63	29.41		28.40	47.06	
Grade 8	2528.	2496.		11.34	3.70		19.59	14.81		28.87	18.52		40.21	62.96	
Grade 11	2534.	2517.		3.80	1.79		15.19	14.29		25.32	28.57		55.70	55.36	
All Grades	N/A	N/A	N/A	14.43	6.77		19.34	15.79		30.66	25.56		35.57	51.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.13	*		45.07	*		33.80	*	
Grade 4	26.19	*		35.71	*		38.10	*	
Grade 5	19.05	*		34.52	*		46.43	*	
Grade 6	14.29	*		41.07	*		44.64	*	
Grade 7	27.16	*		32.10	*		40.74	*	
Grade 8	17.53	*		32.99	*		49.48	*	
Grade 11	7.59	3.57		24.05	33.93		68.35	62.50	
All Grades	18.75	7.52		35.20	36.84		46.05	55.64	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.17	*		49.30	*		22.54	*	
Grade 4	23.81	*		38.10	*		38.10	*	
Grade 5	20.00	*		47.06	*		32.94	*	
Grade 6	17.70	*		39.82	*		42.48	*	
Grade 7	28.40	*		44.44	*		27.16	*	
Grade 8	13.40	*		49.48	*		37.11	*	
Grade 11	8.86	8.93		55.70	62.50		35.44	28.57	
All Grades	19.67	10.53		45.90	53.38		34.43	36.09	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.31	*		53.52	*		28.17	*	
Grade 4	16.67	*		47.62	*		35.71	*	
Grade 5	15.48	*		55.95	*		28.57	*	
Grade 6	15.93	*		44.25	*		39.82	*	
Grade 7	23.46	*		44.44	*		32.10	*	
Grade 8	11.34	*		55.67	*		32.99	*	
Grade 11	6.33	3.57		51.90	60.71		41.77	35.71	
All Grades	15.27	7.52		50.25	66.17		34.48	26.32	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, CPC-SD met the goal of 95% participation rate.
2. Student academic performance in Math continues to be an area of growth. CPC-SD anticipates that 29% of students met or exceeded the standard in Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	5	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades										30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	60.00		33.33	20.00		26.67	13.33		26.67	6.67		30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	73.33		30.00	6.67		13.33	20.00		23.33	0.00		30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	13.33		16.67	53.33		46.67	13.33		23.33	20.00		30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	20.00	33.33		60.00	53.33		20.00	13.33		30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	50.00	80.00		23.33	20.00		26.67	0.00		30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	13.33	40.00		46.67	33.33		40.00	26.67		30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	13.33	13.33		63.33	86.67		23.33	0.00		30	15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CPC-SD is awaiting data to be released for 21-22.
2. CPCS's K-8 ELD coordinator will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.
3. CPCS's high school ELD teacher will be working with individual students to analyze ELPAC scores and identify areas of need in an effort to support English Learners and to increase reclassification rates.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
308	52.6	7.5	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	7.5
Foster Youth	1	0.3
Homeless	6	1.9
Socioeconomically Disadvantaged	162	52.6
Students with Disabilities	31	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	8.8
American Indian or Alaska Native	3	1.0
Asian	7	2.3
Filipino	5	1.6
Hispanic	118	38.3
Two or More Races	35	11.4
Native Hawaiian or Pacific Islander	1	0.3
White	111	36.0

Conclusions based on this data:

1. CPCS has a small percentage of students who are homeless or foster youth, however, each student is valued and important and has a place of belonging at CPCS. Our homeless and foster you liaison attended training at the beginning of the 22-23 SY so that our school can continue to support and serve students in this group. CPCS is

prepared to mobilize resources and continues to use the AB167/216 form to evaluate whether high school students in this group qualify for a 5th year of high school or reduced graduation requirements in and effort to graduate with their 4 year graduation cohort. CPCS continues to form and build community partnerships in an effort to support these at promise students.







2. School administration, teachers, staff, the special education program director, case managers, school counselors, school psychologist, and related services providers are dedicated to the ongoing support of student with disabilities. Through the IEP process, our teams are working diligently to be in compliance with all special education timelines, accommodations and services. CPCS has mobilized resources to use Presence Learning as a platform for virtual special education assessments during the COVID-19 pandemic. CPC-SD had a 16.5% population of students with disabilities in the 2021-22 SY and in 22-23 this student group population is 16.4%
3. CPCS notes an achievement gap between socioeconomically disadvantaged students as compared to their grade level peers. The school has employed initiatives of support students social emotional needs, instilling hope, providing opportunities for students to check and connect, and providing academic support for increased student achievement. CPCS has launched a Math and Reading Success (M.A.R.S.) program in an effort to close the achievement gap for these at promise youth. Our K-8 intervention teachers will be working with socioeconomically disadvantaged students in 1:1 settings and small group settings to identify specific skill gaps for individual students and engage in goal setting and progress monitoring.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Graduation Rate</p>  <p>Red</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Blue</p>	
<p>College/Career</p>  <p>Orange</p>		

Conclusions based on this data:

1. CPC-SD is awaiting the availability of dashboard data for the 21-22 school year. Graduation rates are projected to have increased from prior years.
2. CPC-SD is awaiting the availability of dashboard data for the 21-22 school year. chronic Absenteeism rates are anticipated to have decreased from prior years. however, the school continues to identify chronic absenteeism as an area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.
3. CPC-SD acknowledges the need for growth in the areas of College and Career readiness and Academic Performance. School goals, established programs, and allocation of resources demonstrate CPC-SD's commitment for ongoing improvement in these areas.

School and Student Performance Data

Academic Performance English Language Arts

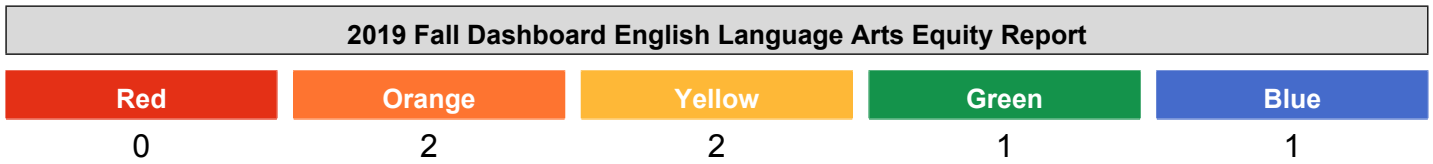
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 1.3 points below standard Increased ++6.5 points 545	<p>English Learners</p> No Performance Color 60.5 points below standard Declined -9 points 23	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Yellow 22.9 points below standard Increased ++3.1 points 168	<p>Students with Disabilities</p> Yellow 49.8 points below standard Increased ++10.4 points 58

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>19.6 points below standard</p> <p>Increased ++14.1 points</p> <p>12</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>Blue</p> <p>53.3 points above standard</p> <p>Increased Significantly ++27.4 points</p> <p>52</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>9 points above standard</p> <p>11</p>
<p>Hispanic</p>  <p>Orange</p> <p>31.5 points below standard</p> <p>Declined -5.1 points</p> <p>132</p>	<p>Two or More Races</p>  <p>Orange</p> <p>7.8 points below standard</p> <p>Declined -8.4 points</p> <p>56</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>4.7 points above standard</p> <p>Increased ++10 points</p> <p>273</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>100.3 points below standard</p> <p>11</p>	<p>Reclassified English Learners</p> <p>24.1 points below standard</p> <p>Maintained ++1.3 points</p> <p>12</p>	<p>English Only</p> <p>1.2 points below standard</p> <p>Increased ++5.1 points</p> <p>498</p>

Conclusions based on this data:

- English Learners and Reclassified English learners are performing below standard at a higher rate as compared to their English only peers. Although this group experienced a 1.3 point gain over the previous year, it is an identified area of need that will be addressed through the K-8 and high school ELD programs and "rock the test" school initiatives.
- Socioeconomically disadvantaged students are performing below the standard at a higher rate as compared to their grade level peers. Although this at promise group experienced a 3.1 point gain over the previous year, it is an identified area of need that will be addressed through our K-8 Math and Reading Success (M.A.R.S.) intervention program.
- Students with disabilities are performing below the standard at a higher rate as compared to their grade level peers. Although this group experienced a 10.4 point gain over the previous year, it is an identified area of need that will be address through the IEP process and with members of our special education department and with related service providers.

