



California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on June 10, 2023 at 1:02 PM PDT

Date and Time

Tuesday June 13, 2023 at 5:00 PM PDT

Location

Holiday Inn Diamond Bar
Room: Northgate 101
21725 E Gateway Center Dr.
Diamond Bar, CA 91765

Teleconference Locations

1850 Peary Way, Livermore, CA 94550

Join by telephone or via the Zoom conferencing link below:

Dial by your location

+1 669 900 6833 US (San Jose)

+1 213 338 8477 US (Los Angeles)

Meeting ID: 922 4073 2592

<https://cal-pacs-org.zoom.us/j/92240732592>

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. Pledge of Allegiance			5:02 PM
A. Led by Board President or designee.		Board President	5 m
III. Approve Adopt/Agenda			5:07 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 June 13, 2023.			
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			

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

IV. Approve Minutes 5:08 PM

A. Minutes of the Regular Board meeting that was held on May 9, 2023.	Approve Minutes	Board President	5 m
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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 5:13 PM

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

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

A. Closed Session	Discuss	Board President	20 m
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1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

	Purpose	Presenter	Time
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(Gov. Code Section 54956.9(d)(1))

- a. TR v. The Collaborative Charter Services Organization, et al.
- b. YL v. The Collaborative Charter Services Organization, et al.

2. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Pursuant to Government Code 54957

- a. Superintendent, Performance Evaluation and Goals

VII. Reconvene Regular Meeting 5:33 PM

- | | | | |
|---|---------|-----------------|-----|
| A. Report out any action that was taken in closed session. | Discuss | Board President | 5 m |
|---|---------|-----------------|-----|

VIII. 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.

IX. Correspondence/Proposals/Reports 5:38 PM

- | | | | |
|---|---------|-----------------|-----|
| A. School Highlights, Presented by Christine Feher, CEO/Superintendent | Discuss | Christine Feher | 5 m |
| B. Letter from Warner Unified School District 2022-23 re: Second Interim Report, California Pacific Charter School - San Diego | Discuss | Christine Feher | 2 m |

X. Consent 5:45 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.

	Purpose	Presenter	Time
A.	Consent - Business/Financial Services	Vote	1 m
	<ol style="list-style-type: none"> 1. Check Registers - May 2023 2. J.P. Morgan Statement - May 2023 3. Approval of Special Education Master Contract for Vendor Services 2023-2024 4. Approval of CCSA Membership Invoice (Renewal) 5. Approval of GoGuardian Quote (Renewal) 6. Approval of Kajeet Quote (Renewal) 7. Approval of NoRedInk Order (Renewal) 8. Approval of Seastone Productions (Renewal) 9. Approval of Stampli (Renewal) 10. Approval of Zoom (Renewal) 		

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 under A and 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 _____

XI. Education/Student Services 5:47 PM

A.	Approval of 2023 LCAP Local Performance Indicator Self-Reflection	Vote	Ericka Zemmer	5 m
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It is recommended the Board approve the 2023 LCAP Local Performance Indicator Self-Reflection report for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Roll Call Vote:

	Purpose	Presenter	Time
Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

B. Approval of Renaissance Subscription (Renewal) Vote Christine Feher 5 m

It is recommended the Board approve Renaissance STAR testing as the verifiable data growth assessment as well as the purchase contract with Renaissance for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to \$25,000

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$12,500.00

California Pacific Charter - San Diego (#1758) \$8,000.00

California Pacific Charter - Sonoma (#2037) \$4,500.00

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

XII. Organizational Structure of the Corporation 5:57 PM

A. Election of Corporate Officer Vote Christine Feher 7 m

In accordance with the Second Amended Bylaws of California Pacific Charter Schools, Article VIII, Officers of the Corporation, Section 3, Election of Officers and Section 9, Secretary, it is recommended the Board of Directors conduct the election for the following corporate officer position:

a. Secretary: _____

Roll Call Vote:

	Purpose	Presenter	Time
Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul			
Moved by _____	Seconded by _____	Ayes _____	Nays _____ Absent _____

XIII. Personnel Services

6:04 PM

- | | | | | |
|-----------|--|------|---------------|-----|
| A. | Approval of One-Time Discretionary Bonus for Staff | Vote | Corrie Amador | 5 m |
|-----------|--|------|---------------|-----|

It is recommended the Board approve the one-time discretionary bonus for staff for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: \$ 317,875.00

California Pacific Charter - Los Angeles (#1751) \$143,621.25

California Pacific Charter - San Diego (#1758) \$143,621.25

California Pacific Charter - Sonoma (#2037) \$30,632.50

** Total fiscal impact will be the bonus amount plus any related CalSTRS benefit or payroll fees, as applicable for eligible employees.*

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

- | | | | | |
|-----------|--|------|---------------|-----|
| B. | Approval of Revisions to 2023-2024 Salary Schedules and Associated Reclassifications | Vote | Corrie Amador | 5 m |
|-----------|--|------|---------------|-----|

It is recommended the Board approve an increase to the 2023-2024 salary schedules and the associated reclassifications of staff for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: \$ 383,663.43

(Allocation split may vary dependent on actual enrollment)

	Purpose	Presenter	Time
California Pacific Charter - Los Angeles (#1751)	\$ 191,831.72		
California Pacific Charter - San Diego (#1758)	\$ 122,772.30		
California Pacific Charter - Sonoma (#2037)	\$ 69,059.42		

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

- C. Approval of Shared Personnel Agreements for July 1, 2023 - June 30, 2024 Vote Corrie Amador 5 m

It is recommended the Board approve the Shared Personnel Agreements between Sage Oak Charter Schools and California Pacific Charter Schools for support from Gretchen Chamberlain, Assistant Director of Compliance and Accountability, and Romy Mason, Special Education Data & Compliance Specialist, effective July 1, 2023 through June 30, 2024.

Fiscal Impact:

Gretchen Chamberlain, Assistant Director of Compliance & Accountability

Total Annual: \$172,647.62 total compensation and benefits.

CalPac 60%

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - LA (#1751) \$49,297.81

California Pacific Charter - SD (#1758) \$39,933.39

California Pacific Charter - SO (#2037) \$14,357.38

Sage Oak 40%

Sage Oak Charter Schools - \$69,059.05

Romy Mason, Special Education Data & Compliance Specialist

Total Annual: \$120,740.29 total salary and benefits.

CalPac 80%

(Allocation split may vary dependent on actual enrollment)

Purpose	Presenter	Time
California Pacific Charter - LA (#1751) \$45,968.24		
California Pacific Charter - SD (#1758) \$37,236.31		
California Pacific Charter - SO (#2037) \$13,387.68		

Sage Oak 20%
 Sage Oak Charter Schools - \$24,148.06

Roll Call Vote:

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

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

- | | | | |
|--|------|---------------|-----|
| D. Approval of Property and Casualty Insurance Policies by Bolton & Company (Renewal) | Vote | Corrie Amador | 7 m |
|--|------|---------------|-----|

It is recommended the Board approve the renewal of the Property and Casualty Insurance Policies by Bolton & Company for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), for the 2023-2024 school year.

Fiscal Impact: \$98,411.00

California Pacific Charter - Los Angeles (#1751) \$49,205.50
California Pacific Charter - San Diego (#1758) \$31,491.52
California Pacific Charter - Sonoma (#2037) \$17,713.98
<i>Allocation split may vary dependent on actual enrollment</i>

Roll Call Vote:

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

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

- | | | | |
|--|------|---------------|-----|
| E. Approval of Employee Handbook Policy Changes | Vote | Corrie Amador | 5 m |
|--|------|---------------|-----|

	Purpose	Presenter	Time
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It is recommended the Board approve the policies as presented for addition to the Employee Handbook effective July 1, 2023, for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751), for the 2023-2024 school year.

Fiscal Impact: \$5,983.90

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$ 2,991.95

California Pacific Charter - San Diego (#1758) \$ 1,914.85

California Pacific Charter - Sonoma (#2037) \$ 1,077.10

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

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

XIV. Public Hearings

6:31 PM

A. Preliminary Budget 2023-24, First Reading	Discuss	Shannon Green	10 m
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It is recommended the Board enter into a public hearing regarding the Preliminary Budget for the 2023-24 school year. During the hearing there will be a presentation on the Preliminary Budget for the 2023-24 school year.

- a. 2023-24 Preliminary Budget #1751 California Pacific Charter School-Los Angeles
- b. 2023-24 Preliminary Budget #1758 California Pacific Charter School-San Diego
- c. 2023-24 Preliminary Budget #2037 California Pacific Charter School-Sonoma
- e. 2023-24 Budget Overview for Parents - #1751 California Pacific Charter School-Los Angeles
- f. 2023-24 Budget Overview for Parents - #1758 California Pacific Charter School-San Diego
- g. 2023-24 Budget Overview for Parents - #2037 California Pacific Charter School-Sonoma
- h. Education Protection Account (EPA) Expenditure Summary #1751 California Pacific Charter School-LA

	Purpose	Presenter	Time
i. Education Protection Account (EPA) Expenditure Summary #1758 California Pacific Charter School-SD			
j. Education Protection Account (EPA) Expenditure Summary #2037 California Pacific Charter School-Sonoma			

Hearing Open: _____

Hearing Closed: _____

B. Local Control & Accountability Plan (LCAP) 2023-24	Discuss	Ericka Zemmer	10 m
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It is recommended the Board enter into a public hearing regarding the LCAP for 2023-24. During the hearing there will be a presentation on the LCAP for 2023-24.

- a. 2023-24 Budget Overview for Parents (San Diego)
- b. 2023-24 LCAP Plan Summary (San Diego)
- c. 2023-24 Budget Overview for Parents (Los Angeles)
- d. 2023-24 LCAP Plan Summary (Los Angeles)
- e. 2023-24 Budget Overview for Parents (Sonoma)
- f. 2023-24 LCAP Plan Summary (Sonoma)

Hearing Open: _____

Hearing Closed: _____

XV. Calendar

The next scheduled regular meeting of the Board of Directors will be held on June 20, 2023.

XVI. Comments 6:51 PM

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

XVII. Closing Items 7:01 PM

A. Adjourn Meeting	Vote		
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	Purpose	Presenter	Time
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
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: 949-688-7798

Coversheet

Minutes of the Regular Board meeting that was held on May 9, 2023.

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board meeting that was held on May 9, 2023.
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on May 9, 2023

APPROVED



California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

Tuesday May 9, 2023 at 5:00 PM

Location

Holiday Inn Diamond Bar
Room: Northgate 101
21725 E Gateway Center Dr.
Diamond Bar, CA 91765

Teleconference Locations

1850 Peary Way, Livermore, CA 94550
32706 Spun Cotton Drive, Winchester, CA 92596
4820 Renovo Way, San Diego, CA 92124

Join by telephone or via Zoom conferencing link below:

Dial by your location

+1 669 900 6833 US (San Jose)

+1 213 338 8477 US (Los Angeles)

Meeting ID: 914 3216 8051

<https://cal-pacs-org.zoom.us/j/91432168051>

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Directors Present

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

Directors Absent

None

Guests Present

C. Amador (remote), C. Feher, D. Carlos, E. Zemmer (remote), G. Chamberlain (remote), L. Hath (remote), S. Green (remote)

I. Opening Items

A. Call the Meeting to Order

S. Peterson called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday May 9, 2023 at 5:06 PM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board President or designee.

Tanya Rogers, Clerk led the Pledge of Allegiance.

III. Approve Adopt/Agenda

A. Agenda

T. Rogers made a motion to Shirley Peterson, Vice President.
W. Howard seconded the motion.

Christine Feher made a recommendation to amend the agenda and move Item B, Staff Recognition listed under Correspondence / Proposals / Reports to the beginning of the meeting, before Closed Session.

The agenda was amended on 5/26/23, to remove the 2023-2024 Strategic Staffing Plan Excel worksheet from Personnel Services, Item D. This worksheet has been placed in the Board On Track Documents folder for Board Members to review. This was due to the large size of the worksheet and not being able to PDF properly, which made it non legible.

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

Roll Call

T. Rogers Aye
W. Howard Aye
J. McFaul Aye
S. Peterson Aye
K. Wylie Absent

IV. Approve Minutes

A. Minutes of the Regular Board meeting that was held on March 7, 2023

S. Peterson made a motion to approve the minutes from Regular Meeting of the Board of Directors on 03-07-23.

W. Howard seconded the motion.

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

Roll Call

W. Howard Aye
J. McFaul Aye
K. Wylie Absent
T. Rogers Aye
S. Peterson Aye

V. Public Comment - Closed Session

A. There were no public comments regarding Closed Session.

1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(Gov. Code Section 54956.9(d)(1))

- a. TR v. The Collaborative Charter Services Organization, et al.
- b. YL v. The Collaborative Charter Services Organization, et al.

2. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Pursuant to Government Code 54957

a. Superintendent, Performance Evaluation and Goals

VI. Adjourn to Closed Session

A. Closed Session

Kelly Wylie, President joined the meeting at 5:16 p.m.

The Board of Directors adjourned to closed session at 5:19 p.m. The meeting will reconvene at 6:00 p.m.

VII. Reconvene Regular Meeting

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

The meeting reconvened at 6:17 p.m.

Tanya Rogers, Clerk reported out "no action was taken during the closed session."

VIII. Correspondence/Proposals/Reports

A. School Highlights, Presented by Christine Feher, CEO/Superintendent

Christine Feher presented the School Highlights, and kept it short due to the Staff Recognition presentation this evening.

B. Staff Recognition - Employees with Five and Ten Years of Service, Presented by Christine Feher, CEO/Superintendent

Christine Feher presented the Teacher and Staff Recognition 2022-2023.

5 Years of Services:

Caryn Masters

Alexis Morfin

Ericka Zemmer

10 Years if Services:

Lisa Martinez

Erin Rineberg

C. Letter from Guerneville Unified School District 2022-23 re: Second Interim Report, California Pacific Charter School- Sonoma

Presented by Christine Feher, CEO/Superintendent.

D. Letter from Acton-Agua Dulce 2022-23 Second Interim Report, California Pacific Charter-LA

Presented by Christine Feher, CEO/Superintendent.

IX. Consent

A. Consent - Business/Financial Services

1. Check Registers - March 2023 and April 2023
2. J.P. Morgan Statement - March 2023 and April 2023
3. Approval of Surplus of Electronic Devices

B. Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report

C. Consent - Policy Development

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2023-2024 school year.

Board Policies: Reviewed

The following documents were reviewed for accuracy and may include minor edits such as a correction to a typographical error, grammar, spelling, or punctuation. The document may also include a change from Executive Director to Superintendent. The edits did not affect the content or meaning and intent of the policy.

3000 Series - Business/Non-Instructional

- 3016-CPCS Third-Party Processor Policy
- 3105-CPCS Education Partner Risk Management Policy
- 3110-CPCS Education Partner Application and Pre Approval
- 3120-CPCS Name and Logo Use Policy
- 3150-CPCS Reserve Policy

Board Policies: Revised

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

3000 Series - Business/Non-Instructional

- 3000-CPCS Fiscal Control Policy
- 3005-CPCS Purchasing Fiscal Policy
- 3011-CPCS Accounts Payable and Record-Keeping Policy
- 3012-CPCS Purchasing Card Fiscal Policy
- 3015-CPCS Accounts Receivable Fiscal Policy
- 3020-CPCS Expenses Fiscal Policy
- 3025-CPCS Finance Fiscal Policy
- 3100-CPCS Education Partner Code of Conduct
- 3125-CPCS Intraorganizational Loan Policy
- 3135-CPCS Gift Acceptance Policy

Board Policy: Rescinded

The following is a current policy which is no longer applicable and should therefore be archived.

3000 Series - Business/Non-Instructional

- 3115-CPCS General Terms and Conditions of the Purchase Order

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

Consent items listed A through C were approved/adopted by a single motion.

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

X. Business/Financial Services

A. Approval of CliftonLarsonAllen (CLA) Tax Form 990 Return and California Tax Form 199 Return - Year Ended June 30, 2022

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

Presented by Shannon Green.

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

B. Approval of New Bank Account for California Pacific Charter Schools - Sonoma

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

Presented by Shannon Green

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

C.

Approval of 1st Day School Supplies (Renewal)

J. McFaul made a motion to Kelly Wylie, President.

W. Howard seconded the motion.

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

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

T. Rogers made a motion to Kelly Wylie, President.

J. McFaul seconded the motion.

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

E. Approval of a Three-Year Contract with Alludo Learning (Renewal)

J. McFaul made a motion to Kelly Wylie, President.

W. Howard seconded the motion.

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

F. Approval of a Curriculum Purchase from Accelerate Education (Renewal)

T. Rogers made a motion to Kelly Wylie, President.

J. McFaul seconded the motion.

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

G. Approval of Funds for Purchase of Student and Faculty Technology

S. Peterson made a motion to Kelly Wylie, President.

J. McFaul seconded the motion.

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

XI. Personnel Services

A. Approval of Declaration of Need (DON) for the 2023-2024 School Year

J. McFaul made a motion to Kelly Wylie, President.

W. Howard seconded the motion.

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

B. Approval of University Student Teaching and Internship Agreements

S. Peterson made a motion to Kelly Wylie, President.

J. McFaul seconded the motion.

Agreements with:

Alliant International University (August 1, 2023 - July 30, 2026)

California State University San Bernardino (July 1, 2023 - June 30, 2027)

California State University Dominguez Hills (June 1, 2023 - June 30, 2026)

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

C. Approval of 457(b) Plan Revisions

T. Rogers made a motion to Kelly Wylie, President.

J. McFaul seconded the motion.

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

D. Approval of 2023-2024 Strategic Staffing Plan

W. Howard made a motion to Kelly Wylie, President.

S. Peterson seconded the motion.

Presented by Corrie Amador and Shannon Green.

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

XII. Policy Development

A. Approval of New Board Policy

J. McFaul made a motion to Kelly Wylie, President.

S. Peterson seconded the motion.

Presented by Shannon Green.

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

XIII. Comments

A. Board Comments

The Board thanked Christine for her leadership and all of the CPCS Staff for their hard work and dedication. Bill thanked Corrie Amador and Shannon Green for their presentations, and for the opportunity to evaluate the CEO/Superintendent, Christine Feher. He said he learned a lot. The Board then said "Happy Appreciation" month to the teachers, school nurses, and classified employees, saying they greatly appreciate them all for helping to meet student goals. They wished everyone an wonderful "End-of-School-Year." Thank you.

B. CEO/Superintendent Comments

The CEO echoed the Board comments and thanked the teachers and staff for their hard work. She said all staff members were sent a power bank for appreciation, and CPCS will be hosting a luncheon for classified staff. She wanted the Board to know that she will be attending the May Revise sessions, and plans to present a COLA 3-5 year plan next month, particularly with the possibility of entering into a recession. She then thanked Daisy

for taking the lead on the May agenda saying she did a good job, and thanked Lori Hath for training her. There is a lot going on during the end-of -the-school-year, and she is preparing for next year. Thank you!

XIV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:26 PM.

Respectfully Submitted,
K. Wylie

Documents used during the meeting

- April 22-23 SO School Highlights.pdf
- April 22-23 LA School Highlights.pdf
- April 22-23 SD School Highlights.pdf
- Staff Recognition 22-23.pdf
- Second Interim Review.pdf
- 2022-23 CA Pacific Charter-LA Second Interim Budget Review.pdf
- CalPac-LA Check Register March 2023.pdf
- CalPac-LA Check Register April 2023.pdf
- CalPac-SD Check Register March 2023.pdf
- CalPac-SD Check Register April 2023.pdf
- CalPac-SO Check Register March 2023.pdf
- CalPac-SO Check Register April 2023.pdf
- J.P. Morgan Statement March 31 2023.pdf
- J.P. Morgan Statement April 30 2023.pdf
- CALPAC_unrecoverable_and_ewaste_list_for_Board_5.9.2023.pdf
- BUS Policy Review 3000 Series - Business Non-Instructional.pdf
- CPCS - 3000 Fiscal Policy Overview.pdf
- CPCS - 3000 Fiscal Policy Overview_redline_5.9.23.pdf
- CPCS - 3016 Third-Party Processor Policy.docx.pdf
- CPCS - 3100 Education Partner Code of Conduct.pdf
- CPCS - 3100 Education Partner Code of Conduct_redline_5.9.23.pdf
- CPCS - 3105 Education Partner Risk Management Policy_reviewed_5.9.23.pdf

- CPCS - 3110 Education Partner Application and Pre Approval_reviewed_5.9.23.pdf
- CPCS - 3120 Name and Logo Use Policy_reviewed_5.9.23.pdf
- CPCS - 3125 Intraorganizational Loan Policy.pdf
- CPCS - 3125 Intraorganizational Loan Policy_redline_5.9.23.pdf
- CPCS - 3150 Reserves Fiscal Policy.pdf
- CPCS - 3005 Purchasing Fiscal Policy.pdf
- CPCS - 3005 Purchasing Fiscal Policy_redline_5.9.23.pdf
- CPCS - 3011 Banking And Accounts Payabl...Policy REVISED 2022.pdf
- CPCS - 3011 Banking And Accounts Payabl...Policy REVISED 2022_redline_5.9.23.pdf
- CPCS - 3012 Purchasing Card Fiscal Policy.pdf
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- CPCS - 3015 Accounts Receivable Fiscal Policy.pdf
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- CPCS - 3020 Expenses Fiscal Policy.pdf
- CPCS - 3020 Expenses Fiscal Policy_redline_5.9.23.pdf
- CPCS Lost or Missing Receipt Form REV. 05-2023.pdf
- CPCS - 3025 Finance Fiscal Policy.pdf
- CPCS - 3025 Finance Fiscal Policy REVISED 2022_redline_5.9.23.pdf
- CPCS - 3135 Gift Acceptance Policy.pdf
- CPCS - 3135 Gift Acceptance Policy_redline_5.9.23.pdf
- CPCS - 3115 Education Partner Terms and... the Purchase Order.pdf
- 2021 CalPac 990 and 199 FINAL.pdf
- Chase Business Depository Certificate.pdf
- Chase Certification of Beneficial Ownership.pdf
- Chase Deposit Account Agreement.pdf
- Chase Additional Banking Services and Fees.pdf
- 1st Day School Supplies Quote.pdf
- All Systems Go!.pdf
- Evergreen_Alludo Renewal Quote 2023.26.pdf
- Accelerate Education Quote Q01663.pdf
- Staff Dell Quote.pdf
- Lenovo CB Quote.pdf
- Asset Tag Accesories Quote.pdf
- Monitor Quote.pdf
- cl500- Declaration of Need Form CPCS-SD.pdf

- cl500- Declaration of Need Form CPCS-SO.pdf
- cl500- Declaration of Need Form CPCS-LA.pdf
- CPCS and Alliant -MOU-2023.pdf
- CSUSB 269894.pdf
- CSUDH STUDENT TEACHING AGREEMENT 2023.pdf
- BUS 457b Plan Update.pdf
- Cal-Pacs 457(b) Basic Plan Document-Add Match.pdf
- Cal-Pacs 457(b) Adoption Agreement-Add Match.pdf
- Cal-Pacs 457(b) CARES Act Amendment-Add Match.pdf
- Cal-Pacs 457(b) SECURE Act Amendment-Add Match.pdf
- BUS CPCS 2023-2024 Strategic Staffing Plan.docx.pdf
- Strategic Staff Planning 2023-2024.pptx.pdf
- CPCS - 3140 Uncollectible Debt Policy.pdf
- 2023-2024_Strategic_Staffing_Plan_final_-_May_9_2023_Agenda.xlsx

FOR MORE INFORMATION

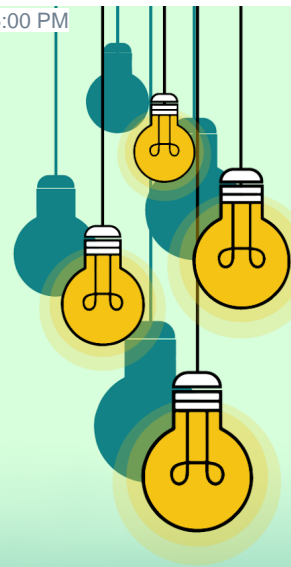
For more information concerning this agenda, contact
California Pacific Charter Schools. Telephone: 949-688-7798

Coversheet

School Highlights, Presented by Christine Feher, CEO/Superintendent

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

CPCS LOS ANGELES SCHOOL HIGHLIGHTS



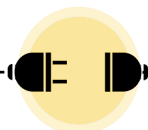
May 2023

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397

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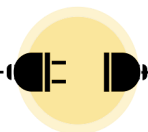
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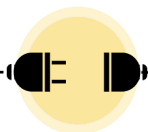
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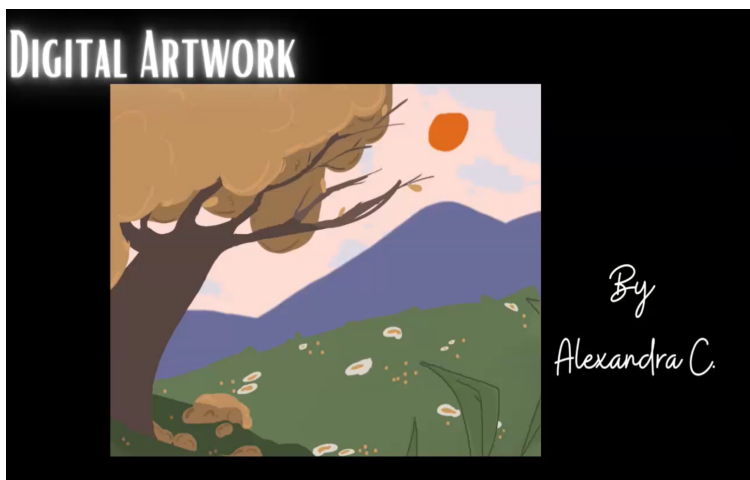
LOS ANGELES

May 2023

Disneyland Leadership Conference



Talent Show



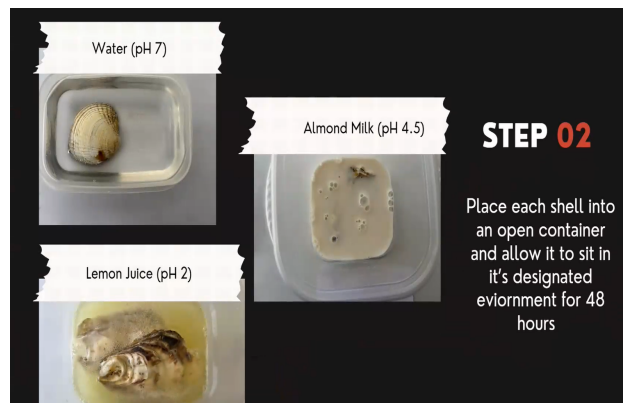


LOS ANGELES

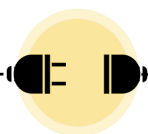
May 2023

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Whale Watching





LOS ANGELES

May 2023

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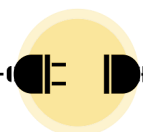


Grad Nite



FUTURE PROJECTS

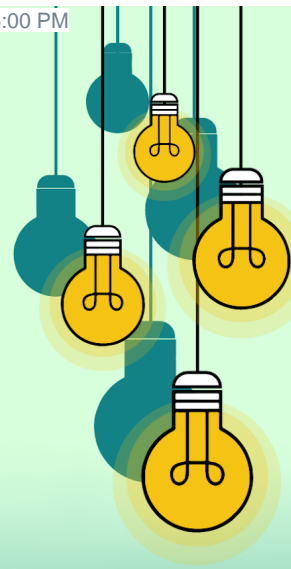
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CPCS SONOMA SCHOOL HIGHLIGHTS



May 2023

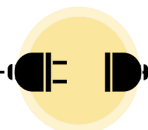


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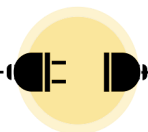
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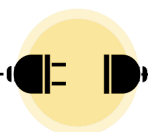
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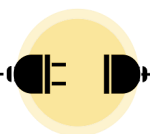
SONOMA

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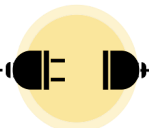
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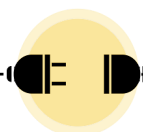


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FUTURE PROJECTS

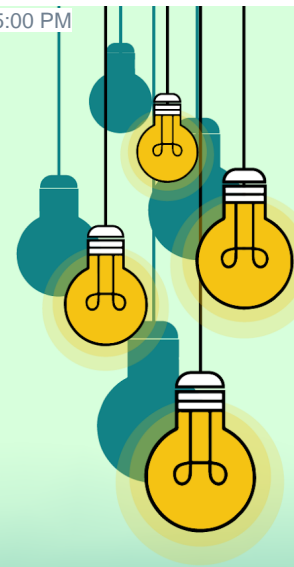
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CPCS SAN DIEGO SCHOOL HIGHLIGHTS



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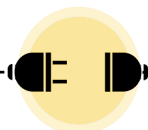


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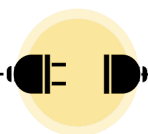
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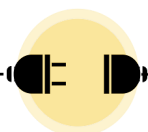
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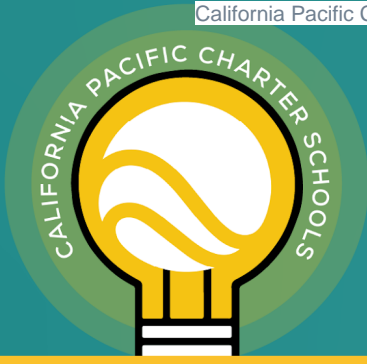
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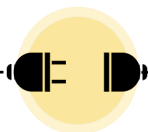
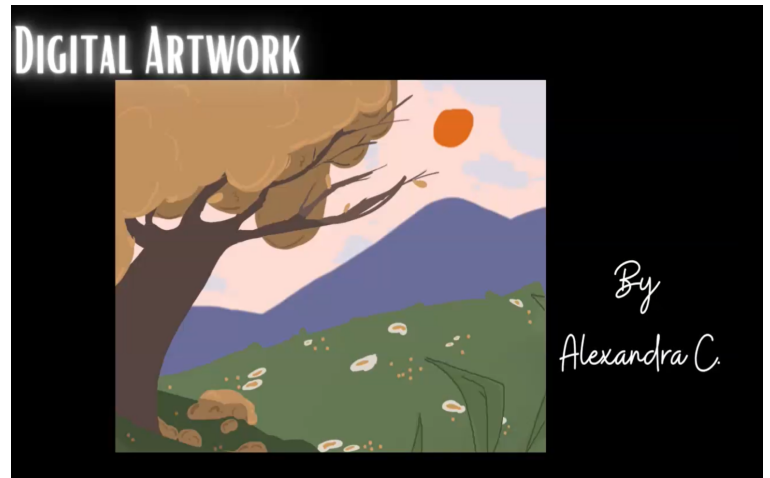
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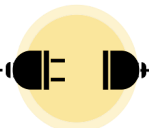
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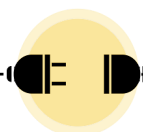


Grad Nite



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Coversheet

Letter from Warner Unified School District 2022-23 re: Second Interim Report, California Pacific Charter School - San Diego

Section: IX. Correspondence/Proposals/Reports
Item: B. Letter from Warner Unified School District 2022-23 re: Second Interim Report, California Pacific Charter School - San Diego
Purpose: Discuss
Submitted by:
Related Material: 2nd Interim 22-23 Letter, CalPac-SD.pdf

Warner Unified School District

P.O. Box 8, 30951 Highway 79, Warner Springs, CA 92086
Phone (760) 782-3517 - FAX (760) 782-9117



Date: May 5, 2023

To: California Pacific Charter
940 South Coast Drive, #185
Costa Mesa, CA 92626

From: Warner Unified School District
30591 Highway 79, PO Box 8
Warner Springs, CA 92086

Re: Fiscal Year 2022-23 2nd Interim Report

Dear Christine Feher,

The Warner Unified School District has completed its review of the charter's 1st Interim Report in compliance with the provisions of Education Code Section 47604.32 (a)(3). The district is required to review the budget and determine if it complies with the standards and criteria for fiscal stability and if the budget allows the charter to meet its financial obligations during the current fiscal year and satisfy its multi year financial commitments.

Based on the analysis, we have concluded that the charter has met the necessary requirements. The charter's budget has therefore been approved by the district.

During our review, we noted the following items for the charter's review and/or action:

1. The 2nd Interim Reports were submitted by CalPac Assistant Director of Fiscal Services, Shannon Green, via SACS in a timely manner and had no errors or notes of concern.

We appreciate the charter's efforts to ensure fiscal solvency. Should any adverse circumstances arise which would negatively impact the financial condition of the charter, please notify this office as soon as possible. If you have any questions concerning this review, please feel free to contact us at the district office.

Sincerely,

Gabbie Osuna
Charter Liaison
Warner Unified School District

Coversheet

Consent - Business/Financial Services

Section: X. Consent
Item: A. Consent - Business/Financial Services
Purpose: Vote
Submitted by:
Related Material: CalPac-LA Check Register May 2023.pdf
CalPac-SD Check Register May 2023.pdf
CalPac-SO Check Register May 2023.pdf
J.P. Morgan Statement May 31 2023.pdf
2023-24 SELPA Master Contract DRAFT.pdf
BUS Concent Items 4-10.pdf
CCSA Membership Inv 5-17-23.pdf
GoGuardian - California Pacific Charter Schools.pdf
Kajeet Contract.pdf
NoRedInk - Order NRI-33132.pdf
Seastone Productions 23-24.pdf
Stampli Jan-May 2023.pdf
Zoom Contract.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/5/2023
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank -		Account no: 505911781				
	5/1/2023	CASB001--CASBO	101370918	219.84	CASBO Membership April - June 2023	55--California Pacific Charter - Los Angeles
	5/1/2023	DELA000--De Laqe Landen Financial S	101370917	173.47	Copier Lease for April 2023	55--California Pacific Charter - Los Angeles
	5/2/2023	SARA001--Sarah Simkin	101370929	10.47	Sped Retreat Mileage	55--California Pacific Charter - Los Angeles
	5/2/2023	JANE001--Jane Willson	101370928	7.31	School Pathways Conf Mileage	55--California Pacific Charter - Los Angeles
	5/2/2023	PROC000--Procopio, Cory, Harqreaves	101370920	4,790.13	Legal Services for Feb 2023	55--California Pacific Charter - Los Angeles
	5/2/2023	WORL000--Worldwide Express	101370924	1,233.84	Postage for CPC-LA	55--California Pacific Charter - Los Angeles
	5/2/2023	CHAR001--Charter Impact	101370921	1,256.25	Payroll Services April 2023	55--California Pacific Charter - Los Angeles
	5/2/2023	ALLS001--All Systems Go!	101370922	974.04	Marketing for March 2023	55--California Pacific Charter - Los Angeles
	5/2/2023	BALL001--Balloons by Jenn	101370923	223.01	Balloons for SoCal Graduation	55--California Pacific Charter - Los Angeles
	5/2/2023	DELA000--De Laqe Landen Financial S	101370925	173.47	Copier Lease for May 2023	55--California Pacific Charter - Los Angeles
	5/2/2023	PROC000--Procopio, Cory, Harqreaves	101370919	100.38	Legal Services for Feb 2023	55--California Pacific Charter - Los Angeles
	5/3/2023	JENN001--Jennifer Byus	101370930	18.17	Trips to Office	55--California Pacific Charter - Los Angeles
		JENN001--Jennifer Byus	101370930	60.23	CTE MS Symposium	55--California Pacific Charter - Los Angeles
	5/3/2023	JILL001--Jill Stubbs	20137001730	62.54	Sped Retreat Mileage	55--California Pacific Charter - Los Angeles
	5/3/2023	CORR001--Corrie Amador	20137001731	23.21	Sped Retreat Mileage	55--California Pacific Charter - Los Angeles
	5/3/2023	MARL000--Marla Malfavon	20137001729	18.60	Sped Retreat Mileage 03/30-31/23	55--California Pacific Charter - Los Angeles
	5/3/2023	CLIF000--Clifton Larson Allen LLP	20137001728	1,582.88	2021 Federal and State Tax Filings (related to YE 06/30/2022)	55--California Pacific Charter - Los Angeles
	5/3/2023	STAP001--Staples Technology Solutioi	20137001724	340.40	Extended Warranty for Christine Feher Laptop	55--California Pacific Charter - Los Angeles
	5/3/2023	ROMY001--Romy Fay-Mason	20137001727	44.44	Office Visit Mileage	55--California Pacific Charter - Los Angeles
		ROMY001--Romy Fav-Mason	20137001727	8.28	Toll Roads Reimbursement	55--California Pacific Charter - Los Angeles
		ROMY001--Romy Fay-Mason	20137001727	21.56	SPED Retreat Mileage	55--California Pacific Charter - Los Angeles
	5/3/2023	VANG000--Vanqje Akridqe	20137001726	26.33	Sped Retreat Mileage	55--California Pacific Charter - Los Angeles
	5/3/2023	DANI001--Danielle Carbonetta	20137001725	16.33	Bagels for Morning Meeting with Staff	55--California Pacific Charter - Los Angeles
	5/4/2023	ARNE001--A&R Parcel Three	1241138906TC	2,635.11	May 2023 Rent	55--California Pacific Charter - Los Angeles
	5/5/2023	MEGA002--Meqan Machado	101370934	29.51	LiveScan service- Meqan Machado	55--California Pacific Charter - Los Angeles
	5/5/2023	MEGA002--Meqan Machado	Voided - 10137067	-29.51	LiveScan service- Meqan Machado	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/5/2023
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank -		Account no: 505911781				
	5/5/2023	MELI001--Melissa Bearup	101370933	63.32	SPED In-Person Workshop (March 2023) - Parking	55--California Pacific Charter - Los Angeles
		MELI001--Melissa Bearup	101370933	52.10	SPED In-Person Workshop (March 2023) - Uber	55--California Pacific Charter - Los Angeles
		MELI001--Melissa Bearup	101370933	69.12	SPED In-Person Workshop (March 2023) - Mileage	55--California Pacific Charter - Los Angeles
		MELI001--Melissa Bearup	101370933	16.54	SPED In-Person Workshop (March 2023) - Dinner	55--California Pacific Charter - Los Angeles
	5/5/2023	LAUR000--Lauren Curtis	101370931	13.89	Dinner - Traveling	55--California Pacific Charter - Los Angeles
		LAUR000--Lauren Curtis	101370931	51.35	SPED In-Person Workshop (March 2023)	55--California Pacific Charter - Los Angeles
	5/5/2023	DONA001--Donald McLeish	101370932	16.51	SPED In-Person Workshop (March 2023) - Dinner	55--California Pacific Charter - Los Angeles
		DONA001--Donald McLeish	101370932	44.10	SPED In-Person Workshop (March 2023) - Mileage	55--California Pacific Charter - Los Angeles
	5/8/2023	WORL000--Worldwide Express	101370937	414.65	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/8/2023	ALPH000--Alpha Vision, Inc.	101370935	190.45	May 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	55--California Pacific Charter - Los Angeles
	5/8/2023	SHAN000--Shannon Green	20137001734	7.37	CASBO Mileage	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137001734	81.98	Meals during Conference	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137001734	11.39	Mileage to ACCS Meeting	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137001734	28.26	Lyft from Airport	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green	20137001734	10.55	Hyatt Regency LB Parking	55--California Pacific Charter - Los Angeles
	5/8/2023	JILLT001--Jill Tanner	20137001733	14.07	CASBO Hotel Parking	55--California Pacific Charter - Los Angeles
		JILLT001--Jill Tanner	20137001733	15.08	CASBO Conference Parking	55--California Pacific Charter - Los Angeles
		JILLT001--Jill Tanner	20137001733	70.77	CASBO Mileage	55--California Pacific Charter - Los Angeles
		JILLT001--Jill Tanner	20137001733	20.48	CASBO Dinner	55--California Pacific Charter - Los Angeles
	5/8/2023	GRET000--Gretchen Chamberlain	20137001732	60.23	SPED In-Person Workshop (March 2023) - Mileage	55--California Pacific Charter - Los Angeles
		GRET000--Gretchen Chamberlain	20137001732	22.71	Office Visit 4/11/23	55--California Pacific Charter - Los Angeles
		GRET000--Gretchen Chamberlain	20137001732	12.99	SPED In-Person Workshop (March 2023) - Dinner	55--California Pacific Charter - Los Angeles
	5/8/2023	AMAZ000--Amazon	20137001735	10.20	Office Supplies for mailing	55--California Pacific Charter - Los Angeles
	5/8/2023	AMAZ000--Amazon	20137001737	18.31	Case for student iPad in CPC-LA	55--California Pacific Charter - Los Angeles
	5/9/2023	KMED001--KM Educational Consulting	20137001738	244.97	Professional Services - April	55--California Pacific Charter - Los Angeles
	5/10/2023	ALLS001--All Systems Go!	101370939	1,391.75	Google Ads for April 2023	55--California Pacific Charter - Los Angeles
	5/10/2023	YMCL000--Law Offices of Young, Minn	101370938	1,216.40	Legal Services for April 2023	55--California Pacific Charter - Los Angeles
	5/10/2023	EXPR001--Expressive Education	101370940	251.77	Young American Poetry Digest	55--California Pacific Charter - Los Angeles
	5/10/2023	JANE000--Janet E. Kohtz	101370941	315.00	Vision Therapy April 2023	55--California Pacific Charter - Los Angeles
	5/11/2023	RING000--RingCentral	20137001740	1,605.71	Monthly phone bill - April 2023	55--California Pacific Charter - Los Angeles
	5/11/2023	OPEN001--Open Heart Leaders	20137001742	274.86	Speaker fee for graduation	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/5/2023
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank -		Account no: 505911781				
	5/11/2023	IRON000--Iron Mountain	20137001741	241.01	April 2023 Storage/Service	55--California Pacific Charter - Los Angeles
	5/11/2023	AMAZ000--Amazon	20137001745	26.80	Office supplies- boxes for tech support	55--California Pacific Charter - Los Angeles
	5/11/2023	AMAZ000--Amazon	20137001746	11.90	Office supplies- stamps for mailing	55--California Pacific Charter - Los Angeles
	5/11/2023	AMAZ000--Amazon	20137001744	10.28	Office supplies	55--California Pacific Charter - Los Angeles
	5/11/2023	AMAZ000--Amazon	20137001743	2.71	Name tags for field trips	55--California Pacific Charter - Los Angeles
	5/16/2023	WORL000--Worldwide Express	101370944	505.45	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/16/2023	EMHS000--EMH Sports USA, Inc.	101370946	190.00	APE SVC'S CPC-LA	55--California Pacific Charter - Los Angeles
	5/17/2023	CHRI001--Christine Feher	20137001754	29.65	TB Test	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001754	57.93	Symposium Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001754	21.06	May 9th Board Meeting Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001754	26.03	Guerneville Board Meeting - Airport	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001754	440.99	Guerneville Board Meeting Trip Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137001754	17.61	Guerneville Board Meeting Trip Expenses	55--California Pacific Charter - Los Angeles
	5/17/2023	SEAS001--Carly Stone (Sea Stone Pro	20137001750	603.00	Production Invoice for CalPac Park Day Video Project	55--California Pacific Charter - Los Angeles
	5/17/2023	TSWT000--TSW Therapy, Inc.	20137001753	756.25	ST/OT SERVICES APRIL 2023	55--California Pacific Charter - Los Angeles
	5/17/2023	EDME000--Edmentum	20137001747	300.00	English Language Composition	55--California Pacific Charter - Los Angeles
		EDME000--Edmentum	20137001747	300.00	Environmental Science	55--California Pacific Charter - Los Angeles
	5/17/2023	AMAZ000--Amazon	20137001752	18.75	Supplies for student boxes	55--California Pacific Charter - Los Angeles
	5/17/2023	AMAZ000--Amazon	20137001749	12.34	Office supplies- mailing envelopes	55--California Pacific Charter - Los Angeles
	5/17/2023	AMAZ000--Amazon	20137001751	9.69	Office supplies- mailing envelopes	55--California Pacific Charter - Los Angeles
	5/18/2023	ECCI000--ECC Imaging LLC.	101370948	5.03	3/11/2023 to 4/10/2023 coverage period	55--California Pacific Charter - Los Angeles
	5/18/2023	TYLE001--Tyler Phipps	20137001755	3,327.81	Admin Credential Program for TP	55--California Pacific Charter - Los Angeles
	5/18/2023	ERIN000--Erin Rineberg	20137001756	3,253.69	Admin Credential Program for ER	55--California Pacific Charter - Los Angeles
	5/18/2023	KATI001--Katherine Johnson	101370947	1,005.00	SDCOE Teacher Induction Program	55--California Pacific Charter - Los Angeles
	5/24/2023	JASO000--Jason D. McFaul	1017013629	200.00	May 2023 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	5/24/2023	WILL000--William J Howard Jr.	1017013630	150.00	May Dir. Eval. Comm. 2023 Board Stipends - WH	55--California Pacific Charter - Los Angeles
		WILL000--William J Howard Jr.	1017013630	200.00	May 2023 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	5/24/2023	TANY001--Tanya Rogers	1017013634	200.00	May 2023 Board Stipends - TR	55--California Pacific Charter - Los Angeles
		TANY001--Tanya Rogers	1017013634	150.00	May Dir. Eval. Comm. 2023 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	5/24/2023	KELL000--Kelly Wylie	1017013631	200.00	May 2023 Board Stipends - KW	55--California Pacific Charter - Los Angeles