School and Student Performance Data

Academic Performance Mathematics

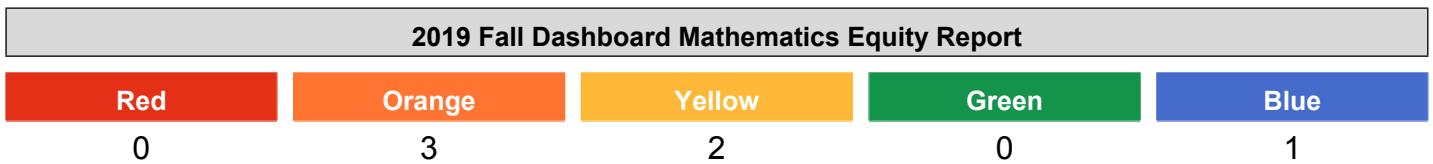
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 37.8 points below standard Increased ++5.6 points 545	<p>English Learners</p> No Performance Color 75 points below standard Declined Significantly -20.7 points 22	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Orange 78.5 points below standard Declined -8.9 points 168	<p>Students with Disabilities</p> Yellow 94.9 points below standard Increased ++6.9 points 58

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color 90.8 points below standard Maintained -0.4 points 12	American Indian	Asian  Blue 41.3 points above standard Increased ++13.8 points 52	Filipino  No Performance Color 41.9 points below standard 11
Hispanic  Orange 59.6 points below standard Maintained ++2.4 points 131	Two or More Races  Orange 34.9 points below standard Declined -8.8 points 57	Pacific Islander	White  Yellow 40.4 points below standard Increased ++8 points 273

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 10	Reclassified English Learners 37.9 points below standard Declined Significantly -25.2 points 12	English Only 37.2 points below standard Increased ++6.2 points 500

Conclusions based on this data:

1. Although at promise student groups of English Learners, homeless and foster youth don't have a statistically significant percentage of student to generate a performance color, we acknowledge that these groups perform below the standard in Math at a rate that is higher than their grade level peers. This is an identified area of need and will be addressed through programs and allocated resources and progress will be monitored on a monthly bases through Professional Learning Committee subgroups.
2. Although the all students group experienced a gain of 5.6 points, SED students are performing 37.8 points below the standard. Socio economically disadvantaged students are performing below the standard at a rate higher than their grade level peers and experienced an 8.9 point decline over the previous year. This is an identified area of need and will be addressed through the M.A.R.S. academic intervention program, academic tutoring, individual student tutoring by highly qualified teachers, a new Math Path in middle course addressing skill gaps for each student, and PLC committees to innovate and employ interventions and monitor student progress.
3. Students with disabilities are performing below the standard at a higher rate compared to their grade level peers. Although this group experienced a 6.9 point gain over the previous year, it is an identified area of need that will be address through the IEP process and with members of our special education department and with related service providers.

School and Student Performance Data

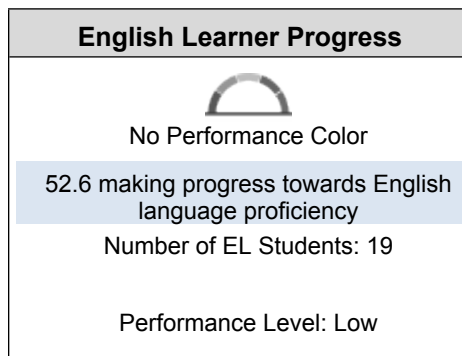
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5	36.8	10.5	42.1

Conclusions based on this data:

- 90% of English Learners maintained or made progress towards English language proficiency.
- 10% of English Learners decreased one level towards English language proficiency. This will be addressed in the school's comprehensive ELD program and students will receive targeted support in the areas of listening, speaking, reading, and writing to ensure that all English Learners are making progress toward English language proficiency.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	72	100
African American	5	6.9
American Indian or Alaska Native	1	1.4
Asian	3	4.2
Filipino	2	2.8
Hispanic	26	36.1
Native Hawaiian or Pacific Islander		
White	29	40.3
Two or More Races	6	8.3
English Learners	7	9.7
Socioeconomically Disadvantaged	48	66.7
Students with Disabilities	5	6.9
Foster Youth		
Homeless	4	5.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	3	5.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	3	8.3
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	2	2.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	3.8
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	2.1
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	13	18.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	7.7
Native Hawaiian or Pacific Islander		
White	5	17.2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	7	14.6
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	4	5.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	3.8
Native Hawaiian or Pacific Islander		
White	2	6.9
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	4.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	3	4.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	3.8
Native Hawaiian or Pacific Islander		
White	1	3.4
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	2.1
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Although CPCS has maintained in this area, the school is in the orange performance area. It is an identified area of need for growth. We have made efforts to grow and expand our CTE Pathways and have encouraged students to participate in the pathways. We have an increased number of student participating in CTE pathways in the 22-23SY.
2. CPCS will continue to offer rigorous, college preparatory courses that meet the A-G standards and will use these standards when completing course advisement with high school students. CPCS is committed to evaluating curriculum and providing professional development to teachers and counselors to support school initiatives for continued growth in this area.
3. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

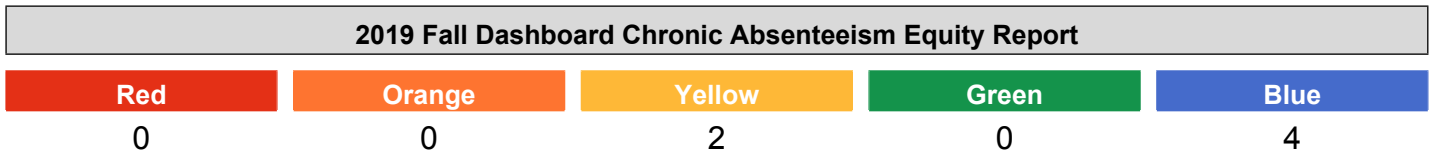
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Blue 1.4 Maintained 0 967	<p>English Learners</p> No Performance Color 3.3 Declined -0.5 30	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Yellow 4.3 Increased +1 278	<p>Students with Disabilities</p> Yellow 3.2 Increased +1.6 94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American  No Performance Color 4.3 Maintained -0.2 23	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  Blue 0 Maintained 0 104	Filipino  No Performance Color 0 Maintained 0 13
Hispanic  Blue 2.1 Maintained -0.4 241	Two or More Races  Blue 1.6 Maintained +0.4 127	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Blue 1.3 Maintained +0.1 456

Conclusions based on this data:

1. CPC-SD anticipates that chronic absenteeism will be an identified area of need. The school has developed and implemented a robust attendance policy and support system to address needs in this area.
2. CPC-SD meets AB130 requirements for offering opportunities for synchronous instruction and tiered reengagement for students not attending school or making expected academic progress in courses, as outlined in the school's independent study, attendance and adequate progress policies.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	72	68	16	94.4
English Learners	7		3	
Foster Youth				
Homeless	4		1	
Socioeconomically Disadvantaged	48	45	12	93.8
Students with Disabilities	5		1	
African American	5		1	
American Indian or Alaska Native	1		0	
Asian	3		0	
Filipino	2		0	
Hispanic	26	23	5	88.5
Native Hawaiian or Pacific Islander				
White	29	29	9	100
Two or More Races	6		1	

Conclusions based on this data:

1. CPC-SD has previously been identified for CSI based on the all student graduation rate below 68%. We attribute this to having a historically transient high school population (stability rate of 70%) and also enrolling students in grades 11 and 12 who were significantly credit deficient and not able to graduate on time with their 4 year graduation cohort. CPCS-SD had a graduation rate of 92.6% in the 20-21 SY and 93.24% in 21-22.
2. At promise socioeconomically disadvantaged youth are graduating at a lower rate compared to their grade level peers.
3. CPCS has allocated resources and made program changes in the areas of counselor and homeroom support in an effort to affect change in this area, as it an identified area of growth and a focused school initiative to make improvements in this area.

School and Student Performance Data

Conditions & Climate Suspension Rate

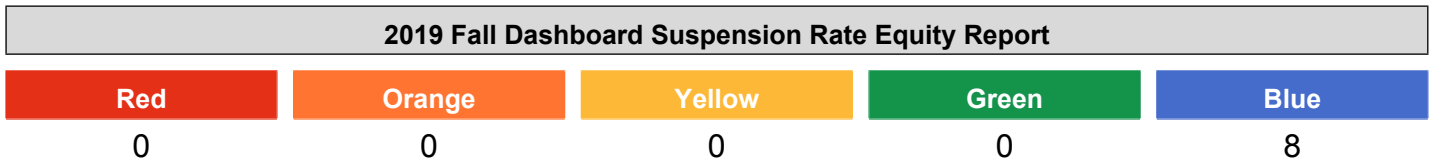
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>1406</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>48</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>471</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>140</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 32	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 115	 No Performance Color 0 Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 408	 Blue 0 Maintained 0 166	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Maintained 0 661

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	0

Conclusions based on this data:

1. CPCS is in the blue performance color for having no suspensions. Being that CPC-SD offers a virtual, independent study, program, there are less opportunities for students to engage in infractions that lead to suspensions. We do occasionally address discipline issues in the areas of academic honesty and plagiarism, or appropriate live session classroom behavior, but do not typically encounter behaviors that warrant student suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP Goal 1: We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, and other unduplicated student groups and students with disabilities.

LCAP 1.1: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

LCAP 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.