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 6/5/2023
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank -		Account no: 505911781				
	5/24/2023	SHIR000--Shirley Peterson	1017013632	200.00	APRIL 2023 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	5/24/2023	PROC000--Procopio, Cory, Hargreaves	101370950	2,403.56	Legal Services for April 2023	55--California Pacific Charter - Los Angeles
	5/24/2023	PROC000--Procopio, Cory, Hargreaves	101370951	833.65	Legal Services for May 2023	55--California Pacific Charter - Los Angeles
	5/24/2023	PROC000--Procopio, Cory, Hargreaves	101370949	518.48	Legal Services for April 2023	55--California Pacific Charter - Los Angeles
	5/25/2023	WORL000--Worldwide Express	101370952	335.45	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/25/2023	PART000--Partners in Special Educatio	101370954	455.00	OT services March	55--California Pacific Charter - Los Angeles
	5/26/2023	AVID001--AVID	20137001762	1,708.50	AVID Ignite 6/14-16/23 Conference	55--California Pacific Charter - Los Angeles
	5/26/2023	AVID001--AVID	20137001764	1,281.38	AVID Ignite 6/21-23/23 Conference	55--California Pacific Charter - Los Angeles
	5/26/2023	AVID001--AVID	20137001766	854.25	AVID Ignite 8/8-10/23 Conference	55--California Pacific Charter - Los Angeles
	5/26/2023	AVID001--AVID	20137001763	427.13	AVID Ignite 7/17-19/23 Conference	55--California Pacific Charter - Los Angeles
	5/26/2023	AVID001--AVID	20137001765	427.13	AVID Ignite 8/2-4/23 Conference	55--California Pacific Charter - Los Angeles
	5/26/2023	CLIF000--Clifton Larson Allen LLP	20137001760	2,400.69	Progress billing for audit services June 30, 2023	55--California Pacific Charter - Los Angeles
	5/26/2023	OXFO000--Oxford Consulting Services	20137001758	1,772.50	PT services April	55--California Pacific Charter - Los Angeles
		OXFO000--Oxford Consulting Services	20137001758	1,562.50	BIS services April	55--California Pacific Charter - Los Angeles
	5/26/2023	SEAS001--Carly Stone (Sea Stone Pro	20137001761	603.00	Video Interview Production	55--California Pacific Charter - Los Angeles
	5/30/2023	GRAN001--The Grand	10254	1,622.13	Graduation ceremony location	55--California Pacific Charter - Los Angeles
	5/31/2023	WORL000--Worldwide Express	101370959	83.89	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	5/31/2023	ECCI000--ECC Imaging LLC.	101370958	5.03	4/11/2023 to 5/10/2023 coverage period	55--California Pacific Charter - Los Angeles
	5/31/2023	HOLI002--Holiday Inn Diamond Bar	101370956	299.61	Large Conference Room Rental for June 13th Board Meeting	55--California Pacific Charter - Los Angeles
	5/31/2023	HOLI002--Holiday Inn Diamond Bar	101370957	166.45	Board Meeting Room Rental	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				50,870.48		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/5/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - Mz	Account no: 505911781					
	5/1/2023	CASB001--CASBO	101370918	146.00	CASBO Membership April - June 2023	44--California Pacific Charter - San Diego
	5/1/2023	DELA000--De Laqe Landen Financial S	101370917	115.20	Copier Lease for April 2023	44--California Pacific Charter - San Diego
	5/2/2023	SARA001--Sarah Simkin	101370929	6.95	Sped Retreat Mileage	44--California Pacific Charter - San Diego
	5/2/2023	JANE001--Jane Willson	101370928	4.85	School Pathways Conf Mileage	44--California Pacific Charter - San Diego
	5/2/2023	PROC000--Procopio, Cory, Hargreaves	101370920	3,181.03	Legal Services for Feb 2023	44--California Pacific Charter - San Diego
	5/2/2023	WORL000--Worldwide Express	101370924	915.81	Postage for CPC-SD	44--California Pacific Charter - San Diego
	5/2/2023	CHAR001--Charter Impact	101370921	834.25	Payroll Services April 2023	44--California Pacific Charter - San Diego
	5/2/2023	ALLS001--All Systems Go!	101370922	646.83	Marketing for March 2023	44--California Pacific Charter - San Diego
	5/2/2023	BALL001--Balloons by Jenn	101370923	223.00	Balloons for SoCal graduation	44--California Pacific Charter - San Diego
	5/2/2023	DELA000--De Laqe Landen Financial S	101370925	115.20	Copier Lease for May 2023	44--California Pacific Charter - San Diego
	5/2/2023	PROC000--Procopio, Cory, Hargreaves	101370919	66.67	Legal Services for Feb 2023	44--California Pacific Charter - San Diego
	5/3/2023	JENN001--Jennifer Byus	101370930	12.06	Trips to Office	44--California Pacific Charter - San Diego
		JENN001--Jennifer Byus	101370930	40.01	CTE MS Symposium	44--California Pacific Charter - San Diego
	5/3/2023	JILL001--Jill Stubbs	20137001730	41.53	Sped Retreat Mileage	44--California Pacific Charter - San Diego
	5/3/2023	CORR001--Corrie Amador	20137001731	15.41	Sped Retreat Mileage	44--California Pacific Charter - San Diego
	5/3/2023	MARL000--Marla Malfavon	20137001729	12.35	Sped Retreat Mileage 03/30-31/23	44--California Pacific Charter - San Diego
	5/3/2023	CLIF000--Clifton Larson Allen LLP	20137001728	1,051.15	2021 Federal and State Tax Filings (related to YE 06/30/2022)	44--California Pacific Charter - San Diego
	5/3/2023	STAP001--Staples Technology Solution	20137001723	340.40	Microsoft Surface Extended Warranty - Staff	44--California Pacific Charter - San Diego
	5/3/2023	ROMY001--Romy Fay-Mason	20137001727	14.31	SPED Retreat Mileage	44--California Pacific Charter - San Diego
		ROMY001--Romy Fay-Mason	20137001727	5.50	Toll Roads Reimbursement	44--California Pacific Charter - San Diego
		ROMY001--Romy Fay-Mason	20137001727	29.51	Office Visit Mileage	44--California Pacific Charter - San Diego
	5/3/2023	VANG000--Vania Akridaq	20137001726	17.49	Sped Retreat Mileage	44--California Pacific Charter - San Diego
	5/3/2023	DANI001--Danielle Carbonetta	20137001725	10.85	Bagels for Morning Meeting with Staff	44--California Pacific Charter - San Diego
	5/4/2023	ARNE001--A&R Parcel Three	1241138906TC	1,749.92	May 2023 Rent	44--California Pacific Charter - San Diego
	5/5/2023	MEGA002--Meqan Machado	101370934	23.90	LiveScan service- Meqan Machado	44--California Pacific Charter - San Diego
	5/5/2023	MEGA002--Meqan Machado	Voided - 10137067	-23.90	LiveScan service- Meqan Machado	44--California Pacific Charter - San Diego
	5/5/2023	MELI001--Melissa Bearup	101370933	42.04	SPED In-Person Workshop (March 2023) - Parking	44--California Pacific Charter - San Diego
		MELI001--Melissa Bearup	101370933	34.61	SPED In-Person Workshop (March 2023) - Uber	44--California Pacific Charter - San Diego
		MELI001--Melissa Bearup	101370933	45.90	SPED In-Person Workshop (March 2023) - Mileage	44--California Pacific Charter - San Diego
		MELI001--Melissa Bearup	101370933	10.98	SPED In-Person Workshop (March 2023) - Dinner	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/5/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - M	Account no: 505911781					
	5/5/2023	LAUR000--Lauren Curtis	101370931	9.23	Dinner - Traveling	44--California Pacific Charter - San Diego
		LAUR000--Lauren Curtis	101370931	34.09	SPED In-Person Workshop (March 2023)	44--California Pacific Charter - San Diego
	5/5/2023	DONA001--Donald McLeish	101370932	10.97	SPED In-Person Workshop (March 2023) - Dinner	44--California Pacific Charter - San Diego
		DONA001--Donald McLeish	101370932	29.29	SPED In-Person Workshop (March 2023) - Mileage	44--California Pacific Charter - San Diego
	5/8/2023	CALI003--CaliforniaChoice	101370936	60,440.00	June 2023 Medical Premiums	44--California Pacific Charter - San Diego
	5/8/2023	WORL000--Worldwide Express	101370937	294.48	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/8/2023	ALPH000--Alpha Vision, Inc.	101370935	126.47	May 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	44--California Pacific Charter - San Diego
	5/8/2023	SHAN000--Shannon Green	20137001734	7.56	Mileage to ACCS Meeting	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137001734	4.90	CASBO Mileage	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137001734	7.01	Hyatt Regency LB Parking	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137001734	18.77	Lyft from Airport	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137001734	54.44	Meals during Conference	44--California Pacific Charter - San Diego
	5/8/2023	JILLT001--Jill Tanner	20137001733	13.60	CASBO Dinner	44--California Pacific Charter - San Diego
		JILLT001--Jill Tanner	20137001733	10.01	CASBO Conference Parking	44--California Pacific Charter - San Diego
		JILLT001--Jill Tanner	20137001733	46.99	CASBO Mileage	44--California Pacific Charter - San Diego
		JILLT001--Jill Tanner	20137001733	9.34	CASBO Hotel Parking	44--California Pacific Charter - San Diego
	5/8/2023	GRET000--Gretchen Chamberlain	20137001732	8.63	SPED In-Person Workshop (March 2023) - Dinner	44--California Pacific Charter - San Diego
		GRET000--Gretchen Chamberlain	20137001732	40.01	SPED In-Person Workshop (March 2023) - Mileage	44--California Pacific Charter - San Diego
		GRET000--Gretchen Chamberlain	20137001732	15.08	Office Visit 4/11/23	44--California Pacific Charter - San Diego
	5/8/2023	AMAZ000--Amazon	20137001735	6.77	Office Supplies for mailing	44--California Pacific Charter - San Diego
	5/9/2023	KMED001--KM Educational Consulting	20137001738	162.68	Professional Services - April	44--California Pacific Charter - San Diego
	5/10/2023	ALLS001--All Systems Go!	101370939	924.24	Google Ads for April 2023	44--California Pacific Charter - San Diego
	5/10/2023	YMCL000--Law Offices of Young, Minn	101370938	985.34	Legal Services for April 2023	44--California Pacific Charter - San Diego
	5/10/2023	EXPR001--Expressive Education	101370940	131.16	Young American Poetry Dquest	44--California Pacific Charter - San Diego
	5/11/2023	RING000--RinaCentral	20137001740	1,066.33	Monthly phone bill - April 2023	44--California Pacific Charter - San Diego
	5/11/2023	OPEN001--Open Heart Leaders	20137001742	274.85	Speaker fee for graduation	44--California Pacific Charter - San Diego
	5/11/2023	IRON000--Iron Mountain	20137001741	160.05	April 2023 Storage/Service	44--California Pacific Charter - San Diego
	5/11/2023	AMAZ000--Amazon	20137001745	17.80	Office supplies- boxes for tech support	44--California Pacific Charter - San Diego
	5/11/2023	AMAZ000--Amazon	20137001746	7.90	Office supplies- stamps for mailing	44--California Pacific Charter - San Diego
	5/11/2023	AMAZ000--Amazon	20137001744	6.83	Office supplies	44--California Pacific Charter - San Diego
	5/11/2023	AMAZ000--Amazon	20137001743	1.80	Name tags for field trips	44--California Pacific Charter - San Diego
	5/12/2023	BERK000--Berkshire Hathaway	1323805231TC	5,357.54	Worker's Comp April 2023	44--California Pacific Charter - San Diego
	5/16/2023	WORL000--Worldwide Express	101370944	402.02	Shipping for CPC-SD	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/5/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - M	Account no: 505911781					
	5/16/2023	SPEC000--Specialized Therapy Service	101370945	202.50	APE SERVICES MARCH 2023	44--California Pacific Charter - San Diego
	5/17/2023	CHRI001--Christine Feher	20137001754	19.69	TB Test	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001754	38.47	Symposium Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001754	17.29	Guerneville Board Meeting - Airport	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001754	13.99	Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001754	292.85	May 9th Board Meeting Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001754		Guerneville Board Meeting Trip	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001754	11.70	Expenses	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137001754		Guerneville BM Trip Meals	44--California Pacific Charter - San Diego
	5/17/2023	SEAS001--Carly Stone (Sea Stone Pro	20137001750	400.44	Production Invoice for CalPac Park Day	44--California Pacific Charter - San Diego
					Video Project	
	5/17/2023	TSWT000--TSW Therapy, Inc.	20137001748	687.50	ST/OT SERVICES APRIL 2023	44--California Pacific Charter - San Diego
	5/17/2023	AMAZ000--Amazon	20137001752	12.45	Supplies for student boxes	44--California Pacific Charter - San Diego
	5/17/2023	AMAZ000--Amazon	20137001749	8.20	Office supplies- mailing envelopes	44--California Pacific Charter - San Diego
	5/17/2023	AMAZ000--Amazon	20137001751	6.43	Office supplies- mailing envelopes	44--California Pacific Charter - San Diego
	5/18/2023	ECCI000--ECC Imaging LLC.	101370948	3.33	3/11/2023 to 4/10/2023 overage period	44--California Pacific Charter - San Diego
	5/18/2023	TYLE001--Tyler Phipps	20137001755	2,209.92	Admin Credential Program for TP	44--California Pacific Charter - San Diego
	5/18/2023	ERIN000--Erin Rineberg	20137001756	2,160.70	Admin Credential Program for ER	44--California Pacific Charter - San Diego
	5/18/2023	KATI001--Katherine Johnson	101370947	667.40	SDCOE Teacher Induction Program	44--California Pacific Charter - San Diego
	5/24/2023	JASO000--Jason D. McFaul	1017013629	200.00	May 2023 Board Stipends - JM	44--California Pacific Charter - San Diego
	5/24/2023	WILL000--William J Howard Jr.	1017013630	200.00	May 2023 Board Stipends - WH	44--California Pacific Charter - San Diego
		WILL000--William J Howard Jr.	1017013630	150.00	May Dir. Eval. Comm. 2023 Board	44--California Pacific Charter - San Diego
					Stipends - WH	
	5/24/2023	TANY001--Tanya Rogers	1017013634	150.00	May Dir. Eval. Comm. 2023 Board	44--California Pacific Charter - San Diego
		TANY001--Tanya Rogers	1017013634	200.00	Stipends - TR	44--California Pacific Charter - San Diego
					May 2023 Board Stipends - TR	
	5/24/2023	KELL000--Kelly Wylie	1017013631	200.00	May 2023 Board Stipends - KW	44--California Pacific Charter - San Diego
	5/24/2023	SHIR000--Shirley Peterson	1017013632	200.00	APRIL 2023 Board Stipends - SP	44--California Pacific Charter - San Diego
	5/24/2023	PROC000--Procopio, Cory, Harreaves	101370950	1,596.15	Legal Services for April 2023	44--California Pacific Charter - San Diego
	5/24/2023	PROC000--Procopio, Cory, Harreaves	101370951	553.61	Legal Services for May 2023	44--California Pacific Charter - San Diego
	5/24/2023	PROC000--Procopio, Cory, Harreaves	101370949	344.31	Legal Services for April 2023	44--California Pacific Charter - San Diego
	5/25/2023	PART000--Partners in Special Educatio	101370953	1,820.00	School Nurse and OT services March	44--California Pacific Charter - San Diego
					2023	
	5/25/2023	WORL000--Worldwide Express	101370952	256.00	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/26/2023	AVID001--AVID	20137001762	1,134.58	AVID Ignite 6/14-16/23 Conference	44--California Pacific Charter - San Diego
	5/26/2023	AVID001--AVID	20137001764	850.93	AVID Ignite 6/21-23/23 Conference	44--California Pacific Charter - San Diego
	5/26/2023	AVID001--AVID	20137001766	567.29	AVID Ignite 8/8-10/23 Conference	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 6/5/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank - M	Account no: 505911781					
	5/26/2023	AVID001--AVID	20137001763	283.64	AVID Ignite 7/17-19/23 Conference	44--California Pacific Charter - San Diego
	5/26/2023	AVID001--AVID	20137001765	283.64	AVID Ignite 8/2-4/23 Conference	44--California Pacific Charter - San Diego
	5/26/2023	CLIF000--Clifton Larson Allen LLP	20137001760	1,594.26	Progress billing for audit services June 30, 2023	44--California Pacific Charter - San Diego
	5/26/2023	OXFO000--Oxford Consulting Services	20137001759	1,450.00	FBA evaluation April 2023	44--California Pacific Charter - San Diego
	5/26/2023	SEAS001--Carly Stone (Sea Stone Prc	20137001761	400.44	Video Interview Production	44--California Pacific Charter - San Diego
	5/30/2023	GRAN001--The Grand	10254	1,077.22	Graduation ceremony location	44--California Pacific Charter - San Diego
	5/31/2023	WORL000--Worldwide Express	101370959	56.43	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	5/31/2023	ECCI000--ECC Imaging LLC.	101370958	3.33	4/11/2023 to 5/10/2023 coverage period	44--California Pacific Charter - San Diego
	5/31/2023	HOLI002--Holiday Inn Diamond Bar	101370956	198.96	Large Conference Room Rental for June 13th Board Meeting	44--California Pacific Charter - San Diego
	5/31/2023	HOLI002--Holiday Inn Diamond Bar	101370957	110.53	Board Meeting Room Rental	44--California Pacific Charter - San Diego
Total for CHASE 1781				101,050.17		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/5/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank -	Account no: 505911781					
	5/1/2023	CASB001--CASBO	101370918	71.66	CASBO Membership April - June 2023	95--California Pacific Charter - Sonoma
	5/1/2023	DELA000--De Laqe Landen Financial S	101370917	56.55	Copier Lease for April 2023	95--California Pacific Charter - Sonoma
	5/2/2023	SARA001--Sarah Simkin	101370929	3.41	Sped Retreat Mileage	95--California Pacific Charter - Sonoma
	5/2/2023	JANE001--Jane Willson	101370928	2.38	School Pathways Conf Mileage	95--California Pacific Charter - Sonoma
	5/2/2023	PROC000--Procopio, Cory, Harqreaves	101370920	1,561.44	Legal Services for Feb 2023	95--California Pacific Charter - Sonoma
	5/2/2023	WORL000--Worldwide Express	101370924	374.88	Postage for CPC-SO	95--California Pacific Charter - Sonoma
	5/2/2023	CHAR001--Charter Impact	101370921	409.50	Payroll Services April 2023	95--California Pacific Charter - Sonoma
	5/2/2023	ALLS001--All Systems Go!	101370922	317.51	Marketing for March 2023	95--California Pacific Charter - Sonoma
	5/2/2023	SONO000--Sonoma County Office of E	101370926	1,200.00	Financial System Svc Fee (IT Services) 2022-23 Fiscal Year	95--California Pacific Charter - Sonoma
	5/2/2023	DELA000--De Laqe Landen Financial S	101370925	56.55	Copier Lease for May 2023	95--California Pacific Charter - Sonoma
	5/2/2023	PROC000--Procopio, Cory, Harqreaves	101370919	32.72	Legal Services for Feb 2023	95--California Pacific Charter - Sonoma
	5/3/2023	JENN001--Jennifer Byus	101370930	5.92	Trips to Office	95--California Pacific Charter - Sonoma
		JENN001--Jennifer Byus	101370930	19.63	CTE MS Symposium	95--California Pacific Charter - Sonoma
	5/3/2023	JILL001--Jill Stubbs	20137001730	20.38	Sped Retreat Mileage	95--California Pacific Charter - Sonoma
	5/3/2023	CORR001--Corrie Amador	20137001731	7.56	Sped Retreat Mileage	95--California Pacific Charter - Sonoma
	5/3/2023	MARL000--Marla Malfavon	20137001729	6.06	Sped Retreat Mileage 03/30-31/23	95--California Pacific Charter - Sonoma
	5/3/2023	CLIF000--Clifton Larson Allen LLP	20137001728	515.97	2021 Federal and State Tax Filings (related to YE 06/30/2022)	95--California Pacific Charter - Sonoma
	5/3/2023	ROMY001--Romy Fay-Mason	20137001727	7.03	SPED Retreat Mileage	95--California Pacific Charter - Sonoma
		ROMY001--Romy Fay-Mason	20137001727	14.48	Office Visit Mileage	95--California Pacific Charter - Sonoma
		ROMY001--Romy Fay-Mason	20137001727	2.70	Toll Roads Reimbursement	95--California Pacific Charter - Sonoma
	5/3/2023	VANG000--Vanqie Akridqe	20137001726	8.58	Sped Retreat Mileage	95--California Pacific Charter - Sonoma
	5/3/2023	DANI001--Danielle Carbonetta	20137001725	5.32	Bagels for Morning Meeting with Staff	95--California Pacific Charter - Sonoma
	5/4/2023	ARNE001--A&R Parcel Three	1241138906TC	858.97	May 2023 Rent	95--California Pacific Charter - Sonoma
	5/5/2023	MEGA002--Meqan Machado	101370934	8.59	LiveScan service- Meqan Machado	95--California Pacific Charter - Sonoma
	5/5/2023	MEGA002--Meqan Machado	Voided - 10137067	-8.59	LiveScan service- Meqan Machado	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/5/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank -		Account no: 505911781				
	5/5/2023	MELI001--Melissa Bearup	101370933	16.98	SPED In-Person Workshop (March 2023) - Uber	95--California Pacific Charter - Sonoma
		MELI001--Melissa Bearup	101370933	22.53	SPED In-Person Workshop (March 2023) - Mileage	95--California Pacific Charter - Sonoma
		MELI001--Melissa Bearup	101370933	20.64	SPED In-Person Workshop (March 2023) - Parking	95--California Pacific Charter - Sonoma
		MELI001--Melissa Bearup	101370933	5.39	SPED In-Person Workshop (March 2023) - Dinner	95--California Pacific Charter - Sonoma
	5/5/2023	LAUR000--Lauren Curtis	101370931	16.74	SPED In-Person Workshop (March 2023)	95--California Pacific Charter - Sonoma
		LAUR000--Lauren Curtis	101370931	4.53	Dinner - Traveling	95--California Pacific Charter - Sonoma
	5/5/2023	DONA001--Donald McLeish	101370932	5.38	SPED In-Person Workshop (March 2023) - Dinner	95--California Pacific Charter - Sonoma
		DONA001--Donald McLeish	101370932	14.38	SPED In-Person Workshop (March 2023) - Mileage	95--California Pacific Charter - Sonoma
	5/8/2023	WORL000--Worldwide Express	101370937	222.14	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/8/2023	ALPH000--Alpha Vision, Inc.	101370935	62.08	May 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	95--California Pacific Charter - Sonoma
	5/8/2023	SHAN000--Shannon Green	20137001734	3.44	Hyatt Regency LB Parking	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137001734	3.71	Mileage to ACCS Meeting	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137001734	9.21	Lyft from Airport	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137001734	2.40	CASBO Mileage	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137001734	26.72	Meals during Conference	95--California Pacific Charter - Sonoma
	5/8/2023	JILLT001--Jill Tanner	20137001733	4.59	CASBO Hotel Parking	95--California Pacific Charter - Sonoma
		JILLT001--Jill Tanner	20137001733	4.91	CASBO Conference Parking	95--California Pacific Charter - Sonoma
		JILLT001--Jill Tanner	20137001733	23.07	CASBO Mileage	95--California Pacific Charter - Sonoma
		JILLT001--Jill Tanner	20137001733	6.67	CASBO Dinner	95--California Pacific Charter - Sonoma
	5/8/2023	GRET000--Gretchen Chamberlain	20137001732	19.63	SPED In-Person Workshop (March 2023) - Mileage	95--California Pacific Charter - Sonoma
		GRET000--Gretchen Chamberlain	20137001732	7.40	Office Visit 4/11/23	95--California Pacific Charter - Sonoma
		GRET000--Gretchen Chamberlain	20137001732	4.24	SPED In-Person Workshop (March 2023) - Dinner	95--California Pacific Charter - Sonoma
	5/8/2023	AMAZ000--Amazon	20137001736	80.65	Supplies for NorCal Graduation	95--California Pacific Charter - Sonoma
	5/8/2023	AMAZ000--Amazon	20137001735	3.32	Office Supplies for mailing	95--California Pacific Charter - Sonoma
	5/9/2023	KMED001--KM Educational Consulting	20137001738	79.85	Professional Services - April	95--California Pacific Charter - Sonoma
	5/9/2023	UNPL001--Unplug Studio LLC	20137001739	50.00	Hosting and Maintenance CalPacSO - May 2023	95--California Pacific Charter - Sonoma
	5/10/2023	ALLS001--All Systems Go!	101370939	453.67	Google Ads for April 2023	95--California Pacific Charter - Sonoma
	5/10/2023	YMCL000--Law Offices of Young, Minn	101370938	354.26	Legal Services for April 2023	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/5/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	mount applied	Memo	Location
CHASE 1781 - Chase Bank -		Account no: 505911781				
	5/10/2023	EXPR001--Expressive Education	101370940	82.07	Young American Poetry Digest	95--California Pacific Charter - Sonoma
	5/10/2023	INFI001--Infinity Kids	101370942	260.00	PT Services April 2023	95--California Pacific Charter - Sonoma
	5/11/2023	RING000--RingCentral	20137001740	523.41	Monthly phone bill - April 2023	95--California Pacific Charter - Sonoma
	5/11/2023	IRON000--Iron Mountain	20137001741	78.56	April 2023 Storage/Service	95--California Pacific Charter - Sonoma
	5/11/2023	AMAZ000--Amazon	20137001745	8.74	Office supplies- boxes for tech support	95--California Pacific Charter - Sonoma
	5/11/2023	AMAZ000--Amazon	20137001746	3.88	Office supplies- stamps for mailing	95--California Pacific Charter - Sonoma
	5/11/2023	AMAZ000--Amazon	20137001744	3.35	Office supplies	95--California Pacific Charter - Sonoma
	5/11/2023	AMAZ000--Amazon	20137001743	0.88	Name tags for field trips	95--California Pacific Charter - Sonoma
	5/12/2023	VEAL001--Veale Outdoor Advertising	101370943	2,857.15	Advertising for CPC-SO July 2023	95--California Pacific Charter - Sonoma
		VEAL001--Veale Outdoor Advertising	101370943	2,142.85	Advertising for CPC-SO June 2023	95--California Pacific Charter - Sonoma
	5/16/2023	WORL000--Worldwide Express	101370944	375.64	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/16/2023	EMHS000--EMH Sports USA, Inc.	101370946	285.00	APE SVC'S CPC-SO	95--California Pacific Charter - Sonoma
	5/17/2023	CHRI001--Christine Feher	20137001754	18.88	Symposium Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001754	107.73	Shipping for Student Curriculum	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001754	108.66	Curriculum for SO Student	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001754	143.75	Guerneville Board Meeting Trip	95--California Pacific Charter - Sonoma
					Expenses	
		CHRI001--Christine Feher	20137001754	9.66	TB Test	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001754	8.49	Guerneville Board Meeting - Airport	95--California Pacific Charter - Sonoma
					Mileage	
		CHRI001--Christine Feher	20137001754	5.74	Guerneville BM Trip Meals	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137001754	6.87	May 9th Board Meeting Mileage	95--California Pacific Charter - Sonoma
	5/17/2023	SEAS001--Carly Stone (Sea Stone Pro	20137001750	196.56	Production Invoice for CalPac Park Day	95--California Pacific Charter - Sonoma
					Video Project	
	5/17/2023	AMAZ000--Amazon	20137001752	6.11	Supplies for student boxes	95--California Pacific Charter - Sonoma
	5/17/2023	AMAZ000--Amazon	20137001749	4.02	Office supplies- mailing envelopes	95--California Pacific Charter - Sonoma
	5/17/2023	AMAZ000--Amazon	20137001751	3.16	Office supplies- mailing envelopes	95--California Pacific Charter - Sonoma
	5/18/2023	ECCI000--ECC Imaging LLC.	101370948	1.64	3/11/2023 to 4/10/2023 overage	95--California Pacific Charter - Sonoma
					period	
	5/18/2023	TYLE001--Tyler Phipps	20137001755	1,084.77	Admin Credential Program for TP	95--California Pacific Charter - Sonoma
	5/18/2023	ERIN000--Erin Rineberg	20137001756	1,060.61	Admin Credential Program for ER	95--California Pacific Charter - Sonoma
	5/18/2023	KATIO01--Katherine Johnson	101370947	327.60	SDCOE Teacher Induction Program	95--California Pacific Charter - Sonoma
	5/19/2023	STAP001--Staples Technology Solutio	20137001757	310.44	Dell Docking Station and 24 in Monitor	95--California Pacific Charter - Sonoma
					for Staff	

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 6/5/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Chase Bank -		Account no: 505911781				
	5/24/2023	JASO000--Jason D. McFaul	1017013629	200.00	May 2023 Board Stipends - JM	95--California Pacific Charter - Sonoma
	5/24/2023	WILL000--William J Howard Jr.	1017013630	150.00	May Dir. Eval. Comm. 2023 Board Stipends - WH	95--California Pacific Charter - Sonoma
		WILL000--William J Howard Jr.	1017013630	200.00	May 2023 Board Stipends - WH	95--California Pacific Charter - Sonoma
	5/24/2023	TANY001--Tanya Rogers	1017013634	150.00	May Dir. Eval. Comm. 2023 Board Stipends - TR	95--California Pacific Charter - Sonoma
		TANY001--Tanya Rogers	1017013634	200.00	May 2023 Board Stipends - TR	95--California Pacific Charter - Sonoma
	5/24/2023	KELL000--Kelly Wylie	1017013631	200.00	May 2023 Board Stipends - KW	95--California Pacific Charter - Sonoma
	5/24/2023	SHIR000--Shirley Peterson	1017013632	200.00	APRIL 2023 Board Stipends - SP	95--California Pacific Charter - Sonoma
	5/24/2023	PROC000--Procopio, Cory, Harqreaves	101370950	783.49	Legal Services for April 2023	95--California Pacific Charter - Sonoma
	5/24/2023	PROC000--Procopio, Cory, Harqreaves	101370951	271.74	Legal Services for May 2023	95--California Pacific Charter - Sonoma
	5/24/2023	PROC000--Procopio, Cory, Harqreaves	101370949	169.01	Legal Services for April 2023	95--California Pacific Charter - Sonoma
	5/25/2023	WORL000--Worldwide Express	101370952	232.77	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/25/2023	PART000--Partners in Special Educatio	101370955	150.00	SLPT and AT services March 2023	95--California Pacific Charter - Sonoma
	5/26/2023	AVID001--AVID	20137001762	556.92	AVID Ignite 6/14-16/23 Conference	95--California Pacific Charter - Sonoma
	5/26/2023	AVID001--AVID	20137001764	417.69	AVID Ignite 6/21-23/23 Conference	95--California Pacific Charter - Sonoma
	5/26/2023	AVID001--AVID	20137001766	278.46	AVID Ignite 8/8-10/23 Conference	95--California Pacific Charter - Sonoma
	5/26/2023	AVID001--AVID	20137001763	139.23	AVID Ignite 7/17-19/23 Conference	95--California Pacific Charter - Sonoma
	5/26/2023	AVID001--AVID	20137001765	139.23	AVID Ignite 8/2-4/23 Conference	95--California Pacific Charter - Sonoma
	5/26/2023	CLIF000--Clifton Larson Allen LLP	20137001760	782.55	Progress billing for audit services June 30, 2023	95--California Pacific Charter - Sonoma
	5/26/2023	SEAS001--Carly Stone (Sea Stone Pro	20137001761	196.56	Video Interview Production	95--California Pacific Charter - Sonoma
	5/30/2023	GRAN001--The Grand	10254	528.77	Graduation ceremony location	95--California Pacific Charter - Sonoma
	5/31/2023	WORL000--Worldwide Express	101370959	38.29	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	5/31/2023	ECCI000--ECC Imaging LLC.	101370958	1.64	4/11/2023 to 5/10/2023 coverage period	95--California Pacific Charter - Sonoma
	5/31/2023	HOLI002--Holiday Inn Diamond Bar	101370956	97.66	Large Conference Room Rental for June 13th Board Meeting	95--California Pacific Charter - Sonoma
	5/31/2023	HOLI002--Holiday Inn Diamond Bar	101370957	54.26	Board Meeting Room Rental	95--California Pacific Charter - Sonoma
Total for CHASE 1781				23,252.22		



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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	06/25/2023
AMOUNT DUE	\$26,913.31
CURRENT BALANCE	\$26,913.31

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

556375790010093702691331026913318

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 05-31-23
 CREDIT LIMIT 100,000
 AVAILABLE CREDIT 73,087

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	24,382.80
PURCHASES AND OTHER CHARGES	27,430.26
CASH ADVANCES	.00
CREDITS	516.95
PAYMENTS	24,382.80-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	26,913.31
TOTAL PAYMENT DUE	26,913.31
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 \$24,382.80CR
ACCOUNTING CODE:	

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-23	05-23		AUTO PAYMENT DEDUCTION	24,382.80 CR