LCAP 1.3: All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

LCAP 1.4: Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

LCAP 1.5: Provide teacher and parent training, learning opportunities and workshops on a variety of topics for example: Teaching students with disabilities, ELD progress, SDAIE strategies, Literacy at Home, Common Core.

LCP Action: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCP Action: The base curriculum used by CPCS is from Edgenuity, Odysseyware and Florida Virtual. Edgenuity and Odysseyware is content and performance standards aligned and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school and includes computer-based prescriptive assessments. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity and Odysseyware computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement.

Goal 1

Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

Identified Need

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality curriculum and instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. Being that CPCS only offers a virtual, independent study program, internet access is required for participation in our parent choice virtual Charter School program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	49% of students met or exceeded the standard in the 20-21SY.	56% of students will meet or exceed the standard in 21-22.
CAASPP Math	22% of students met or exceeded the standard in the 20-21SY.	29% of students will meet or exceed the standard in 21-22.
Percent Participation in local diagnostic assessments	95% student participation	95% student participation
Growth Metrics on internal diagnostic assessments	<p>21-22 Baseline: FALL All Students: 64.61% met or exceeded the standard in Math; SPRING All Students: 53.26% met or exceed the standard in Math.</p> <p>21-22 Baseline: FALL All Students: 70.79% met or exceeded the standard in Reading; SPRING All Students: 62.32% met or exceed the standard in Reading.</p>	60% of students will meet or exceeded the standard in both Math and ELA. Students will see growth from Fall to Spring.
Course Completion Rates	89.77% of students are completing courses at or above mastery in Math. 92.85% of students completing courses at or above mastery in ELA.	92% of students will complete courses at or above mastery in Math. 95% of students will complete courses at or above mastery in ELA.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evidence based interventions:
 CSI: Multi-Tiered System of Supports (MTSS): Integrated data system where staff collaborates to collect data that includes progress monitoring, teacher observations, and aligning supports and resources to support student success/graduation.
 MTSS: "Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements," CDE MTSS.
 CSI: Provide intensive, individualized support, "Preventing Dropout in Secondary Schools," What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional

Assistance.

LCP: Presence Learning software platform in order to conduct valid virtual academic, psycho-educational, and related services assessments for special populations.

LCAP 2.2: Response to Intervention for students scoring two or more years below grade level per internal diagnostic assessment. eric.ed.gov, Evaluation of Response to Intervention Practices, 2015.

LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.

LCP Action: K - 8 Intervention teacher to increase and improve student academic growth.

Hire Academic Tutors to support academic growth in a Virtual Learning Hub. Tutors are continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.

eric.ed.gov, Online Individualized Tutor for Improving Mathematics Learning: A Cognitive Diagnostic Model Approach, 2019.

LCP Action: Subscriptions to intervention and support programs and materials to increase and improve services to all students and support for English Learners.

WASC: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,969.60	Other 5000-5999: Services And Other Operating Expenditures Presence Learning Software
3,969.60	LCFF 5800: Professional/Consulting Services And Operating Expenditures Parsec Education- Data Science Dashboard and Analysis
62,893.00	Title I

	1000-1999: Certificated Personnel Salaries (2) K-8 Intervention Teachers
6,745.38	Other 4000-4999: Books And Supplies Subscriptions to intervention and support programs and materials to increase and improve services to all students including SORA digital library, Edmentum Reading Eggs, and Middlebury ELD Curriculum.
1,041.33	LCFF 1000-1999: Certificated Personnel Salaries PLC Coordinator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The base curriculum used by CPCS is from Edgenuity and Accelerate. School curriculum and diagnostic tools are standards aligned and mobile friendly. This enables students to access their coursework from their school issued device. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The NWEA MAPS diagnostic assessments are given to students to determine student progress, growth, and to identify gaps in student achievement. Families who advise the school that they do not have access to connectivity are loaned a device (hotspot) and to participate in the school program, communications, and related activities. CPCS ensures that all students have access to technological devices and connectivity. In order to provide academic support for students, CPCS-SD will run Virtual Learning Hubs daily. A lead tutor has been hired to run the Virtual Learning Hub.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
52,822.66	LCFF 4000-4999: Books And Supplies Edgenuity Curriculum (Grades 6-12)
53,549.81	LCFF 4000-4999: Books And Supplies Accelerate Curriculum (Grades TK-5)
11,967.97	LCFF 2000-2999: Classified Personnel Salaries Lead Tutor for Virtual Learning Hub

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP was administered virtually in the 20-21 SY and 21-22 SY and achieved a participation rate that exceeded 95%. CPC-SD was on par with state averages for CASSPP in the 20-21 SY. A local assessment committee was assembled to adopt a local assessment that is on the SBE's approved list of verifiable data. NWEA MAPS was adopted and implemented for the 21-22 school year and administered in Fall of 2022. Because of the switch to the new local assessment that will be a more accurate predictor of performance in state assessments, the 21-22 data will serve as a baseline for local assessment. Fall 2021 yielded a participation rate of over 95% in the local assessment. For CPC-SD, 21-22 Baseline: FALL All Students: 64.61% meet or exceed the standard in Math; SPRING All Students: 53.26% meet or exceed the standard in Math. 21-22 Baseline: FALL All Students: 70.79% meet or exceed the standard in Reading; SPRING All Students: 62.32% meet or exceed the standard in Reading. Overall completion rates for for grades K-6 in Fall 2020 were 88.47% which was a 14.4% increase from Fall 2019. Completion rates for Middle school were 78.56% which was a 6.14% increase from the previous year, and completion rates for high school traditional and credit recovery programs were 88.51%, which was, on average, a 7.2% increase from the previous year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional strategies implemented the 21-22 school year included the adoption of NWEA MAPS as the local assessment, proctored local assessments in all required participation grades, the addition of virtual learning hubs and the hiring of academic tutors, the summer bridge accelerated learning

program, the addition of a K-8 intervention teacher, and the expansion of HS course elective options. these interventions will be continued in te 22-23 school year. The middle school program adopeted Math Pathways and will be participating in MS Aspire Network with SDCOE to work on increasing engagement and academic performance for students in Middle School. For the 22-23 school year, the K-5 program adopted a new curriculum called Accelerate and grades 6-12 will use Edgenuity. Additionally, for the 22-23 school year, CPC-SD has appointed a lead tutor to run the Virtual Learning Hub online tutoring program which meets daily from 12:30-3:30pm. These additions can be found in planned strategies/Goal 1, Activity 1 in the SPSA, as well as in the school's Expanded Learning Opportunities grant plan, the LCAP, and the ESSER III expenditure plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Promote High Attendance & Positive School Climate

LEA/LCAP Goal

LCAP Goal 1.2: Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team.
 LCAP Goal 2.1: Focus on school climate and student engagement and increase our average daily attendance by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level.
 LCP Action: Laptops, chrome books, document cameras, and hotspots for staff and students as needed to support continuity of instruction.

Goal 2

Provide intensive, individualized support to students who have fallen off track and face significant challenges to attendance and success, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>).

Identified Need

Monitor student attendance and progress to ensure academic success and positive school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	Staff, students, and parents give CalPac a 98% approval rating in the areas of opportunities for participation in the school program and overall satisfaction with the school program. 97.8% of school stakeholders believe that CalPac has a positive school climate.	Maintain or increase stakeholder satisfaction with over all satisfaction with CPCS programs and perception that CPCS has a positive school climate.
Chronic Absenteeism Rate	Chronic absenteeism decreased from 30% in 19-20 to 20.5% in 20-21.	20% or under for end of school year 22-23.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Focus on school climate and student engagement and increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students).
 Monitor student attendance weekly and academic progress each learning period. Send parent and student truancy and progress notifications. Hire a HS engagement coordinator to assist with holding meetings to determine root cause of students not attending school and set goals to ensure students can attend regularly and make adequate academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
49,514.02	LCFF 1000-1999: Certificated Personnel Salaries Assistant Director of High School Engagement
42,131.00	LCFF 1000-1999: Certificated Personnel Salaries Assistant Director of K-8

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
57,015.00	Other 4000-4999: Books And Supplies Technological devices and connectivity: laptops, Chrome books, hotspots and Kajeet services
32,279.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures IT Support

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder perception surveys continue to indicate high overall satisfaction rates for the school. Additionally, CPCS-SD decreased it's chronic absenteeism rate from 30% in 19-20 to 20% in 20-21, meeting the goal. The goal will be continued. An decrease of another 2%, down to 18% is expected for the 21-22 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no change to the goal or to the metrics. Goal 2, Strategy 1 will be changed to add a HS engagement coordinator to support the attendance and engagement of HS students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Community Engagement

LEA/LCAP Goal

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

Identified Need

Mobility of Students (Grades 9-12)
CPCS has a continual influx of students throughout the school year, due to rolling enrollment. Due to the credit recovery high school program at CPCS Online, students are constantly enrolling to make up credits, having been unsuccessful in school elsewhere. These students also withdraw at a higher rate than the average population, to return to traditional school (after making up credits), due to continued attendance or academic progress issues. Online school is often the choice of the family to meet the needs of the students for a defined amount of time before returning back into the traditional, local school system.

Student Social Emotional Support (All Students)
Students in a virtual, online environment may have less opportunities to engage with grade level peers. CPCS provides opportunities such as synchronous learning activities, and virtual clubs, field trips, and events, to promote a positive school culture and student engagement.

Stakeholder Participation and Feedback
CPCS will continue a School Site Council to serve as the Parent advisory Committee and ELAC as a means of increasing family and community engagement. CPCS will add an ELD coordinator. (Grades K-8)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council/ ELAC	groups established in 20-21 and held meetings for stakeholder feedback in 21-22	4 meetings held throughout the school year in 22-23
Stakeholder Perception Survey	97.8% of school stakeholders state that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community.	Maintain or slightly increase percentage of stakeholder perception on annual LCAP survey.
RFEP Rate for English Learners	25% of EL students Reclassified as Fluent English Proficient in 20-21. TBD for 21-22 SY	30% of students will Reclassify as Fluent English proficient

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors and school psychologist: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors and school psychologist provide counseling programs in three domains: academic, career, and personal/social emotional. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction. CPCS is partnering with Care Solace to refer families for mental health and wrap around services that the school is not able to provide. Purpose Prep social and emotional learning curriculum was purchased to support social and emotional learning (SEL) of students.

“Effective counseling programs are important to the school climate and a crucial element in improving student achievement,” cde.ca.gov. eric.ed.gov, Systems for Documenting Student Experiences and Outcomes, 2017.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

81,663.72	LCFF 1000-1999: Certificated Personnel Salaries School Counselors
50,867.64	LCFF 1000-1999: Certificated Personnel Salaries School Psychologist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).
Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports, What Works Clearinghouse (<https://ies.ed.gov/ncee/wwd/FWW>).

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools’ sites. (All Students)

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. Online safety training. (All Students)

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)
LCP Action: Homeroom teachers dedicated to supporting the academic success and social emotional needs of students.
LCP Action: 9th grade homeroom intervention teacher to support students who are at risk of completing expected coursework and meeting expected graduation requirements.
LCAP 2.3: Focus on transitioning middle to high school students. Provide intensive, individualized support – preventing dropout in secondary schools, eric.ed.gov: Early Warning Indicator System: Supporting K-12 Educators in the Identification, Support and Monitoring of At-Risk Students, eric.ed.gov, 2016.
LCP Action: ELD Coordinator to improve services and support for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,469.55	LCFF 5000-5999: Services And Other Operating Expenditures Parent Square- Stakeholder communication platform

58,080.67	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries 9th grade homeroom teacher
1,319.67	LCFF 1000-1999: Certificated Personnel Salaries K-8 and HS ELD Coordinators
4,166.19	LCFF 4000-4999: Books And Supplies Zoom and Adobe online classroom subscriptions

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CPCS was able to successfully establish a School Site Council in the 20-21 and an ELAC. SSC meetings serve as the school's Parent Advisory Committee and were held in the 21-22 SY. Stakeholder surveys continue to show that CPCS has a positive school climate. 98.6% of stakeholders believe that CPCS establishes communication and partnerships with stakeholders and the community. The RFEP rate for ELs in 20-21 was 25%, Goal #3 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to goal 3 metrics. Goal 3, strategy/activity 1 will be updated to include CPCS's partnership with Care Solace for mental health and wrap around services to support families' needs, as well as Purpose Prep Social and emotional learning curriculum with be provided through Edgenuity to support the social and emotional learning (SEL) needs of students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness and Graduation Rate

LEA/LCAP Goal

LCAP 4.1: Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals as measured by the California School Dashboard and accountability system; and, increase Career Technical Education opportunities and connect high school/young adults to community resources and agencies. (WASC)
 LCAP 4.2: Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.
 LCAP 4.3: Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.
 WASC Goal 2 task: Implement targeted interventions, monitor student progress, refer students that are struggling to RTI, SST, or IEP teams.
 LCP: Support students who are at risk of graduating with their 4 year cohort.

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education courses and other indicators that prepare students for college and careers after high school.

Identified Need

Increase College and Career Prepared students.
 “Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.
 Mobility of Students
 At California Pacific Charter School's (CPCS) online school is often the choice for families to meet the needs of their students for a defined amount of time before returning back into the traditional local school system. As a result, due to rolling enrollment, CPCS has a continual influx of students throughout the school year. Additionally, having been unsuccessful in school elsewhere, the credit recovery high school program at CPCS Online results in the ongoing enrollment of students to make up credits. These students also withdraw at a higher rate than the average population, to return to their traditional school (after making up credits), due to continued attendance issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	92% 4 year graduation rate in 20-21	93% graduation rate in 21-22
Percentage of High School Students College/Career Prepared	16.7% prepared	21% prepared

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Stakeholder Perception Survey	96% of stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness.	Increase stakeholder perception that the school provides support and opportunities for high school students in the area of college and career readiness to 98%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Grade 12

Strategy/Activity

Through the addition of a counselor, 2 home room teachers, and a high school engagement coordinator dedicated to the current 12th grade class, track, progress monitor, and hold meetings to ensure students stay on pace and graduate on time.
 CSI: Provide intensive, individualized support, “Preventing Dropout in Secondary Schools,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,054.33	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries 12th grade counselor
103,137.33	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries (2) 12th grade Homeroom teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in Grades 9-12

Strategy/Activity

Encourage student enrollment in Advanced Placement courses, CTE Pathways, and dual enrollment community college courses. Track, and monitor student progress in courses to ensure successful completion. School counselors, intervention teachers, homeroom teachers, and administrators will meet with high school students to develop an individual path towards college

and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment, Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47,463.94	Other 1000-1999: Certificated Personnel Salaries Intake counselor (A-G Grant) (CTEIG)
11,032.00	LCFF 1000-1999: Certificated Personnel Salaries CTE teacher
5,977.00	LCFF 4000-4999: Books And Supplies APEX Subscription for Advanced Placement Courses

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stakeholder surveys continue to demonstrate that stakeholders believe that the school provides support and opportunities for high school students in the area of college and career readiness. CPC-SD increased their graduation rate to 92.86%, exceeding the goal. College and career readiness dropped slightly to 15%. Goal 4 will be continued.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A high school engagement was hired to support the engagement of HS students. This strategy was added to the SPSA in goal 2. CPC-SD added the position of intake counselor to work with HS students to develop an individual 4-year path towards college and career readiness that can include A-G course maps, CTE pathway enrollment, community college course enrollment,

Advanced Placement course enrollment and exams, and preparing for the CAASPP assessment in an effort to increase college and career readiness percentages.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,803.00
Total Federal Funds Provided to the School from the LEA for CSI	\$177,547.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$782,130.41

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$200,272.33
Title I	\$62,893.00

Subtotal of additional federal funds included for this school: \$263,165.33

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$403,771.16
Other	\$115,193.92

Subtotal of state or local funds included for this school: \$518,965.08

Total of federal, state, and/or local funds for this school: \$782,130.41

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	200,272.33
LCFF	403,771.16
Other	115,193.92
Title I	62,893.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	548,198.65
2000-2999: Classified Personnel Salaries	11,967.97
4000-4999: Books And Supplies	180,276.04
5000-5999: Services And Other Operating Expenditures	5,439.15
5800: Professional/Consulting Services And Operating Expenditures	36,248.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	200,272.33
1000-1999: Certificated Personnel Salaries	LCFF	237,569.38
2000-2999: Classified Personnel Salaries	LCFF	11,967.97
4000-4999: Books And Supplies	LCFF	116,515.66

5000-5999: Services And Other Operating Expenditures	LCFF	1,469.55
5800: Professional/Consulting Services And Operating Expenditures	LCFF	36,248.60
1000-1999: Certificated Personnel Salaries	Other	47,463.94
4000-4999: Books And Supplies	Other	63,760.38
5000-5999: Services And Other Operating Expenditures	Other	3,969.60
1000-1999: Certificated Personnel Salaries	Title I	62,893.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,959.35
Goal 2	180,939.02
Goal 3	197,567.44
Goal 4	206,664.60

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ericka Zemmer	Principal
Lori Frank	Classroom Teacher
Katherine Johnson	Classroom Teacher
Caryn Masters	Classroom Teacher
Alexis Morfin	Other School Staff
Marie Lesu	Parent or Community Member
Jennifer Rahl	Parent or Community Member
Jinnie Kim	Parent or Community Member
Emiliano Limas-Martinez	Secondary Student
Emely Valencia	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 26, 2022.