INDIVIDUAL CARDHOLDER ACTIVITY

CHRISTINE FEHER 5563-7500-1511-9595	CREDITS \$0.00	PURCHASES \$11,027.46	CASH ADV \$0.00	TOTAL ACTIVITY \$11,027.46
ACCOUNTING CODE:				

Purchasing Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	55432863119203724722989	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0RnE1YK SALES TAX: 0.00	500.00
05-02	05-01	12302023121258294283825	MICROSOFT*ADVERTISING LAS VEGAS NV	500.31
05-02	05-01	15270213121245925595857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	523.09
05-04	05-03	02682633124910006091276	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M09054752391 SALES TAX: 0.00	500.00
05-05	05-05	55432863125205492915804	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0RwULgi SALES TAX: 0.00	500.00
05-08	05-08	55432863128206451132578	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0RBUXmw SALES TAX: 0.00	500.00
05-11	05-10	02682633131910008050404	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M83138762419 SALES TAX: 0.00	500.00
05-11	05-10	55131583130400995000045	MICROSOFT*ADVERTISING MSBILL.INFO NV P.O.S.: Z523UNMQESYJ SALES TAX: 0.00	503.97
05-12	05-11	02682633132910016013427	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M06965100501 SALES TAX: 0.00	500.00
05-15	05-13	02682633134910018011872	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M24189723634 SALES TAX: 0.00	500.00
05-15	05-15	55432863135208564825685	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0RMv9cb SALES TAX: 0.00	500.00
05-17	05-16	02682633137910003043523	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M31489220737 SALES TAX: 0.00	500.00
05-18	05-17	02682633138910006098028	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M27207366119 SALES TAX: 0.00	500.00
05-19	05-18	02682633139910006098159	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M66839589254 SALES TAX: 0.00	500.00
05-22	05-22	12302023142000094263838	MICROSOFT*ADVERTISING LAS VEGAS NV	500.09
05-22	05-22	15270213141002479955854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
05-22	05-20	55432863140209955676201	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0RTZLIK SALES TAX: 0.00	500.00

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
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INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-23	05-23	15270213143253025425854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
05-25	05-25	15270213144002653435852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
05-29	05-26	02682633147910009101554	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M76156998117 SALES TAX: 0.00	500.00
05-29	05-28	15270213148001123335854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
05-30	05-29	55432863149202838023544	GOOGLE *ADS3267517799 650-253-0000 CA P.O.S.: P0S9rSBD SALES TAX: 0.00	500.00
Total Purchasing Activity				\$11,027.46

ALEXIS MORFIN 5563-7500-4480-5891	CREDITS \$0.00	PURCHASES \$6,786.08	CASH ADV \$0.00	TOTAL ACTIVITY \$6,786.08
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-30	82305093121000002622255	STAMPLI FOR 4-2023 MOUNTAIN VIEW CA	1,255.05
05-04	05-02	55207393123310569018665	GRADUATIONSOURCE PORT CHESTER NY	59.38
05-04	05-03	55429503123717877152208	ADOBE *ACROPRO SUBS 4085366000 CA P.O.S.: QYX5V0PX SALES TAX: 0.00	239.88
05-08	05-04	55207393125310569894584	GRADUATIONSOURCE PORT CHESTER NY	36.80
05-11	05-10	55429503130713969604215	ADOBE *ACROPRO SUBS 4085366000 CA P.O.S.: EBNNKWE6 SALES TAX: 0.00	287.88
05-15	05-13	55432863133207923585743	APPLE.COM/US 800-676-2775 CA P.O.S.: 8552257227 SALES TAX: 37.12	520.12
05-18	05-17	82711163138000000340744	COWRITER VOLO IL	4.99
05-22	05-19	55432863139209810738637	MYFAX SERVICE 866-563-9212 CA	12.00
05-22	05-19	55432863139209811090806	MYFAX SERVICE 866-563-9212 CA	25.00
05-24	05-22	55207393143310575780544	GRADUATIONSOURCE PORT CHESTER NY	35.81
Total Purchasing Activity				\$2,476.91

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-04	05-03	82711163123000016002848	MEDIEVAL TIMES BUENA PARK CA	1,438.50
05-09	05-08	05227023129500220896552	LUX BUS AMERICA ANAHEIM CA	2,396.25
05-15	05-12	52704873133894133012613	DLR BOARDWALK PIZZA ANAHEIM CA	254.85
05-29	05-25	52704873146894146000964	DLR CORN DOG CASTLE ANAHEIM CA	27.98
05-29	05-25	52704873146894146012613	DLR BOARDWALK PIZZA ANAHEIM CA	79.75
05-29	05-25	52704873146894146013520	DLR FIDDLER FIFER ANAHEIM CA	9.03
05-29	05-25	52704873146894146013538	DLR CLARABELLE'S ANAHEIM CA	6.99
Total Travel Activity				\$4,213.35

ACCT. NUMBER: 5563 7579 0010 0937	CALIFORNIA PACIFIC
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INDIVIDUAL CARDHOLDER ACTIVITY

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-16	05-15	82711163135000017458326	ULTIMATE SLP FARMINGTON CT	12.95
05-17	05-17	12302023137000117507424	MAILCHIMP ATLANTA GA	82.87
Total Miscellaneous Activity				\$95.82

CHRISTINE FEHER 5563-7580-2042-1526	CREDITS \$516.95	PURCHASES \$9,616.72	CASH ADV \$0.00	TOTAL ACTIVITY \$9,099.77
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-28	82711163119000001454364	SP OWL LABS SOMERVILLE MA	214.43
05-05	05-03	05410193124069001494402	FEDEX OFFICE 800000836 PLANO TX P.O.S.: 1748168312798513 SALES TAX: 5.55	65.52
05-10	05-09	55417343129271298125095	SCHOOL SERVICES OF CAL SACRAMENTO CA P.O.S.: 1077751 SALES TAX: 0.00	295.00
05-10	05-09	55417343129271298125103	SCHOOL SERVICES OF CAL SACRAMENTO CA P.O.S.: 1077751 SALES TAX: 0.00	295.00
05-10	05-09	55429503129719889863131	CUSTOMINK LLC 8002934232 VA P.O.S.: F1YB7V4W SALES TAX: 200.80	3,064.80
05-11	05-10	52704873130700600173445	ADOBE INC. 4085366000 CA P.O.S.: BL2446054665 SALES TAX: 0.00	29.99
05-11	05-10	55432863130207241596532	ABB*BOUDIN CATERING 415-283-1230 CA	100.00
05-12	05-10	75265863131810700462101	OTC BRANDS INC OMAHA NE	79.71
05-12	05-11	82711163131000018857017	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
05-15	05-12	55480773132207555900973	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
05-16	05-15	15270213135000902332079	MSFT * E0800NFTFF MSBILL.INFO WA	775.50
05-18	05-18	55432863138209375746810	APPLE.COM/US 800-676-2775 CA P.O.S.: 9496887798 SALES TAX: 4.26	59.21
05-19	05-18	55436873138281381849529	PRIMO WATER TAMPA FL P.O.S.: 102412719 SALES TAX: 9.88	98.78
Total Purchasing Activity				\$5,197.93

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-09	05-08	55500363129812491215427	ATT*BILL PAYMENT DALLAS TX P.O.S.: 323923130 SALES TAX: 0.00	187.25
05-18	05-17	55432863137209306994308	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	213.29
Total Activity				\$400.54

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-02	05-01	55429503122831029293488	EXTRA STORAGE NEWPO 714-437-9200 CA P.O.S.: 645044564EAEB9404 SALES TAX: 40.24	503.00
05-08	05-04	55432863125205696099041	MARRIOTT MISSION VALLE SAN DIEGO CA M12661 ARRIVAL: 05-04-23	219.77
05-08	05-05	55432863125205745944726	HOTELSCOM7255003539603 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	837.62
05-08	05-04	55432863126206004995853	MARRIOTT MISSION VALLE SAN DIEGO CA M12773 ARRIVAL: 05-04-23	477.54
05-15	05-11	55432863132207803304778	SOUTHWES 5262453042145 800-435-9792 TX GREEN/SHANNON STEVEN DEPART: 05-22-23 P.O.S.: SALES TAX: \$0.00 SMF WN S SNA WN S SMF	398.36
05-17	05-16	52708063137700138259309	AVIS.COM PREPAY 8003527900 VA 80035279	61.66 CR
05-17	05-16	52708063137700138259309	AVIS.COM PREPAY 8003527900 VA 138259306 SAN DIEG	61.66
05-17	05-16	52708063137700138278341	AVIS.COM PREPAY 8003527900 VA 138278346 SAN DIEG	68.58
05-17	05-15	55432863136208960863602	SOUTHWES 5262454325464 800-435-9792 TX HESS/HOLLY L DEPART: 05-22-23 P.O.S.: SALES TAX: \$0.00 SMF WN P SAN WN E SMF	257.96
05-17	05-15	55432863136208960863610	SOUTHWES 5262454338416 800-435-9792 TX ADJAN/ANNIE DEPART: 06-07-23 P.O.S.: SALES TAX: \$0.00 AUS WN T LGB WN N AUS	452.95
05-17	05-16	55432863136208992430503	HOTELSCOM7255887154909 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	213.56
05-22	05-20	52708063141700099874462	AVIS.COM PREPAY 8003527900 VA 80035279	455.29 CR
05-24	05-23	02305373143100167807192	TST* EL ADOBE SAN JUAN CAPO CA	384.15
05-29	05-25	85191163146900012545853	BOUDIN SF 877-9881849 CA	143.10
Total Travel Activity				\$3,501.30

NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2023-2024

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2023-2024

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2023-2024

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: _____

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or “Contract”) is entered into on July 1, 2023, between _____, hereinafter referred to as the local educational agency (“LEA”), a member of the SELPA and _____ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils

shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. **INDIVIDUAL SERVICES AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located,

or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
 - iv. a surrogate parent,

- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of

CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than seven (7) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give seven (7) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$1,000,000 per occurrence
 \$ 500,000 fire damage
 \$ 5,000 medical expenses
 \$1,000,000 personal & adv. Injury
 \$3,000,000 general aggregate
 \$1,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
 \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
 \$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR’s original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor’s insurance shall comply with the provisions of Section 15. Each

subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty-five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion,

age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq...*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is an NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to

ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract,

including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities,

dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies *require* a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities,

including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) an intervention that precludes adequate supervision of the individual; (8) an intervention that deprives the individual of one or more of his or her senses.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and

participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and

Accountability Act (“HIPAA”). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least two (2) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR’s place of business and shall be submitted to the LEA.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student’s annual or triennial review IEP team meeting for the purpose of reporting the student’s present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA’s sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional’s license, certification, or credential.

It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil’s record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student’s school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student’s change of residence, CONTRACTOR shall notify LEA, in writing, of the student’s change of residence as specified

in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., regarding the provision of counseling services, including residential

care for students to receive a FAPE as set forth in the LEA student's IEPs. CONTRACTOR shall meet all monitoring requirements as noted in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

When CONTRACTOR is a NPS, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall

complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5))

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are

expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student.

CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL**56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: student name; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and

submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend

CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days

that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student immediately and no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent and provided at least 24 hour notice of missed service.

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

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2023 and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Nonpublic School/Agency

LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized Representative

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title	Name and Title
Nonpublic School/Agency/Related Service Provider	LEA
Address	Address
City State Zip	City State Zip
Phone Fax	Phone Fax
Email	Email

**Additional LEA Notification
 (Required if completed)**

Name and Title

Address

City State Zip

Phone Fax

Email

EXHIBIT A: 2022-2023 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

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

Maximum Contract Amount: _____

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

- 1) Daily Basic Education Rate: _____

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

- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____

<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900)</u>		
<u>Other (900)</u>		

EXHIBIT B: 2022-2023 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2022 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2023, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

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

Address _____ City _____ State/Zip _____

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

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

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

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
 _____ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
 _____ during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

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

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

B. RELATED SERVICES:

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

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

ESTIMATED MAXIMUM RELATED SERVICES COST\$ _____

CALIFORNIA PACIFIC CHARTER SCHOOLS

Date: June 13, 2023

x	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Business/Financial Services
	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X **Item is for Information Only:**

4. Item: Approval of California Charter School Association (CCSA) Membership (Renewal)

Background: California Charter School Association (CCSA) provides access to valuable resources including advocacy, facilities, and academic accountability. Through CCSA, CalPac can benefit from reduced-rate legal services offered by the Charter Schools Legal Defense Fund (LDF), ensuring continued access to education programs and resources. CCSA supports member schools in achieving financial stability and navigating legal challenges, striving for equal access to quality education for all students.

Recommendation: It is recommended the Board approve California Charter School Association (CCSA) Membership for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: \$10,860.00

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$5,430.00

California Pacific Charter - San Diego (#1758) \$3,475.20

California Pacific Charter - Sonoma (#2037) \$1,954.80

5. Item: Approval of GoGuardian Quote (Renewal)

Background: GoGuardian is designed for schools with 1-to-1 Chromebook initiatives. The suite of services includes the following:

- GoGuardian Admin - filter and monitor any school device or OS with K-12's most powerful content filter, whether on-site or remote.
- GoGuardian Beacon - identify students who are at risk of suicide or possible harm to others through threats, violence, and bullying.
- GoGuardian Fleet - Easily track, assign, and report on the district's deployment with the leading device management tool.
- GoGuardian Parent App - gives parents direct access to their student's device activity and additional filtering controls from an easy-to-use mobile app.

The school will continue to provide better safety, monitoring, and tracking of school equipment and use.

Recommendation: It is recommended the Board approve GoGuardian purchase for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: \$14,688.00

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$7,344.00

California Pacific Charter - San Diego (#1758) \$4,700.16

California Pacific Charter - Sonoma (#2037) \$2,643.84

6. Item: Approval of Kajeet Quote (Renewal)

Background: CalPac ensures equal curriculum access as mandated by Education Code. Students at our online school require internet access, which we provide for those in need. Kajeet offers hotspots and a web filtering portal to comply with CIPA. The amount requested differs from the quote total due to additional purchase of equipment added, as needed.

Recommendation: It is recommended the Board approve Kajeet for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to \$20,000

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$10,000.00

California Pacific Charter - San Diego (#1758) \$6,400.00

California Pacific Charter - Sonoma (#2037) \$3,600.00

7. Item: Approval of NoRedInk Order (Renewal)

Background: NoRedInk revolutionizes English grammar and writing instruction through its interactive platform, noredink.com. With personalized exercises, adaptive learning, and real-world examples, students of all ages engage in practical applications while receiving tailored feedback. Teachers benefit from easy class management and progress tracking. NoRedInk empowers confident communicators and shapes the future of language education.

Recommendation: It is recommended the Board approve NoRedInk for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: \$9,550.00

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751)	\$4,775.00
California Pacific Charter - San Diego (#1758)	\$3,056.00
California Pacific Charter - Sonoma (#2037)	\$1,719.00

8. Item: Approval of SeaStone Productions (Renewal)

Background: SeaStone Productions provides quality video and production services. For the 2022-23 school year, SeaStone Productions filmed student and parent testimonials for use on the website, social media, and for our google advertisements. We would like to continue our partnership with them to continue to film new content to use throughout our platforms. Total not to exceed \$20,000.

Recommendation: It is recommended the Board approve SeaStone Productions for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to \$20,000

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751)	\$10,000.00
California Pacific Charter - San Diego (#1758)	\$6,400.00
California Pacific Charter - Sonoma (#2037)	\$3,600.00

9. Item: Approval of Stampli (Renewal)

Background: Stampli is CalPac's Accounts Payable processing system. This web-based system allows staff to upload, code, approve, and pay invoices via both checks and electronic Automated Clearing House (ACH) payments. A huge benefit for Stampli is that it integrates directly with CalPac's Sage Intacct accounting system utilizing the full SACS accounting string. CalPac processes approximately 1,200 invoices annually. Stampli monthly fee for the subscription is \$150 per month plus \$1.55 per Check and \$0.55 per ACH.

Recommendation: It is recommended the Board approve Stampli for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to \$16,000

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751)	\$8,000.00
California Pacific Charter - San Diego (#1758)	\$5,120.00
California Pacific Charter - Sonoma (#2037)	\$2,880.00

10. Item: Approval of Zoom Contract (Renewal)

Background: Zoom is a video conferencing and chat platform that brings the online classroom to life through teacher and student interaction. Teachers and Administrators use the platform to meet regularly with students and parents. Teachers will also be using the Class App to enhance the Zoom experience with additional features. This contract supports 107 Zoom users for one school year, including 5TB cloud storage for class recordings. The amount requested differs from the contract total due to additional subscribers added, as needed.

Recommendation: It is recommended the Board approve the contract with Zoom for

California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: Up to \$20,000

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$10,000.00

California Pacific Charter - San Diego (#1758) \$6,400.00

California Pacific Charter - Sonoma (#2037) \$3,600.00



**California
Charter Schools
Association**

PO Box 86087 Los Angeles, CA 90086 • www.ccsa.org

Attn: Accounts Payable
California Pacific Charter Schools
940 S Coast Dr Ste185, Costa Mesa, CA 92626

Membership Invoice

Date		Member ID	
5/17/23		A-06276	
Member Type	Expiration Date	Due Date	
C-Charter School	6/30/2024		
Description		Number of Students	Amount
A-11535	California Pacific Charter Schools - San Diego Charter School Membership Dues	245	\$3,675.00
A-11527	California Pacific Charter- Los Angeles Charter School Membership Dues	351	\$5,265.00
A-05404	California Pacific Charter - Sonoma Charter School Membership Dues	128	\$1,920.00
		Total Amount Due:	\$10,860.00
		Amount Paid:	\$0.00

We appreciate your support and participation! Please email membership@ccsa.org with any questions.

REMITTANCE STUB
(Please Return)

Initial Billing Membership through 6/30/2024 at the rate of \$15.00 a student.

Please make checks payable to the California Charter Schools Association. Mail or fax payment to:
California Charter Schools Association
PO Box 86087 Los Angeles, CA 90086

Member ID: A-06276
California Pacific Charter Schools
4101 Birch St. #150, Newport Beach, CA
92660

Link to [W-9](#)

Payment Method: You can pay by credit card in the member portal. If you have questions or to update your student count please email membership@ccsa.org

Pay by Wire:
City National Bank
Account #: 401599797
Account Name: California Charter Schools Association
Bank Routing #: 122016066
Swift Code: CINAUS6L
EIN: 51-0465703

ORDER FORM

QUOTE # Q-277720
DATE 3/22/2023
EXPIRATION DATE 8/30/2023



Bill To

California Pacific Charter Schools (CA)
 940 S Coast Dr Ste 185
 Costa Mesa, California 92626
 United States

Ship To

Christine Feher
 California Pacific Charter Schools (CA)
 940 S Coast Dr Ste 185
 Costa Mesa, California 92626-1780
 United States
 7143480418
 cfeher@cal-pacs.org

GoGuardian

Liminex, Inc. dba GoGuardian
 2030 E Maple Avenue
 El Segundo, California 90245
 United States

Thank you for your interest in our products! This order form (“**Order Form**”) identifies the GoGuardian products you have selected for subscription (“**Licensed Product(s)**”), the term of your initial subscription(s) to the Licensed Product(s) (“**Initial Term**”), the number of licenses included in your base subscription(s) (“**Licenses**”), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian (“**GoGuardian**”) on behalf of itself and its family of company Affiliates including Pear Deck, Inc. (“**Pear Deck**”) and Edulastic (formally - Snapwiz, Inc. doing business as Edulastic, “**Edulastic**”) and the organization listed below (“**School**,” “**you**” or “**your**”), and together with the Liminex Product Terms of Service and End User License Agreement available at <https://www.goguardian.com/policies/eula> (for Liminex), <https://www.peardeck.com/terms-of-service> (for Pear Deck), or <http://edulastic.com/terms-of-service> (for Edulastic) (the “**Terms**” and, together with this Order Form, the “**Agreement**”), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form.