Attested:



Principal, Ericka Zemmer on October 26, 2022



SSC Chairperson, Alexis Morfin on October 26, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

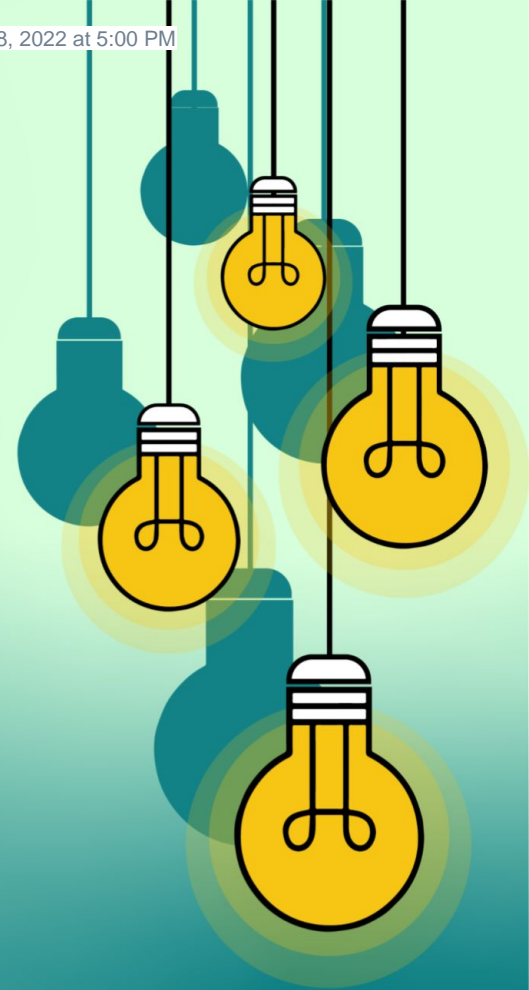
Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) 2022-23



Background and Introduction

- Schools participating in programs funded through the state's consolidated application process will develop a School Plan for Student Achievement (SPSA).
- CPCS's development of the SPSA is a result of previously being a state-identified school for Comprehensive Support and Improvement (CSI) in CPCS-SD and CPCS-LA for having a high school 4-year graduation rate below 68%. Additionally, CPCS will be receiving Title I funding for the 22–23SY for all three schools, CPCS-SD, CPCS-LA, and CPCS-SO.
- The goal areas and corresponding action items established are based on a comprehensive needs assessment and align with the school's LCAP.
- The School Site Council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. All three schools have worked with their respective school site councils to develop a SPSA. **School Site Councils approved the SPSAs at the October 26, 2022 meetings.**



GOAL 1

Improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and align assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups and students with disabilities.

- **Area**

- Academic Achievement

- **Metrics**

- CAASPP scores
- % participation in local assessments
- Growth metrics on local diagnostics
- Course completion rates

- **Planned Activities**

- MTSS/ Progress Monitoring
- M.A.R.S. Intervention Program
- Rock the test initiatives/ PLC committee/ planned CAASPP activities in live sessions and in SAI sessions
- **Teacher proctored local assessments**
- **ELD Curriculum and 2 ELD coordinators**
- **Expand virtual learning hubs with hired tutors**
- **Expand course elective options, including culturally inclusive options and CTE**
- **Summer Bridge Program**
- **K-8 Intervention teacher**
- **NWEA Maps Diagnostic Assessment (SBE verifiable data)**
- **The addition of 4 trained instructional coaches**