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
800	GG-ADM1Y-000001	GoGuardian Admin with Fleet, DNS & AdDeflect	8/1/2023	7/31/2024	\$6.12	\$4,896.00
800	GG-TCR1Y-000001	GoGuardian Teacher with Video Conferencing	8/1/2023	7/31/2024	\$6.12	\$4,896.00
800	GG-BCN1Y-000001	GoGuardian Beacon - Core	8/1/2023	7/31/2024	\$6.12	\$4,896.00
TOTAL (USD):						\$14,688.00

Add-on Licenses. If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, please contact GoGuardian so that we can send you an additional Order Form for those ‘add-on’ Licenses (“**Add-Ons**”). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the “**Subscription**.”

RENEWAL SUBSCRIPTION TERMS

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a “**Renewal Term**,” and together with the Initial Term, the “**Term**”) at our then-current fees (including an Innovation Increase as defined below) for such Subscription, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then-current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

ORDER FORM

QUOTE # Q-277720
DATE 3/22/2023
EXPIRATION DATE 8/30/2023



RENEWAL FEES

We are dedicated to improving the Licensed Products on an ongoing basis through continued innovation in research and development. For this reason, following the Initial Term, the Subscription Fee-Per License Price for each Licensed Product will be subject to an automatic fee increase equal to 5% above the Subscription Fee-Per License Price you paid for the Licensed Product in the previous term ("**Innovation Increase**"). Order Forms and invoicing for Renewal Terms will reflect the Innovation Increase and your renewal subscription fees will be calculated using the increased fees for the number of Licenses included in your Subscription. You agree to pay the Subscription Fees, reflecting the Innovation Increase, due for each Renewal Term as described herein, unless you decide not to renew the Subscription with GoGuardian in accordance with this Order Form.

PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your Organization is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term, Your School is responsible for all taxes and duties unless expressly included in this Order Form.

ORDER FORM

QUOTE # Q-277720
DATE 3/22/2023
EXPIRATION DATE 8/30/2023



By Organization:

Organization Name:

Signature:

Name:

Title:

Email:

By GoGuardian:

Company Name:

Liminex, Inc. dba GoGuardian

Signature: Maggie Sorokin
Maggie Sorokin (Mar 22, 2023 10:11 PDT)

Name: Maggie Sorokin

Title: Account Manager

Email: msorokin@goguardian.com

Scanned Copy of Purchase Order :

Purchase Order Number :

Accounts Payable Contact :

Add a Note :

First:

Last:

Email:



QUOTATION

7901 Jones Branch Drive, Suite 350, McLean, Virginia 22102
 (240) 482-3500 | fax: (240) 482-3505 | www.kajeet.com

Account Name	California Pacific Charter Schools	Contact Name	Victor Noguera
Bill To	940 South Coast Dr. #185 Costa Mesa, CA 92626 USA	Phone	(714) 348-0418
AP Email	amorfin@cal-pacs.org	Email	vnoguera@cal-pacs.org
Prepared By	Grace Peeler	Created Date	4/21/2023
Email	gpeelers@kajeet.com	Quote Number	Q# 202304-042015
		Opportunity Number	OPTY 202205-39080

Renew 75U 12M 1 PS Unlimited/74 Student Unlimited

Product	Product Code	Sales Price	Quantity	Total Price
Student Unlimited (annual plan)	STUUNL1Y	USD 179.40	74.00	USD 13,275.60
Public Sector Unlimited (annual plan)	PSUNL1Y	USD 419.40	1.00	USD 419.40
Network: Verizon	NETVZW	USD 0.00	75.00	USD 0.00

Subtotal	USD 13,695.00
Telecom Admin Fees	USD 1,985.78
Quote Shipping	USD 0.00
Quote Grand Total	USD 15,680.78

TERMS & CONDITIONS

- All prices are quoted in U.S. Dollars. All prices valid only through Kajeet direct sales. Quote is valid for 30 days. The amount presented in this quotation is confidential & proprietary and intended for the consideration of the Buyer. Buyer and Kajeet will sign and execute a Services Agreement prior to execution of the program. Credit card payments are subject to a 5.0% processing fee. Kajeet W-9 available upon request. Kajeet®, Arterra Mobility®, and Otarris™ products and services are protected by the following issued U.S. patents 8,929,857; 8,918,080; 8,774,755; 8,774,754; 8,755,768; 8,731,517; 8,725,109; 8,712,371; 8,706,079; 8,667,559; 8,644,796; 8,639,216; 8,634,803; 8,634,802; 8,634,801; 8,630,612; 8,611,885; 8,600,348; 8,594,619; 8,588,735; 8,285,249; 8,078,140; 7,945,238; 7,899,438; 7,881,697. Other patents are pending. Kajeet®, Kajeet SmartSpot®, Education Broadband™, SmartBus™, SmartSpot Protection™, Kajeet Complete™, Kajeet Custom™, Arterra Mobility®, and Sentinel® are trademarks of Kajeet, Inc.
- Telecom, Network and Admin Fees (TAF) defray a wide variety of Federal, State, and/or Local fees charged to telecommunications carriers and are subject to a 14.5% fee on data-related services. This is not state or federal sales tax.
- Shipping costs related to hardware only.
- Sales tax is an estimate based on your state and/or locality. The PO must contain the correct sales tax amount and is the responsibility of the PO issuer. If Sales tax line item is blank; Applicable state sales taxes are not included in this quotation.



Customer name: California Pacific Charter School

Primary contact name:
Daisy Carolos

Primary contact email:
dcarlos@cal-pacs.org

NoRedInk Remittance Address for Checks:

NoRedInk Corp.
PO Box 92507
Las Vegas, NV 89193-2507

Billing address:
940 S Coast Dr, Ste 185
Costa Mesa, California 92626
United States

Will a PO be required? (If Yes, please provide form)

Billing email: Dcarlos@cal-pacs.org

Billing contact name: Daisy Carlos

Service start date:
07-01-2023

Service end date:
06-30-2024

Payment terms:
Upfront

Billing terms:
Net 30

SUMMARY

PRODUCT	DESCRIPTION	SALES PRICE	QTY	TOTAL PRICE
Live Virtual Training	Special 2022 pricing if renewed by end of 2022. Each virtual training session can have up to 20 teachers.	\$550.00	1	\$550.00
NoRedInk Premium Site License - C	Special 2022 pricing if renewed by end of 2022.	\$9,000.00	1	\$9,000.00
TOTAL:				\$9,550.00

- Start date will be as stated or later pending receipt of signatures and any required documents (PO and tax exempt certificates, as applicable).
- End date will be as stated or later to maintain the term length.
- If applicable, all unused Premium training services will expire annually on the service end date.
- Training dates can only be confirmed after order forms are signed by both parties.
- NoRedInk Premium may be unavailable for some portion of July for updates and data archives.
- If applicable, state sales tax will be added to your invoice unless proof of exemption has been received by NoRedInk prior to invoicing.

Please sign and return to: dawn.glass@noredink.com

Contract terms:

This Order Form incorporates and is subject to the Master Services Terms — collectively the “Agreement” — and constitutes a binding contract entered into by and between NoRedInk Corp. (“NoRedInk”), a Delaware corporation with its principal place of business at 548 Market Street, PMB 66984, San Francisco, CA 94105, and the entity listed below as client (“Client”). The Master Services Terms are available at: [NoRedInk Master Services Agreement](#). The Data Protection Addendum is available at: [NoRedInk Data Protection Addendum](#)



NoRedInk Corp. Signature	California Pacific Charter School Signature
<p>Signature:</p> <p>Name:</p> <p>Title: Head of Customer Success</p> <p>Date:</p>	<p>Signature:</p> <p>Name: Christine Feher</p> <p>Title: Superintendent</p> <p>Email: Cfeher@cal-pacs.org</p> <p>Date:</p>



Carly Stone
Videographer

May 17, 2023

562-355-2600
@seastoneproductions
www.seastoneproductions.com

To Whom It May Concern,

I am a videographer based in Southern California and I have had the pleasure of working with Christine Feher and all of the wonderful staff and students at CalPac in the past year. I've had the opportunity to film and edit graduation videos as well as a series of field trip videos. Recently we visited the Aquarium of the Pacific where I got to document students, parents and teachers enjoying their time there. We captured high quality testimonial interviews that were edited into highlight and recap videos.

From a young age I have always been behind the camera, from creating award-winning short films, learning from the best in the industry and gaining firsthand experience in the business; I have been honing my craft for over a decade. I am passionate about telling stories and I love capturing people doing what they do best. I've had many mentors over the years as well as the unique opportunity to be a video apprentice at Rip Curl in 2018. From there my career skyrocketed and I started working as a videographer for USA Surfing, a variety of fitness studios, musicians, and others. I've also worked as a video editor and assistant camera operator for production company Alani Media for the past two years.

Working with CalPac has been a dream come true; everyone is a joy to work with and I absolutely love creating content for them. Growing up homeschooled, it feels like I've come full circle now by working for a charter school and I hope that the stories we share will touch somebody in some way and inspire people to learn more about CalPac.

I am so excited to be working with CalPac and I look forward to documenting many more amazing moments with them in the next year!

Sincerely,

Carly Stone



191 Castro Street Level 2,
Mountain View, CA 94041

PAYMENT RECEIPT

California Pacific Charter Schools

940 South Coast Drive, #185, Costa Mesa
California 92626

Date 1/31/2023 | Service Period 12/31/2022 - 1/31/2023

STAMPLI INVOICE

Description	Amount
Platform Fee	\$677.00
Invoices (200 Included)	
Total Uploaded Invoices: 185	
Advanced Users (6 Included)	
Add'l Advanced Users Added: 0	\$0.00
Intacct Connector Fee	\$348.00
On-Premise	\$0.00
Approval Workflow	\$0.00
Advanced Vendor Management	\$0.00
Invoices Subtotal	\$1,025.00

STAMPLI DIRECT PAY

Description	Amount
Monthly Extension Fee	\$150.00
ACH Payments	\$46.75
Total ACH Payments: 85	
Per ACH Payment Fee: \$0.55	
Check Payments	\$48.05
Total Check Payments: 31	
Per Check US Mail Fee: \$1.55	
Payments Subtotal	\$244.80

TOTAL AMOUNT

Total	\$1,269.80
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191 Castro Street Level 2,
Mountain View, CA 94041

PAYMENT RECEIPT

California Pacific Charter Schools

940 South Coast Drive, #185, Costa Mesa
California 92626

Receipt # 1078-5293

Date 2/28/2023 | Service Period 1/31/2023 - 2/28/2023

STAMPLI INVOICE

Description	Amount
Platform Fee	\$677.00
Invoices (200 Included)	
Total Uploaded Invoices: 86	
Advanced Users (6 Included)	
Intacct Connector Fee	\$348.00
Invoices Subtotal	\$1,025.00

STAMPLI DIRECT PAY

Description	Amount
Monthly Extension Fee	\$150.00
ACH Payments	\$52.80
Total ACH Payments: 96	
Per ACH Payment Fee: \$0.55	
Check Payments	\$62.00
Total Check Payments: 40	
Per Check US Mail Fee: \$1.55	
Payments Subtotal	\$264.80

TOTAL AMOUNT

All Subtotal	\$1,289.80
Sales Tax	\$0.00
Total	\$1,289.80



191 Castro Street Level 2,
Mountain View, CA 94041

PAYMENT RECEIPT

California Pacific Charter Schools

940 South Coast Drive, #185, Costa Mesa
California 92626

Receipt # 1596-1886	Date 3/31/2023 Service Period 2/28/2023 - 3/31/2023
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STAMPLI INVOICE

Description	Amount
Platform Fee	\$677.00
Invoices (200 Included)	
Total Uploaded Invoices: 93	
Advanced Users (6 Included)	
Intacct Connector Fee	\$348.00
Invoices Subtotal	\$1,025.00

STAMPLI DIRECT PAY

Description	Amount
Monthly Extension Fee	\$150.00
ACH Payments	\$40.15
Total ACH Payments: 73	
Per ACH Payment Fee: \$0.55	
Check Payments	\$46.50
Total Check Payments: 30	
Per Check US Mail Fee: \$1.55	
Payments Subtotal	\$236.65

TOTAL AMOUNT

All Subtotal	\$1,261.65
Sales Tax	\$0.00
Total	\$1,261.65



191 Castro Street Level 2,
Mountain View, CA 94041

PAYMENT RECEIPT

California Pacific Charter Schools

940 South Coast Drive, #185, Costa Mesa
California 92626

Date 4/30/2023 | Service Period 3/31/2023 - 4/30/2023

STAMPLI INVOICE

Description	Amount
Platform Fee	\$677.00
Invoices (200 Included)	
Total Uploaded Invoices: 112	
Advanced Users (6 Included)	
Intacct Connector Fee	\$348.00
Invoices Subtotal	\$1,025.00

STAMPLI DIRECT PAY

Description	Amount
Monthly Extension Fee	\$150.00
ACH Payments	\$33.55
Total ACH Payments: 61	
Per ACH Payment Fee: \$0.55	
Check Payments	\$46.50
Total Check Payments: 30	
Per Check US Mail Fee: \$1.55	
Payments Subtotal	\$230.05

TOTAL AMOUNT

Total	\$1,255.05
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191 Castro Street Level 2,
Mountain View, CA 94041

PAYMENT RECEIPT

California Pacific Charter Schools

940 South Coast Drive, #185, Costa Mesa
California 92626

Receipt # 1564-2352	Date 5/31/2023 Service Period 4/30/2023 - 5/31/2023
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STAMPLI INVOICE

Description	Amount
Platform Fee	\$677.00
Invoices (200 Included)	
Total Uploaded Invoices: 101	
Advanced Users (6 Included)	
Intacct Connector Fee	\$348.00
Invoices Subtotal	\$1,025.00

STAMPLI DIRECT PAY

Description	Amount
Monthly Extension Fee	\$150.00
ACH Payments	\$29.70
Total ACH Payments: 54	
Per ACH Payment Fee: \$0.55	
Check Payments	\$60.45
Total Check Payments: 39	
Per Check US Mail Fee: \$1.55	
Expedited Checks:	\$21.00
Total Expedited Checks: 1	
Per Check Expedited US Mail Fee: \$21.00	
Payments Subtotal	\$261.15

TOTAL AMOUNT

Total	\$1,286.15
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Order Form Number: Q2117216
Valid Until: 09/19/2023

Zoom Video Communications Inc. ('Zoom')
 55 Almaden Blvd, 6th Floor
 San Jose, CA

<p>Billed To</p> <p>Customer: CalPac Account Legal Name: CalPac *** Contact Name: Daisy Carlos 940 South Coast Drive #185 Costa Mesa, California 92626, United States Email Address: dcarlos@cal-pacs.org Phone: (+1) 9496887798</p>	<p>Sold To</p> <p>Customer: CalPac Account Legal Name: CalPac *** Contact Name: Daisy Carlos 940 South Coast Drive #185 Costa Mesa, California 92626, United States Email Address: dcarlos@cal-pacs.org Phone: (+1) 9496887798</p>
<p>Auto Renew: No Initial Paid Subscription Term: 12 Month Paid Period Start Date: 09/19/2023</p>	<p>Billing Method: Email Currency: USD Payment Term: Net 30</p>

This Zoom Order Form and any other Order Forms that reference this Order Form are governed by the Zoom Terms of Service found at <http://www.zoom.us/terms> (unless Customer and Zoom have entered a written governing Master Subscription Agreement, in which case such written agreement will govern).

SERVICE	BILLING PERIOD	QUANTITY	PRICE	TOTAL
Education Annual	Annual	107	USD 90.00	USD 9,630.00
Cloud Recording 5TB - overage fee	Month	NA	USD 0.10	NA
Cloud Recording Annual Prepay 5TB Monthly Usage	Annual	1	USD 6,000.00	USD 6,000.00

(Before Taxes)	
Annual Payment:	USD 15,630.00

Payment Schedule Summary (Before Taxes)
First Payment: USD 15,630.00

Other Terms & Notes

Named Host - means any subscribed host who may host an unlimited number of meetings during the Term using the Service. Any meeting will have at least one Named Host. Unless Customer has purchased an extended capacity, the number of participants (participants do not require a subscription) will not exceed 300 per meeting. Named Host subscription may not be shared or used by anyone other than the individual to whom the Named Host subscription is assigned.

Zoom EDU subscriptions are intended for student and faculty and pedagogical interaction within a classroom environment, or the administration thereof and may not be used for any commercial purpose. Zoom EDU subscriptions may not be purchased by hospitals, medical centers, clinics, or other affiliated organizations not specifically involving student and faculty and pedagogical interactions within a classroom environment or the administration thereof.

Fees - The fees for the Services, if any, are described in the Order Form. The actual fees may also include overage amounts or per use charges for audio and/or cloud recording in addition to the fees in the Order, if such use is higher than the amounts described in the Order, and you agree to pay these amounts or charges if you incur them. Invoicing for Services begins on the first day that the service is available for use by the Customer and monthly thereafter for the duration Term, except for annual pre-pay option which is invoiced once in the first month of the annual term. Amendment orders will co-term with the existing subscription term end date. Invoices are pro-rated from paid period start date to base subscription end date. Purchase order, if any, issued in connection with this order should reference the above order form number. Commitments not utilized by the Customer during the month for which they are committed may not be carried forward into any subsequent month or term.

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Accepted and agreed as of the date specified below by the authorized representative of Customer

Signature:
Print Name:
Date:
Zoom Service Effective Date: 09/19/2023
PO # (If Applicable):
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TAN # (If Applicable):
CIN # (If Applicable):

The Services will be activated within 48 hours of order signature or Zoom Service Effective Date, whichever is later.

Zoom reserves the right at its sole discretion to accept Order Forms received after the Valid Until date.

If a PO# is required for processing the invoice related to this order, please provide a PO with this order. If issuance of PO is delayed, please provide a PO within 5 days of the service effective date via email to purchase-orders@zoomus.zendesk.com. Notwithstanding the foregoing, the period for payment shall commence as of the applicable invoice date. Such payment period shall not restart based on any delays in issuing a Purchase Order or any procurement process.

Coversheet

Approval of 2023 LCAP Local Performance Indicator Self-Reflection

Section: XI. Education/Student Services
Item: A. Approval of 2023 LCAP Local Performance Indicator Self-Reflection
Purpose: Vote
Submitted by:
Related Material: 22-23 Local Performance Indicators Presentation.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_CPC-LA.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_CPC-SO.pdf
2023_LCAP_Local_Performance_Indicator_Self-Reflection_CPC-SD.pdf

Local Performance Indicators



The California School Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:

- **Basic Services and Conditions (Priority 1)**
- **Implementation of State Academic Standards (Priority 2)**
- **Parent and Family Engagement (Priority 3)**
- **School Climate (Priority 6)**
- **Access to a Broad Course of Study (Priority 7)**
- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)




For each local indicator, the California State Board of Education (SBE) adopted performance standards that require an LEA to:

- 1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and**
- 2. Report the results as part of a non-consent item at a public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and**
- 3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.**



Priority 1: Basic Conditions - Met



		Number
	<p>Teachers:</p> <p><i>Misassignment of teachers of English learners:</i> <i>Total teacher misassignments:</i> <i>Vacant teacher positions:</i></p>	<p><i>0/ 0%</i> <i>0/ 0%</i> <i>0/ 0%</i></p>
	<p>Curriculum:</p> <p>Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home</p>	<p><i>0/ 0%</i></p>
	<p>Facilities:</p> <p><i>Instances where facilities do not meet the “good repair” standard:</i></p>	<p><i>0</i></p>



Priority 2: Implementation of the Standards



Rating Scale (lowest to highest):

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

	Providing Professional Learning	Aligned Instructional Materials	Supporting Staff in Delivering Instruction
ELA	5	5	4
ELD	5	5	4
Math	5	5	4
NGSS	5	5	4
Social Sciences	5	5	4

	Implementation Progress
Career Technical Education	4
Health	5
Physical Education	4
Visual and Performing Arts	4
World Languages	5



Priority 2: Implementation of the Standards

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink iand AVID strategies into the curriculum to support grammar and writing development in students. Curriculum adoption continues to expand with increasing elective choices in the CTE, social studies, and departments with new CTE pathways, African American History, and Personal Finance. CalPac is partnering with a county office of education in the area of educator effectiveness and evaluation to ensure continuity for teachers among self-assessment, SMART goal setting activities, growth along the continuum of the standards for professional practice, professional development opportunities, instructional strategies and tools implementation, and teacher evaluation. CalPac launched a new professional development platform in the 22-23 school year with Alludo.