GOAL 1 Review

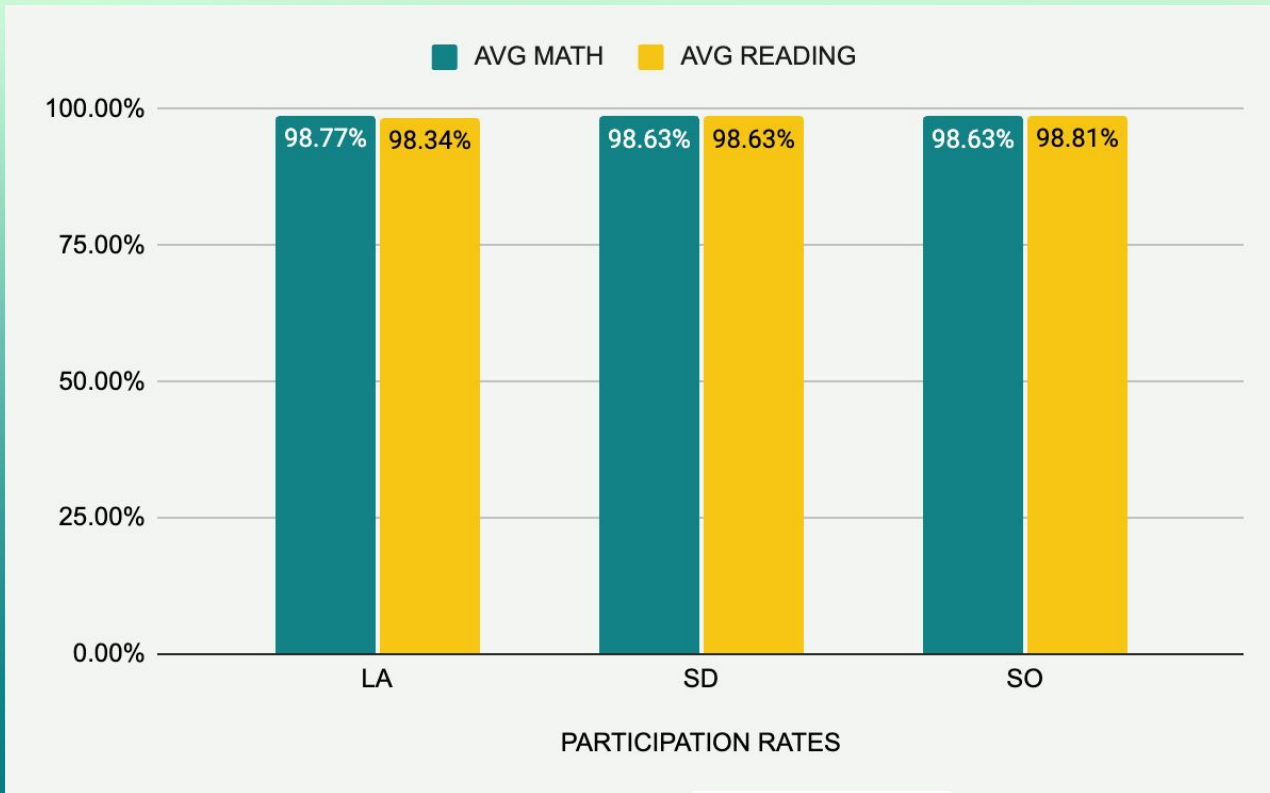


Local Assessment Data

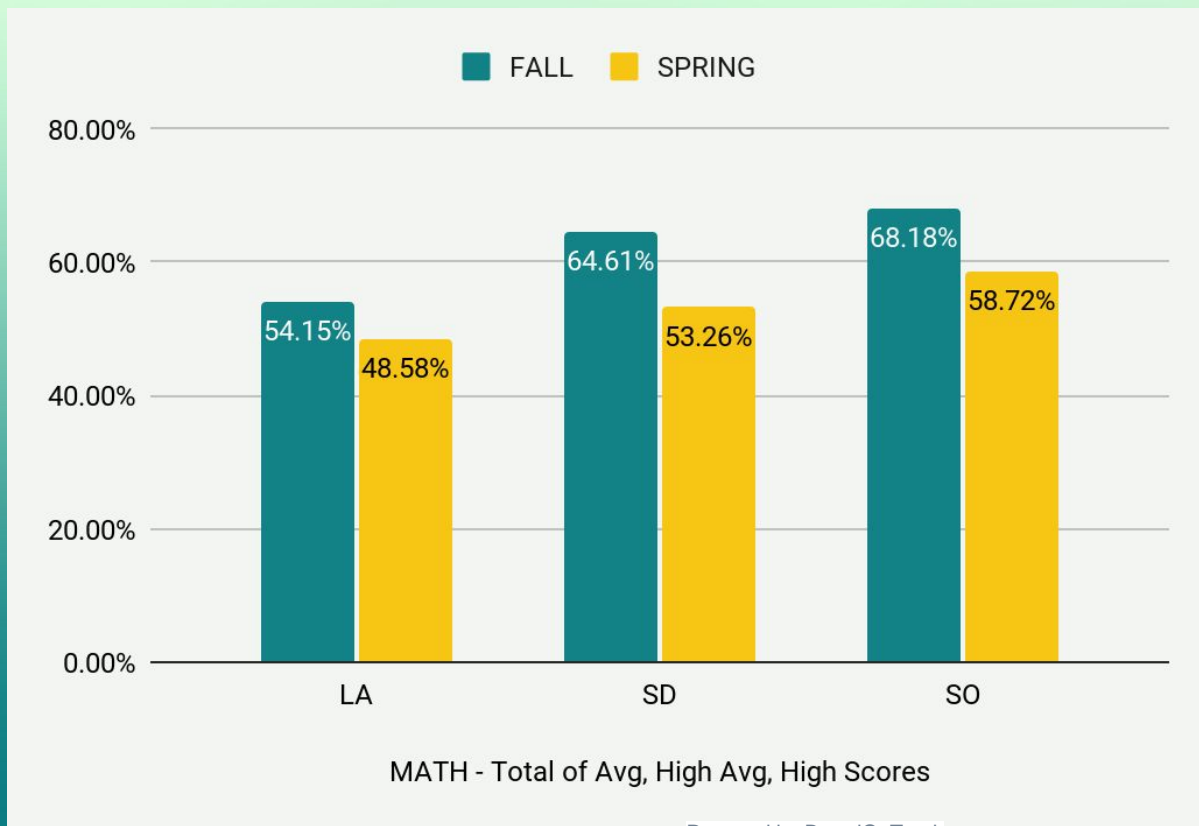
Baseline Data Year 2021-2022



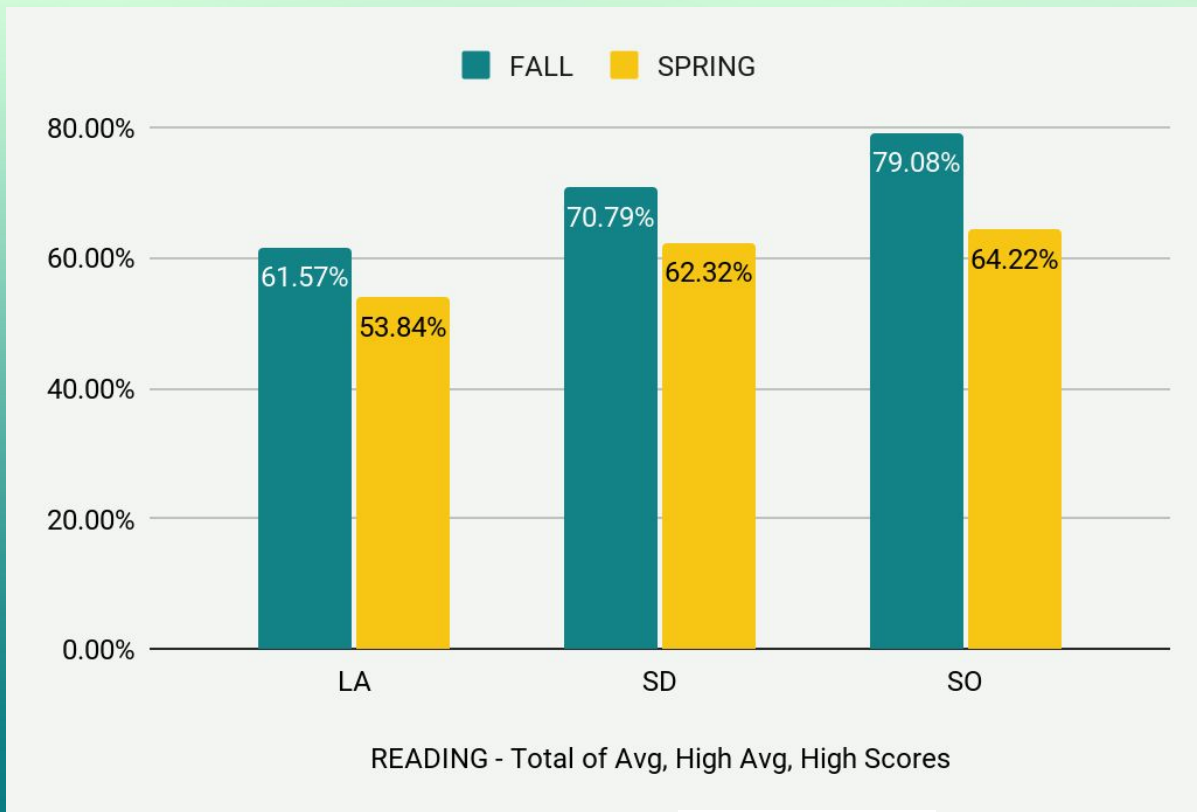
Participation Rates



NWEA Math Outcomes



NWEA Reading Outcomes



BASELINE YEAR REFLECTIONS

- NWEA is predictive of CAASPP scores
- First year of administration
- Testing Fatigue - change of testing schedule to do NWEA testing first in April 2023 followed by CAASPP in May 2023
- Increasing year-round test prep to support increased student preparation
- Digging into the test to identify standards

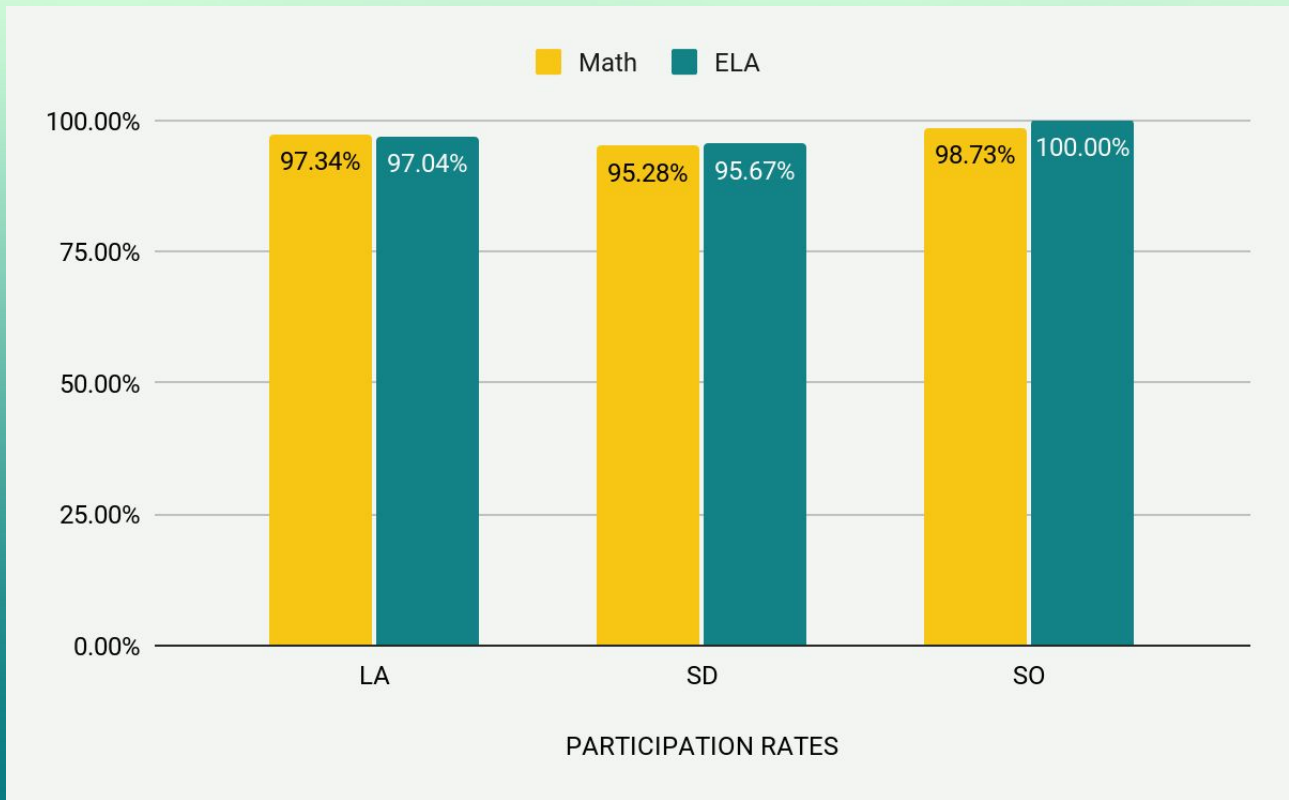


State Assessment Data

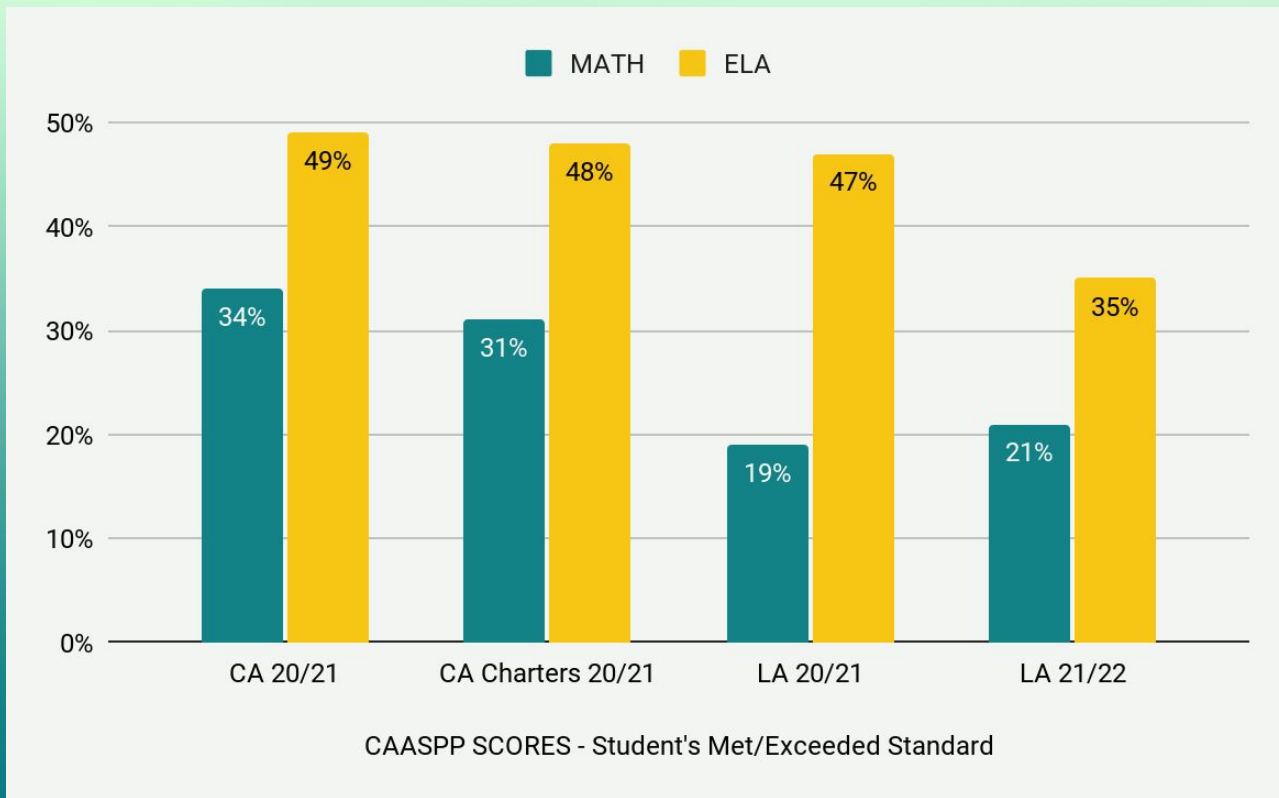
CAASPP Scores



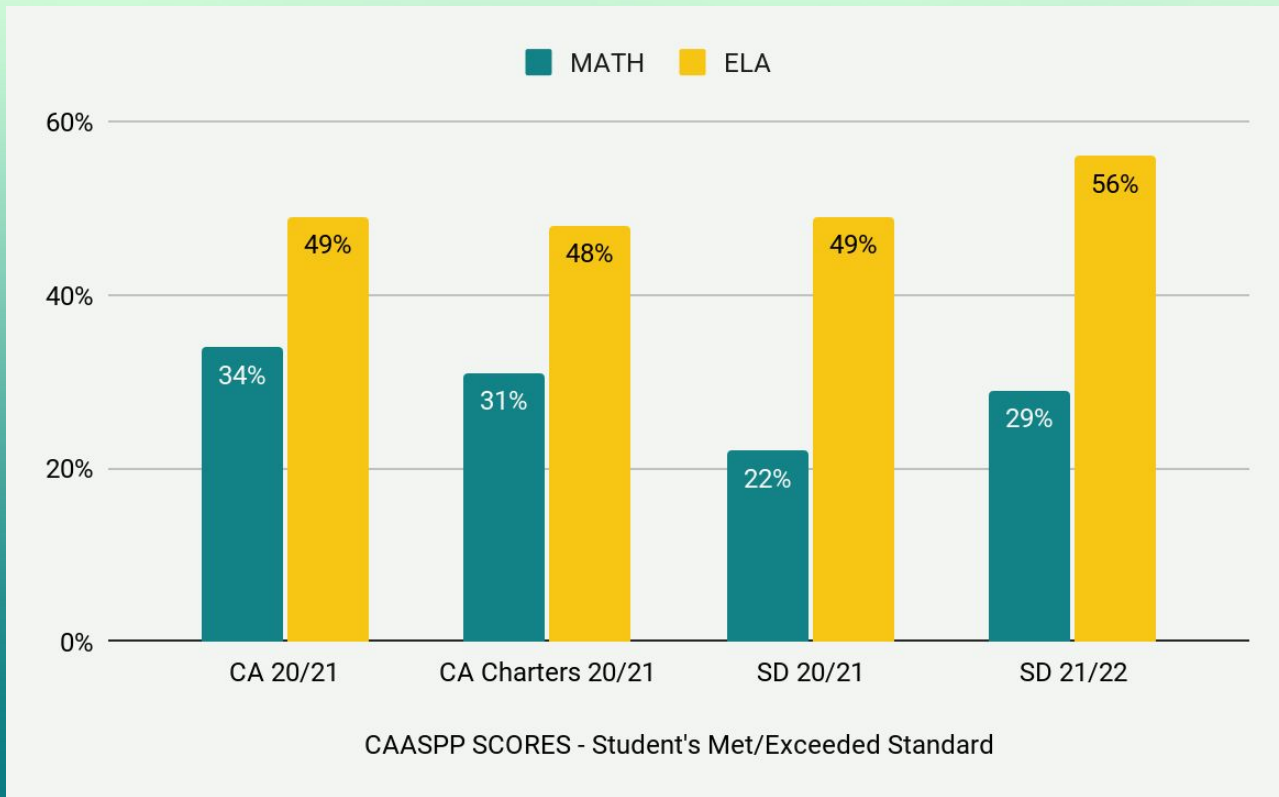
Participation Rates



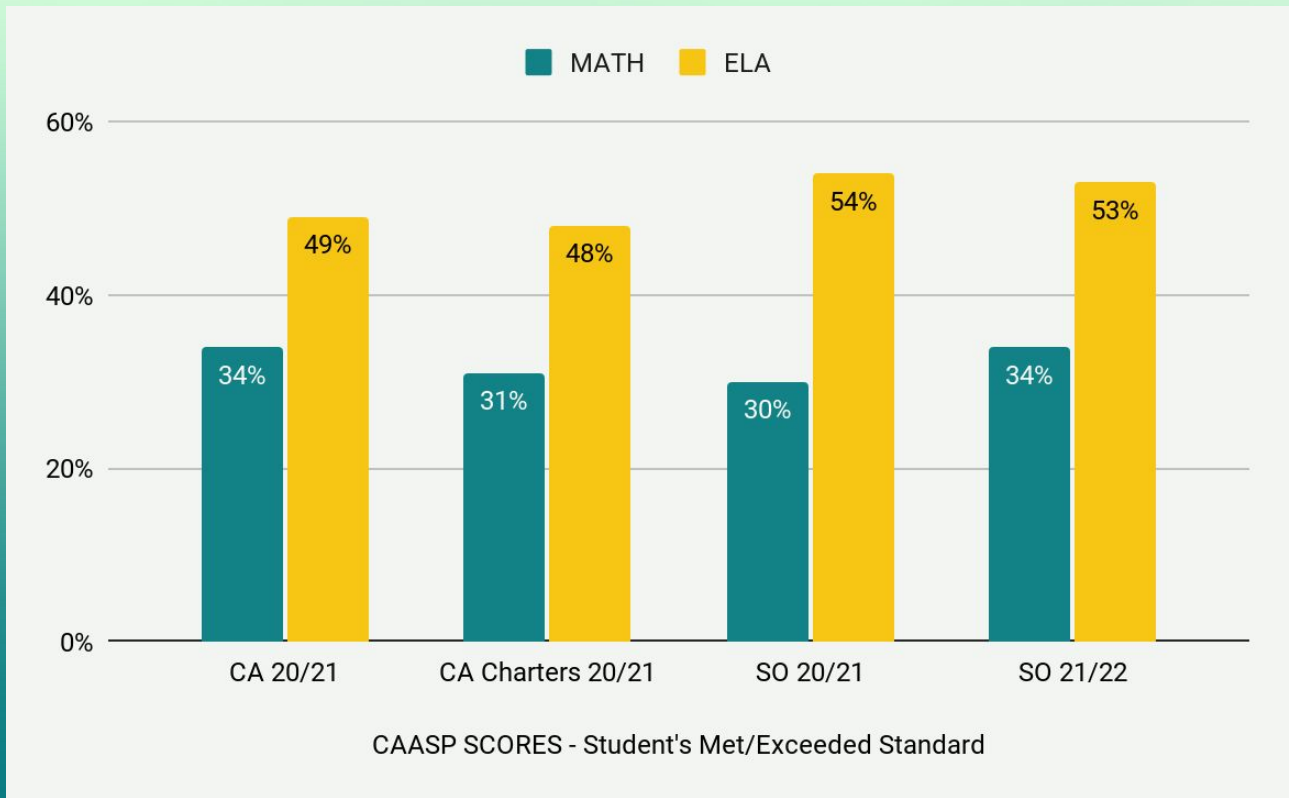
CPCS LA Outcomes



CPCS SD Outcomes



CPCS SO Outcomes



GOAL 1 Review

CAASPP	Local Assessments	Course Completion Rates	English Learner Progress
<p>TOMS 95% + participation rates</p> <p>ELA SD - 46% Met/exceeds the standard LA - 48% Met/exceeds the standard SO - 54% Met/exceeds the standard</p> <p>Math SD - 23% Met/exceeds the standard LA - 17% Met/exceeds the standard SO - 30% Met/exceeds the standard</p>	<p>95%+ participation rates</p> <p>ELA SD - 53.6% Met/exceeds the standard (S 42.5%) LA - 43% Met/exceeds the standard (S 36.4%) SO - 55.9% Met/exceeds the standard (S 51.9%)</p> <p>Math SD - 48.6% Met/exceeds the standard (S 36.4%) LA - 36.8% Met/exceeds the standard (S 31.5%) SO - 49.1% Met/exceeds the standard (S 42.1%)</p>	<p>Spring 2021-Spring 2022</p> <p>HS: 86.29% (94.38%) 8.09% increase <u>Traditional Program</u> 93.17% (95.14%) 1.97% increase</p> <p><u>Credit Recovery Program</u> 84.90% (92.68%) 7.78% increase</p> <p><u>Foundations Program</u> 80.81% (94.37%) 13.56% increase</p> <p>MS: 75.88% (79.35%) 3.47% increase</p> <p>ES: 96.11% (93.5%) 2.61% decrease</p>	<p>20-21 (25%) 21-22 (28%)</p> <p>SD (13 students) 23% RFEP 23% Level 4- Well developed 31% Level 3- Moderately developed 38% Level 2- Somewhat Developed .08% Level 1- Minimally Developed</p> <p>LA (12 students) 33% RFEP 33% (4), 33% (3), 17% (2), 17% (1)</p> <p>SO (4 students) 25% RFEP 25% (4), 50% (2) 25% (2) 0% (1)</p>

GOAL 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

- **Area:** ADA (attendance) and positive school climate
- **Metrics:**
 - Education Partner Perception Surveys
 - Chronic Absenteeism Rate
 - Suspension and Expulsion Rates
- **Planned Activities:**
 - Close monitoring of student attendance through the attendance and adequate progress policies
 - HR and counselor meetings
 - Contracts
 - Parent conferences to identify root causes
 - Administrative meetings/Empathy Interviews/ Student Success Plans w/ SEL support
 - Tiered Re-engagement strategies
 - **Increased synchronous instructional opportunities**
 - **AB130 Notifications**
 - **Enterprise Chromebooks for all students**
 - **Assistant Director of High School Engagement**
 - **Lead tutor/ VLH**





GOAL 2 Review

- **Area:** ADA (attendance) and positive school climate
- **Metrics:**
 - Education Partner Perception Surveys
 - 98% Safe environment, helpful teachers
 - Suspensions and Expulsions 0%
 - Chronic Absenteeism Rate

	19-20	20-21	21-22
SD	30%	20% (10% decrease)	20% (maintained)
LA	36%	24.3% (11.7% decrease)	21% (3.3% decrease)
SO	19%	14.3% (4.7% decrease)	25% (10.7% increase)

My teacher cares about my education and helps me to succeed.

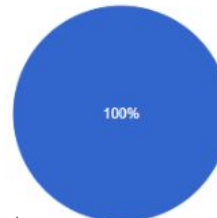
38 responses



● Agree
● Disagree

If I have a problem, I know I have someone at school that I can talk to for support.