Priority 3: Parent Engagement- Met



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

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

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

Strengths

CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings. Parents agree that the school communicates community resources that are available to their family. In data collected from stakeholder surveys, 98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education. 98.3% of parents indicate that they feel their input is valued. 97.8% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.5% of students agree that their teacher cares about their education and helps them succeed. 98.4% of students report that they feel safe at school. 95.1% of students report that they know they have someone at school to talk to for support if they have a problem. 100% of parents are satisfied with their child's school overall. 96.2% of students express an overall satisfaction with their school.



Priority 6: School Climate



LCAP Goal 3 addresses LCFF Priority 6 School Climate: Sense of Safety and School Connectedness. 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, meaningful, and transparent communication will provide all education partners with opportunities for input in decision making at the program and charter levels. Action Items 3.3, and 3.5 were developed to support a safe and positive school climate.

DATA

Education partners actively participate in annual surveys that address the sense of safety and school connectedness. 182 students in CPC-LA participated in the school climate survey that was available to all grade levels K-12.

Participation rates were as follows: 6 students in grades K-5, 38 students in grades 6-8, and 138 students in grades 9-12. 99.5% of students agreed that their teacher cares about their education and helps them to succeed. 98.4% of students indicated that they feel safe and welcome to meet with their teacher to discuss their school work. 95.1% of students indicated that if they have a problem, they know someone at school they can talk to for support. 96.2% of students stated that overall, they feel satisfied with their school.

MEANING

Areas of strength are that the survey results indicate that, CPC-LA has a high overall student approval rating, and students feel safe and connected at school. Areas of growth, barriers, and challenges include increasing the grade level representation regarding participation in the survey.

USE

CPCS will continue to maintain and grow school initiatives that support student safety and school connectedness. CPCS will continue to focus on newly adopted social emotional curriculum through Edgenuity, Brain Pop, and Little Spot of Feelings that teachers, counselors, administrators, and parents can use to support student engagement and feelings of safety and connectedness.



Priority 7: Access to a broad course of study

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

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

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

LCAP Goal 4 encapsulates LCFF Priority 7: Access to a Broad Course of Study. Action Items 4.1, 4.3, 4.4, 4.6, and 4.7 have been developed to specifically support LCFF priority 7.

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course completion, graduation rates, and college and career prepared rates. 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 84.18%.

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

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.



Priority 7: Access to a broad course of study

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

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

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

LCAP Goal 4 encapsulates LCFF Priority 7: Access to a Broad Course of Study. Action Items 4.1, 4.3, 4.4, 4.6, and 4.7 have been developed to specifically support LCFF priority 7.

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course completion, graduation rates, and college and career prepared rates. 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 84.18%.

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

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.



Priority 7: Access to a broad course of study

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

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways or students not achieving a grade of C or higher in courses required for UC/CSU admission.

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

CPCS has focus it's efforts on supporting credit deficient high school students through student success initiatives such as tracking student progress toward graduation each learning period throughtout the school year and has seen tremendous success. Counselors are using a 4 year plan template when advising students and are setting students up for success in regard to A-G course recommendations and courses that prepare student for post secondary endeavors. These efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared.



How are we doing? - All Dashboard Priority Areas are MET



- **Priority 1: Basic Services and Conditions**

- CPCS has appropriately assigned teachers, students have access to standards-aligned instructional materials and safe, clean, functional school facilities.

- **Priority 2: Implementation of State Academic Standards**

- CPCS is in the full implementation stage for SBE adopted state academic standards.

- **Priority 3: Parent and Family Engagement**

- CPCS offers multiple avenues of two-way engagement including email, phone, online meetings, and our School Site Council, which serves as our parent advisory committee. On annual LCAP surveys, parents indicate they are satisfied with input opportunities and report a high overall satisfaction with the school.

- **Priority 6: School Climate**

- Students report that they feel safe at school and if they have a problem, they know someone at the school to go to for support.

- **Priority 7: Access to a Broad Course of Study**

- Students have access to and are enrolled in a broad course of study, including core classes in A-G subject areas, electives, honors and AP courses, CTE courses, and community college courses.





Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Pacific Charter - Los Angeles	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

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

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

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

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

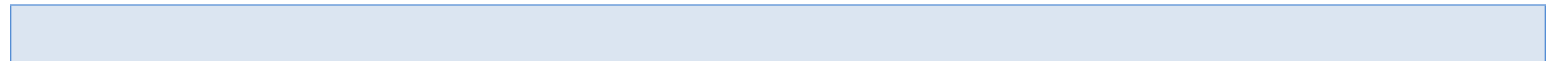
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum adoption continues to expand with increasing elective choices in the CTE, social studies, and departments with new CTE pathways, African American History, and Personal Finance. CalPac is partnering with a county office of education in the area of educator effectiveness and evaluation to ensure continuity for teachers among self-assessment, SMART goal setting activities, growth along the continuum of the standards for professional practice, professional development opportunities, instructional strategies and tools implementation, and teacher evaluation. CalPac launched a new professional development platform in the 22-23 school year with Alludo.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

Rating Scale (lowest to highest) -

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

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

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

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

Strengths

CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings. Parents agree that the school communicates community resources that are available to their family. In data collected from stakeholder surveys, 98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education. 98.3% of parents indicate that they feel their input is valued. 97.8% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.5% of students agree that their teacher cares about their education and helps them succeed. 98.4% of students report that they feel safe at school. 95.1% of students report that they know they have someone at school to talk to for support if they have a problem. 100% of parents are satisfied with their child's school overall. 96.2% of students express an overall satisfaction with their school.

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

CalPac plans to continue to expand the parent university program which provides resources and information to parents on various educational, social emotional, academic, and safety topics regarding supporting their children and their children's best interests.

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

Focus Area

To the greatest extent possible, CPCS would like to focus on paring families whose primary language is a language other than English with a bilingual homeroom teacher that can facilitate meetings and support meaningful communication with parents in their primary language. CPCS will continue to offer two way communication opportunities and opportunities to participate in the school community for all education partners, including families whose primary language may be a language other than English.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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

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

Strengths

CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from stakeholder surveys, 90.9% of parents stated that they participate in meetings with their child's teacher to discuss and set education goals for their child. 97.4% of students responded that they agree that their teacher is available to help them and support them with their school work. 97.4% of students agree that their teacher helps them to set goals to be successful in school. 100% of students stated that their teacher cares about their education and helps them to succeed. 89.5% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 97.4% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in

IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the uniform complaint form available to school stakeholders.

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

Focus Area

CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes.

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

CPCS plans to further develop the homeless youth program by providing additional training for the homeless youth coordinator and holding regular meetings with students and families to ensure this student population is engaged in school and has every opportunity to be successful.

Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

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

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

Strengths

CPCS is currently engaged in this work as outlined in LCAP 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 education partners opportunities for input in decision making at the program and charter levels. Support for engaging families in advisory groups for the purpose of providing meaningful input on decision making, policies and programs, and family engagement activities are embedded in action items 3.1, 3.2, and 3.6. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, school site council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

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

Focus Area

The school will involve the School Site Council members (SSC serves as Parent Advisory Committee) to seek input regarding decision-making.

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

The school will offer translation of written and verbal communication when needed to support students, families, or other education partners whose primary language is a language other than English.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LCAP Goal 3 addresses LCFF Priority 6 School Climate: Sense of Safety and School Connectedness. 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, meaningful, and transparent communication will provide all education partners with opportunities for input in decision making at the program and charter levels. Action Items 3.3, and 3.5 were developed to support a safe and positive school climate.

DATA

Education partners actively participate in annual surveys that address the sense of safety and school connectedness. 182 students in CPC-LA participated in the school climate survey that was available to all grade levels K-12.

Participation rates were as follows: 6 students in grades K-5, 38 students in grades 6-8, and 138 students in grades 9-12. 99.5% of students agreed that their teacher cares about their education and helps them to succeed. 98.4% of students indicated that they feel safe and welcome to meet with their teacher to discuss their school work. 95.1% of students indicated that if they have a problem, they know someone at school they can talk to for support. 96.2% of students stated that overall, they feel satisfied with their school.

MEANING

Areas of strength are that the survey results indicate that, CPC-LA has a high overall student approval rating, and students feel safe and connected at school. Areas of growth, barriers, and challenges include increasing the grade level representation regarding participation in the survey.

USE

CPCS will continue to maintain and grow school initiatives that support student safety and school connectedness. CPCS will continue to focus on newly adopted social emotional curriculum through Edgenuity, Brain Pop, and Little Spot of Feelings that teachers, counselors, administrators, and parents can use to support student engagement and feelings of safety and connectedness.

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

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

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

LCAP Goal 4 encapsulates LCFF Priority 7: Access to a Broad Course of Study. Action Items 4.1, 4.3, 4.4, 4.6, and 4.7 have been developed to specifically support LCFF priority 7.

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course completion, graduation rates, and college and career prepared rates. 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 84.18%.

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

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.

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

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways or students not achieving a grade of C or higher in courses required for UC/CSU admission.

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

CPCS has focus it's efforts on supporting credit deficient high school students through student success initiatives such as tracking student progress toward graduation each learning period throughtout the school year and has seen tremendous success. Counselors are using a 4 year plan template when advising students and are setting students up for success in regard to A-G course recommendations and courses that prepare student for post secondary endeavors. These efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Pacific Charter - Sonoma	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

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

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

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

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

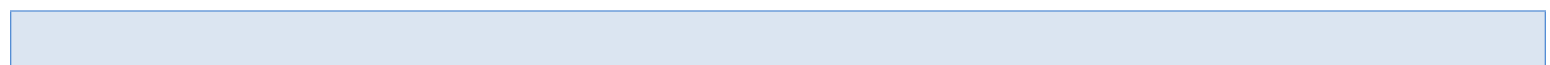
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum adoption continues to expand with increasing elective choices in the CTE, social studies, and departments with new CTE pathways, African American History, and Personal Finance. CalPac is partnering with a county office of education in the area of educator effectiveness and evaluation to ensure continuity for teachers among self-assessment, SMART goal setting activities, growth along the continuum of the standards for professional practice, professional development opportunities, instructional strategies and tools implementation, and teacher evaluation. CalPac launched a new professional development platform in the 22-23 school year with Alludo.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

Rating Scale (lowest to highest) -

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

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

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

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

Strengths

CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings. Parents agree that the school communicates community resources that are available to their family. In data collected from stakeholder surveys, 98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education. 100% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 98.6% of students agree that their teacher cares about their education and helps them succeed. 95.9% of students report that they feel safe at school. 91.2% of students report that they know they have someone at school to talk to for support if they have a problem. 100% of parents are satisfied with their child's school overall. 97.3% of students express an overall satisfaction with their school.

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

CalPac plans to continue to expand the parent university program which provides resources and information to parents on various educational, social emotional, academic, and safety topics regarding supporting their children and their children's best interests.

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

Focus Area

To the greatest extent possible, CPCS would like to focus on paring families whose primary language is a language other than English with a bilingual homeroom teacher that can facilitate meetings and support meaningful communication with parents in their primary language. CPCS will continue to offer two way communication opportunities and opportunities to participate in the school community for all education partners, including families whose primary language may be a language other than English.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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

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

Strengths

CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from education partner surveys, 81.3% of parents stated that they participate in meetings with their child's teacher to discuss and set education goals for their child. 95.5% of students responded that they agree that their teacher is available to help them and support them with their school work. 95.5% of students agree that their teacher helps them to set goals to be successful in school. 100% of students stated that their teacher cares about their education and helps them to succeed. 90.9% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 97.7% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in

IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the uniform complaint form available to school stakeholders.

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

Focus Area

CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes.

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

CPCS plans to further develop the homeless youth program by providing additional training for the homeless youth coordinator and holding regular meetings with students and families to ensure this student population is engaged in school and has every opportunity to be successful.

Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

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

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

Strengths

CPCS is currently engaged in this work as outlined in LCAP 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. Support for engaging families in advisory groups for the purpose of providing meaningful input on decision making, policies and programs, and family engagement activities are embedded in action items 3.1, 3.2, and 3.6. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, school site council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

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

Focus Area

The school will involve the School Site Council members (SSC serves as Parent Advisory Committee) to seek input regarding decision-making.

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

The school will offer translation of written and verbal communication when needed to support students, families, or other education partners whose primary language is a language other than English.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LCAP Goal 3 addresses LCFF Priority 6 School Climate: Sense of Safety and School Connectedness. 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, meaningful, and transparent communication will provide all education partners with opportunities for input in decision making at the program and charter levels. Action Items 3.3, and 3.5 were developed to support a safe and positive school climate.

DATA

Stakeholders actively participate in annual surveys that address the sense of safety and school connectedness. 74 students in CPC-SO participated in the school climate survey that was available to all grade levels K-12. Participation rates were as follows: 0 students in grades K-5, 26 students in grades 6-8, and 48 students in grades 9-12. 98.6% of

students agreed that their teacher cares about their education and helps them to succeed. 95.9% of students indicated that they feel safe a welcome to meet with their teacher to discuss their school work. 91.2% of students indicated that if they have a problem, they know someone at school they can talk to for support. 100% of students stated that overall, they feel satisfied with their school.

MEANING

Areas of strenght are that the survey results indicate that, CPC-SO has a high overall student approval rating, and students feel safe and connected at school. Areas of growth, barriers, and challenges include increasing grade level representation regarding participation in the survey.

USE

CPCS will continue to maintain and grow school initiatives that support student safety and school connectedness.CPCS will continue to focus on newly adopted social emotional curriculum through Edgenuity, Brain Pop, and Little Spot of Feelings that teachers, counselors, administrators, and parents can use to support student engagement and feelings of safety and connectedness.

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

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

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

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

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

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

LCAP Goal 4 encapsulates LCFF Priority 7: Access to a Broad Course of Study. Action Items 4.1, 4.3, 4.4, 4.6, and 4.7 have been developed to specifically support LCFF priority 7.

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

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course completion, graduation rates, and college and career prepared rates.

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

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Although, through the graduation rate continuous improvement goals and initiatives, CPCS has significantly increased graduation rates. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways.

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

CPCS has focus it's efforts on supporting credit deficient high school students through continuous improvement initiatives and has seen tremendous success. Those efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who					

Coordinating Instruction	1	2	3	4	5
pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>					



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Pacific Charter - San Diego	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

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

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

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

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

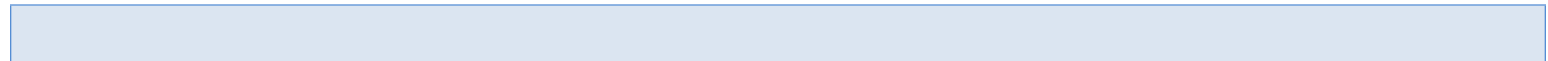
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

CalPac content teachers, particularly in the areas of ELA, Science, Social Studies, ELD, and CTE have attended professional development and training on implementation of the content standards such as NGSS and have incorporated curriculum tools such as no red ink and AVID strategies into the curriculum to support grammar and writing development in students. Curriculum adoption continues to expand with increasing elective choices in the CTE, social studies, and departments with new CTE pathways, African American History, and Personal Finance. CalPac is partnering with a county office of education in the area of educator effectiveness and evaluation to ensure continuity for teachers among self-assessment, SMART goal setting activities, growth along the continuum of the standards for professional practice, professional development opportunities, instructional strategies and tools implementation, and teacher evaluation. CalPac launched a new professional development platform in the 22-23 school year with Alludo.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

Rating Scale (lowest to highest) -

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

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

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

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

Strengths

CPCS successfully engages in pupil and family outreach. CPCS offers two way communication via the school's website, email, phone, text, Parent Square messaging, School Site Council (Parent Advisory Committee), and virtual meetings. Parents agree that the school communicates community resources that are available to their family. In data collected from stakeholder surveys, 98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96.4% of parents indicate that they feel their input is valued. 98.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.3% of students agree that their teacher cares about their education and helps them succeed. 97% of students report that they feel safe at school. 92.6% of students report that they know they have someone at school to talk to for support if they have a problem. 98.2% of parents are satisfied with their child's school overall. 94.1% of students express an overall satisfaction with their school.

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

CalPac plans to continue to expand the parent university program which provides resources and information to parents on various educational, social emotional, academic, and safety topics regarding supporting their children and their children's best interests.

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

Focus Area

To the greatest extent possible, CPCS would like to focus on paring families whose primary language is a language other than English with a bilingual homeroom teacher that can facilitate meetings and support meaningful communication with parents in their primary language.

CPCS will continue to offer two way communication opportunities and opportunities to participate in the school community for all education partners, including families whose primary language may be a language other than English.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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

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

Strengths

CPCS assigns each pupil to a homeroom teacher. The primary role of the homeroom teacher is to work with each student and family in an effort to develop a personalized learning plan and success plan for each student. Homeroom teachers use student interest surveys in an effort to better understand student strengths and weaknesses and to gain a clear understanding of what resources and supports could best serve in supporting individual students in the independent study program. Homeroom teachers partner with parents in providing information and support that can assist their child in successfully engaging in school and reaching success. In data collected from stakeholder surveys, 81.3% of parents stated that they participate in meetings with their child's teacher to discuss and set education goals for their child. 95.5% of students responded that they agree that their teacher is available to help them and support them with their school work. 95.5% of students agree that their teacher helps them to set goals to be successful in school. 100% of students stated that their teacher cares about their education and helps them to succeed. 90.9% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 97.7% of students stated that overall, they are satisfied with their school. CPCS is consistent in supporting families to understand their legal rights and advocate for their children. Parent rights are reviewed in

IEP and 504 plan meetings. CPCS maintains a uniform complaint policy and makes the uniform complaint form available to school stakeholders.

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

Focus Area

CPCS launched a Parent University program in the 22-23 school year. Parent University is used as for parent education, resources, and support in areas that can help support their students socially, emotionally, and academically. CPCS plan to continue to expand this program with additional resources to better support student outcomes.

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

CPCS plans to further develop the homeless youth program by providing additional training for the homeless youth coordinator and holding regular meetings with students and families to ensure this student population is engaged in school and has every opportunity to be successful.

Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

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

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

Strengths

CPCS is currently engaged in this work as outlined in LCAP 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. Support for engaging families in advisory groups for the purpose of providing meaningful input on decision making, policies and programs, and family engagement activities are embedded in action items 3.1, 3.2, and 3.6. Parents and students provide input through homeroom meetings, back to school nights, surveys, virtual events, public meetings, school site council meetings, club meetings, WASC focus groups, and other methods of 2-way communication with the school. Based on an education partner survey, parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and their child's education.

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

Focus Area

The school will involve the School Site Council members (SSC serves as Parent Advisory Committee) to seek input regarding decision-making.