15 responses



● Agree
● Disagree



GOAL 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

- **Area**
 - Family Engagement
- **Metrics**
 - Stakeholder Perception Surveys
 - School Site Council (opportunities for input)
- **Planned Activities**
 - Establish and hold 4 meetings yearly with a School Site Council (serves as Parent Advisory Committee).
 - Stakeholder Surveys and 2 way communication/Parent Square
 - Counselor and school psychologist support
 - PD on trauma informed and equitable instruction
 - Crisis Team
 - **Purpose Prep Edgenuity Social Emotional Learning (SEL) curriculum**
 - **Care Solace**
 - **Parent University**



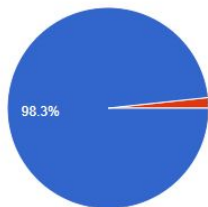
GOAL 3 Review



- **Area:** Family Engagement
- **Metrics**
 - Education Partner Perception Survey Participation
 - (decreased slightly from 34% to 23%)
 - Education Partner Overall Satisfaction Rate (parents and students)

Overall, I feel satisfied with my child's school.

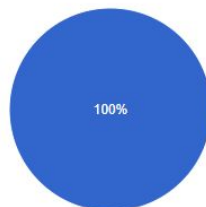
59 responses



● Agree
● Disagree

Overall, I feel satisfied with my child's school.

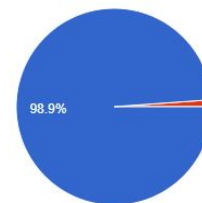
38 responses



● Agree
● Disagree

Overall, I feel satisfied with my child's school.

88 responses



● Agree
● Disagree



GOAL 4

We will ensure that ALL students, including English Learners, other unduplicated student groups, and students with disabilities are on-track to graduate from high school and have access to College and Career Technical Education.

- **Area:** College and Career Readiness and Graduation Rate
- **Metrics:**
 - Graduation Rate
 - % high school students college & career prepared
- **Planned Activities:**
 - Counselor assignment and meetings
 - Adequate Progress meetings/contracts
 - Advanced Placement course offerings and Dual Enrollment opportunities
 - College and Career Pathways and opportunities/NEPRIS
 - Dedicated 12th grade counselor and (2) 12th grade HR teachers
 - 9th grade intervention teacher/AVID
 - Math Placement Policy and procedures
 - Grad Rate PLC Committee, CCI PLC Committee
 - **Schoolwide Grad tracker at every grade level (9-12)**
 - **HS Engagement Coordinator**
 - **Increase CTE Pathways and CTE elective options**
 - **NEW Charter Revisions to include a 160 diploma pathways for severely credit deficient 12th grade students (120 credits or less entering 12th grade)**
 - **NEW position: intake counselor to support high school student 4 year plan development**
 - **NEW Plan Your Path, Pick Your Plus initiative to support A-G completion and meet CCI indicators**



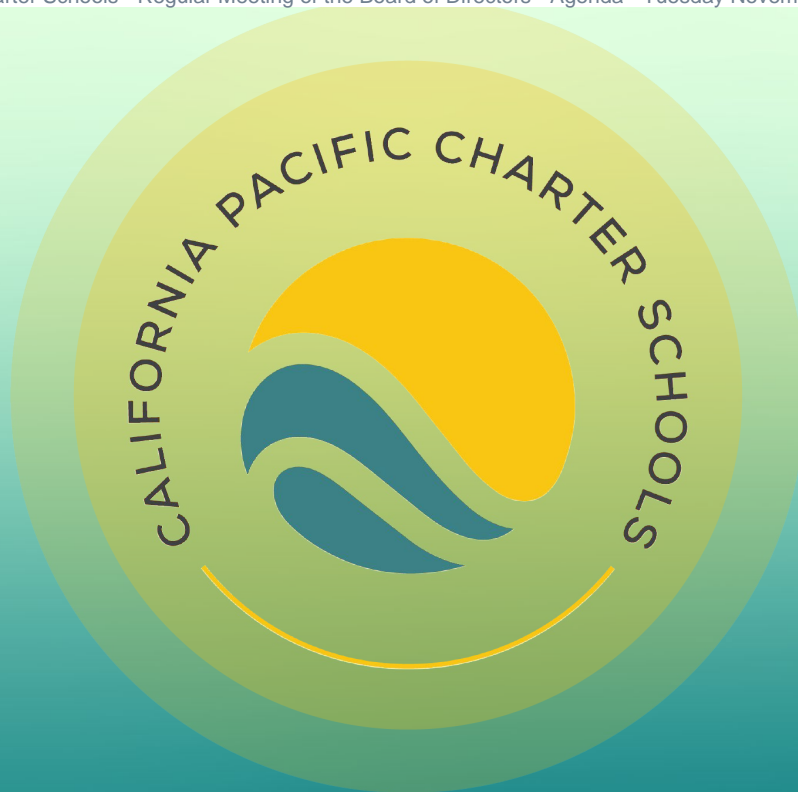
GOAL 4 Review

- **Area:** College and Career Readiness and Graduation Rate
- **Metrics:**
 - Graduation Rate

	19-20	20-21	21-22
SD	60.6%	94.4% (34% increase)	93.24% (maintain)
LA	58.95%	72.9% (14% increase)	82.43% (10% increase)
SO	54.2%	88.5% (34% increase)	86.36% (maintain)

- % high school students college & career prepared
 - SD 16% 19-20, 15% 20-21
 - LA 12.5% 19-20, 7.7% 20-21
 - SO < 30 grads < 30 grads





THANK YOU