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

The school will offer translation of written and verbal communication when needed to support students, families, or other education partners whose primary language is a language other than English.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LCAP Goal 3 addresses LCFF Priority 6 School Climate: Sense of Safety and School Connectedness. 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, meaningful, and transparent communication will provide all education partners with opportunities for input in decision making at the program and charter levels. Action Items 3.3, and 3.5 were developed to support a safe and positive school climate.

DATA

Stakeholders actively participate in annual surveys that address the sense of safety and school connectedness. 135 students in CPC-SD participated in the school climate survey that was available to all grade levels K-12. Participation rates were as follows: 1 students in grades K-5, 26 student in grades 6-8, and 108 students in grades 9-12. 99.3% of students agreed that their teacher cares about their education and helps them to succeed. 97% of students indicated that they feel safe a welcome to meet with their teacher to discuss their school work. 92.6% of students indicated that if they have a problem, they know someone at school they can talk to for support. 94.1% of students stated that overall, they feel satisfied with their school.

MEANING

Areas of strenght are that the survey results indicate that, CPC-SD has a high overall student approval rating, and students feel safe and connected at school. Areas of growth, barriers, and challenges include increasing the grade level representation regarding participation in the survey.

USE

CPCS will continue to maintain and grow school initiatives that support student safety and school connectedness. CPCS will continue to focus on newly adopted social emotional curriculum through Edgenuity, Brain Pop, and Little Spot of Feelings that teachers, counselors, administrators, and parents can use to support student engagement and feelings of safety and connectedness.

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

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

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

LCAP Goal 4 encapsulates LCFF Priority 7: Access to a Broad Course of Study. Action Items 4.1, 4.3, 4.4, 4.6, and 4.7 have been developed to specifically support LCFF priority 7.

CPCS issues technology devices and ensures connectivity for all students in order to provide equitable access to coursework. CPCS uses a 4-year plan tool and student schedules to track student enrollment in a broad course of study. Metrics that support access are A-G course completion, graduation rates, and college and career prepared rates. 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 93.17%.

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

CPCS identifies that there are no barriers for students, including unduplicated student groups, from accessing and participating in a broad course of study, including at the secondary grade levels, access to A-G coursework, Advanced Placement courses and exams, and Career Technical Education.

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

Barriers to high graduation rates have historically been attributed to the number of high school students that CPCS has served that enrolled as credit deficient. Barriers to high percentages of students college and career prepared historically was due to CPCS being in the initial implementation phase of the CTE Pathways or students not achieving a grade of C or higher in courses required for UC/CSU admission.

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

CPCS has focus it's efforts on supporting credit deficient high school students through student success initiatives such as tracking student progress toward graduation each learning period throughout the school year and has seen tremendous success. Counselors are using a 4 year plan template when advising students and are setting students up for success in regard to A-G course recommendations and courses that prepare student for post secondary endeavors. These efforts will be continued. CPCS has added CTE Academies and expanded the number of Pathways and electives offered in an effort to increase access and enrollment in Career Technical Education and increase the percentage of students that are college and career prepared.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					

Coordinating Instruction	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

Approval of Renaissance Subscription (Renewal)

Section: XI. Education/Student Services
Item: B. Approval of Renaissance Subscription (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: Renaissance 2023-24.pdf

BACKGROUND:

Renaissance is a leading provider of educational technology solutions, empowering teachers and students worldwide. With a history dating back to 1986, they offer innovative tools and resources for personalized instruction, assessment, and academic growth. Their flagship product, Renaissance Accelerated Reader, promotes reading, comprehension, and lifelong learning.

Renaissance has been used by CalPac for MARS intervention program and remediation. After doing a sample of beta testing, staff and administration has determined (with input from the School Site Council) that Renaissance STAR testing will be a better verifiable data source moving forward. The team is recommending that in addition to approving this increased contract for testing and intervention subscriptions, that Renaissance STAR testing be approved as CalPac's internal, verifiable data source to measure student annual growth.

RECOMMENDATION:

It is recommended the Board approve the purchase contract with Renaissance for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

Renaissance

Quote
2978687

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

California Pacific Charter - 8286404

Reference ID: 667620

940 South Coast Drive #185
Costa Mesa, CA 92626
Contact: Christine Feher -
Email: cfeher@cal-pacs.org

Quote Summary	
School Count: 1	
Renaissance Products & Services Total	\$19,542.50
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$19,542.50

This quote includes: Lalilo and Renaissance Star 360.

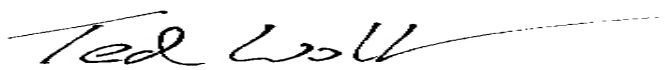
By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context; and,
- consents on behalf of parents/legal guardians to the collection, use, and disclosure of the personal information of children under the age of 13 with respect to use of the Renaissance Products and Services, as described in Renaissance's Children's Online Privacy Notice <https://docs.renaissance.com/R63871>

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Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	California Pacific Charter - 8286404
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 6/7/2023	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Lisa Bickler at (760)268-9591, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

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Federal I.D. 39-1559474
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United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance

Quote # 2978687

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote Details

California Pacific Charter - 8286404

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Lalilo Subscription	07/01/2023 - 06/30/2024	125	\$15.00	\$0.00	\$1,875.00
Star 360 Subscription	07/01/2023 - 06/30/2024	750	\$14.89	\$0.00	\$11,167.50
Data Integration Services					
Data Integration Fee Level 5	07/01/2023 - 06/30/2024	1	\$5,000.00	\$0.00	\$5,000.00
Professional Services					
6 Hours of Remote Sessions		1	\$1,500.00	\$0.00	\$1,500.00
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
California Pacific Charter Total				\$0.00	\$19,542.50

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Coversheet

Election of Corporate Officer

Section: XII. Organizational Structure of the Corporation
Item: A. Election of Corporate Officer
Purpose: Vote
Submitted by:
Related Material: CPCS_Bylaws-Second_Amended_v2_2.8.22_SIGNED.pdf

**SECOND AMENDED AND RESTATED BYLAWS
OF
CALIFORNIA PACIFIC CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)**

Adopted: February 8, 2022

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is California Pacific Charter Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 4101 Birch Street, Suite 150, Newport Beach, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are

consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer. If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. The initial Board of Directors shall be appointed for five (5) years. At the end of the Board of Directors' initial term, directors will be appointed to one, two, and three-year staggered terms, as determined by the initial Board of Directors. Thereafter, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly appointed director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held a location designated by the Board of Directors and within the physical boundaries of the county in which the greatest number of pupils who are enrolled in the charter school reside.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors

and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may

not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive compensation for their services as directors or officers and reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be appointed; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable

for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Chief Executive Officer, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

**ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate

detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
 - d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

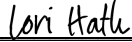
ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of California Pacific Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on February 8, 2022; and that these bylaws have not been amended or modified since that date.

Executed on February 8, 2022 at San Diego via Teleconference Meeting, California.

DocuSigned by:


Lori Hath, Secretary

Coversheet

Approval of One-Time Discretionary Bonus for Staff

Section: XIII. Personnel Services
Item: A. Approval of One-Time Discretionary Bonus for Staff
Purpose: Vote
Submitted by: Corrie Amador
Related Material: CPCS One-Time Discretionary Bonuses to Staff June 2023.docx.pdf
CPCS One-Time Discretionary Bonus Staff Report.pdf

BACKGROUND:

At the completion of the 2022-2023 school year, staff recommend a one-time discretionary bonus for employees that recognizes and supports retention of highly qualified and effective educators and support staff. Calpac staff ensured a safe learning environment for students throughout and post the pandemic that fostered support in the areas of social, emotional, mental health, attendance, and academics.

The bonus would be issued as follows:

Regular, full-time employees shall receive a discretionary bonus of \$3,850. Employees must be a minimum 0.80 Full Time Equivalency ("FTE") to be considered "full-time" for purposes of this bonus.

Part-time employees who are employed 0.6 FTE to a .79 FTE shall receive a discretionary bonus of \$2,850.

Part-time employees who are employed 0.20 FTE to a .59 FTE shall receive a discretionary bonus of \$1,550.

Staff who completed less than 75% of the work year would receive 50% of the associated one-time discretionary bonus.

Staff have reviewed the budget for 2023-2024 and future projected years and have determined that sufficient funds exist to provide this limited-term, one time discretionary bonus.

RECOMMENDATION:

It is recommended the Board approve the bonus as outlined in the attached Resolution.



**RESOLUTION OF THE BOARD OF DIRECTORS OF
CALIFORNIA PACIFIC CHARTER SCHOOLS
“One-Time Discretionary Bonuses to Staff”**

The Board of Directors (“Board”) of California Pacific Charter Schools (“CalPac”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, charter school and public school employees across California, including employees of CalPac have experienced a unique and challenging school year post-pandemic to ensure learning loss recovery.

WHEREAS, CalPac has availability of funds with appropriate fiscal reserves to weather future economic uncertainty and unanticipated expenses, and would like to ensure that LCFF dollars are expended to support the teaching and learning of all students; and

WHEREAS, staff at CalPac have made extraordinary efforts and commitment to promoting the best interest of students and the successful operations of the school during this challenging time when many educators across California are leaving the education profession; and

WHEREAS, the Board wishes to recognize the efforts and commitment of staff during this exceptional school year and encourage future retention of staff; and

WHEREAS, the Board wishes to recognize the exemplary efforts of staff in learning recovery and combating declining enrollment.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors that:

1. The Board shall provide employees with a limited-term, one-time discretionary bonus to recognize their dedication during the 2022-23 school year as follows:

Regular, full-time employees shall receive a discretionary bonus of \$3,850. Employees must be a minimum 0.80 Full Time Equivalency (“FTE”) to be considered “full-time” for purposes of this bonus.

Part-time employees who are employed 0.6 FTE to a .79 FTE shall receive a discretionary bonus of \$2,850.

Part-time employees who are employed 0.20 FTE to a .59 FTE shall receive a discretionary bonus of \$1,550.

2. Employees must have completed at least 75% of the 2022-2023 work year calendar to be eligible for a full discretionary bonus under this Resolution. Employees who will not complete 75% of the work year calendar, but were employed prior to March 1, 2023, will receive a discretionary bonus equivalent to 50% of the bonus amount as outlined.
3. Bonuses shall be paid to eligible employees no later than Friday, June 30, 2023, subject to any related payroll deductions.
4. Vendors or contractors are excluded from eligibility for this bonus.

Bonuses are provided on a one-time non-precedent setting basis in gratitude and recognition of the dedicated work of CalPac staff in the 2022-23 school year and in anticipation of the valuable work to be completed going forward.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the Superintendent hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 13th day of June, 2023.

By: _____
Christine Feher, Superintendent

Employee_Code	Employee_Name	Hire_Date	Position	FTEA	Bonus
A0TR	ACIN, FRANCES M	01/07/2020	Online Teacher (K-6)	1.0	\$3,850.00
A04B	ADJAN, ANNIE	08/17/2015	Online Teacher (7-12)	0.8	\$3,850.00
A0Y7	AGUILAR, PATRICE	08/01/2021	Online Teacher (K-6)	1.0	\$3,850.00
A0QS	AKRIDGE, EVANGELINE	06/24/2019	Assistant Director of Special Education	1.0	\$3,850.00
A14W	AMADOR, CORRIE	08/01/2022	Assistant Director Human Resources	1.0	\$3,850.00
A0SI	BAYER, LESLEE	08/19/2019	Online Teacher (7-12)	1.0	\$3,850.00
A12K	BEARUP, MELISSA	01/03/2022	Speech and Language Pathologist	.62	\$2,850.00
A0RY	BERRY, CARLY M	08/19/2019	Online Teacher (7-12)	0.8	\$3,850.00
A0WM	BROWN, ESMERALDA	01/05/2021	Special Education Instructional Assistant	0.80	\$3,850.00
A02Y	BYUS, JENNIFER S	07/01/2015	School Counselor	1.0	\$3,850.00
A0SE	CAPRIO, CARLY L	08/19/2019	Online Teacher (K-6)	1.0	\$3,850.00
A06R	CARBONETTA, DANIELLE	08/01/2016	Guidance, Admissions, and Records Coordinator	1.0	\$3,850.00
A18B	CARLOS, DAISY	02/27/2023	Executive Assistant	1.0	\$1,925.00
A0Z9	CARRINGTON, GARRETT	08/01/2021	Online Teacher (7-12)	1.0	\$3,850.00
A172	CASTILLO, JAMIE	08/25/2022	Tutor	0.50	\$1,550.00
A02Z	CHAMBERLAIN, GRETCHEN S	07/01/2015	Assistant Director Compliance and Accountability	1.0	\$3,850.00
A128	CHUNG, JENNY	11/08/2021	Online Teacher (K-6)	1.0	\$3,850.00
A17H	COLCORD, CEAN	10/26/2022	Education Specialist	1.0	\$1,925.00
A119	COLTON, LAUREL	09/01/2021	Lead Tutor	1.0	\$3,850.00
A11T	CORBETT, CYNTHIA	10/01/2021	Education Specialist	1.0	\$3,850.00
A112	COX, NICKOLAS	09/01/2021	Tutor	0.50	\$1,550.00
A0TH	COZZI, TIFFANY	11/12/2019	School Counselor	1.0	\$3,850.00
A129	CURTIS, LAUREN	11/15/2021	Education Specialist	1.0	\$3,850.00
A16U	DAVIS, JENNIFER	08/15/2022	Occupational Therapist	0.50	\$1,550.00
A0SH	DELCONTE, ELIZABETH	08/19/2019	Online Teacher (7-12)	1.0	\$3,850.00
A04D	DIETZ-RINEBERG, ERIN M	08/17/2015	Assistant Director of TK-8	1.0	\$3,850.00
A04E	DODSON, KRISTI	08/17/2015	Online Teacher (7-12)	1.0	\$3,850.00
A14X	FAY-MASON, ROMY	06/30/2022	Special Education Data & Compliance Specialist	1.0	\$3,850.00
A034	FEHER, CHRISTINE	07/01/2015	Superintendent	1.0	\$3,850.00

A116	FLATLEY, BRIANNA	09/01/2021	Tutor	0.25	\$1,550.00
A106	FRANK, LORI	08/16/2021	Online Teacher (K-6)	1.0	\$3,850.00
A16T	GARCIA, MYCHAL	08/17/2022	TK-8 Intervention Teacher	1.0	\$3,850.00
A179	GEVAIRGIAN, DARA	09/08/2022	Tutor	0.50	\$1,550.00
A0N1	GINN, ALYSSA L	06/03/2019	Online Teacher (7-12)	1.0	\$3,850.00
A15R	GOLDBACH, HEATHER	08/01/2022	Special Education Program Specialist	1.0	\$3,850.00
A0WG	GREEN, SHANNON	12/04/2020	Assistant Director Fiscal Services	1.0	\$3,850.00
A153	HATH, LORI	06/30/2022	Executive Assistant (<i>Consultant</i>)	0.20	\$1,550.00
A13D	HAWCK, KATHERINE	02/16/2022	Communications and Community Specialist	1.0	\$3,850.00
A0W0	HEMMINGER, NICOLE	09/01/2020	Online Teacher (7-12)	1.0	\$3,850.00
A0SL	HESS, HOLLY L	08/19/2019	Online Teacher (K-6)	1.0	\$3,850.00
A102	HOFFMAN, ELENA	08/16/2021	TK-8 Intervention Teacher	1.0	\$3,850.00
A030	HOPKINS, LAURA L	07/01/2015	Online Teacher (7-12)	1.0	\$3,850.00
A04H	HUBER, DEBI K	08/17/2015	Online Teacher (7-12)	1.0	\$3,850.00
A17J	IGNACIO, MICHELLE	11/07/2022	Education Specialist	0.6	\$1,425.00
AORZ	JAMIL, CARRIE A	08/01/2019	Online Teacher (K-6)	1.0	\$3,850.00
A0T5	JOHNSON, KATHERINE J	10/01/2019	Online Teacher (7-12)	1.0	\$3,850.00
A0TG	JONES, JOCELIN A	11/12/2019	School Counselor	1.0	\$3,850.00
A17G	KINDEM, MARYEL	11/07/2022	Online Teacher (7-12)	1.0	\$1,925.00
A0BN	LAW, VICTORIA	10/02/2017	School Psychologist	1.0	\$3,850.00
A17D	LUNA, MICHAEL	10/03/2022	Special Education Instructional Assistant	0.50	\$1,550.00
A12J	LUTZ, BRITTANY	01/03/2022	Online Teacher (K-6)	1.0	\$3,850.00
A0SF	MACHADO, MEGAN K	08/19/2019	Online Teacher (7-12)	1.0	\$3,850.00
A0NR	MAGDENOVSKI, MELISSA	02/20/2019	Special Education Instructional Assistant	0.8	\$3,850.00
A0XA	MALFAVON, MARLA	08/01/2021	Education Specialist	1.0	\$3,850.00
A0HH	MASTERS, CARYN M	06/18/2018	Education Specialist	1.0	\$3,850.00
A04J	MCKENNA, NANCY	08/17/2015	Online Teacher (7-12)	1.0	\$3,850.00
A0M1	MCLEISH, DONALD T	02/11/2019	Education Specialist	1.0	\$3,850.00
A036	MEJIA MARTINEZ, LISA	07/01/2015	Online Teacher (7-12)	1.0	\$3,850.00
A0IT	MORFIN, ALEXIS	07/16/2018	Student Services Support Specialist	1.0	\$3,850.00

A0SM	NEHR, JOY E	08/19/2019	Online Teacher (7-12)	1.0	\$3,850.00
A04L	NGUYEN, AMY N	08/17/2015	Online Teacher (7-12)	1.0	\$3,850.00
A0SR	NISHIKAWA, DAISUKE	09/05/2019	Registrar and Data Analyst	1.0	\$3,850.00
A14Y	NOGUEDA FUENTES, VICTOR	06/30/2022	Computer Support Technician	1.0	\$3,850.00
A06I	NUZMAN, PJ	07/01/2016	Online Teacher (7-12)	1.0	\$3,850.00
A10F	OKEY, REBECCA	08/16/2021	Online Teacher (K-6)	1.0	\$3,850.00
A04M	PAK, ALICE Y	08/17/2015	Online Teacher (7-12)	1.0	\$3,850.00
A0S2	PALERMO, ELIZABETH J	08/01/2019	Online Teacher (K-6)	1.0	\$3,850.00
A17T	PARKER-MOULTON, TAWANDA	11/28/2022	Tutor	0.50	\$775.00
A16R	PETROCELLY, LISA	08/15/2022	Online Teacher (K-6)	1.0	\$3,850.00
A16S	PHILLIPS, MONICA	08/29/2022	Education Specialist	1.0	\$3,850.00
A0YF	PHIPPS, TYLER	07/01/2021	Assistant Director of High School Student Engagement	1.0	\$3,850.00
A189	RAMOS, EDWARD	02/21/2023	Special Education Instructional Assistant	0.75	\$1,425.00
A11X	RIOS, VERENICE	10/04/2021	Tutor	0.50	\$1,550.00
A17S	RIVERA, JOSEPH	11/14/2022	Tutor	0.50	\$775.00
A04F	ROBINSON, AMY	08/17/2015	Online Teacher (7-12)	1.0	\$3,850.00
A17P	ROCHA, KELLY	11/28/2022	Guidance Technician	1.0	\$3,850.00
A138	RODRIGUEZ HERERRA, DAVID	02/01/2022	Tutor	0.50	\$1,550.00
A180	SANDOVAL, YENI	01/02/2023	School Social Worker	1.0	\$1,925.00
A0US	SIMKIN, SARAH	06/18/2020	Speech and Language Pathologist	0.6	\$1,550.00
A107	SPEAKMAN, ERIN	08/16/2021	Online Teacher (7-12)	1.0	\$3,850.00
A0VQ	STUBBS, JILL	08/01/2020	Online Teacher (K-6)	1.0	\$3,850.00
A04P	SULLIVAN, SHELBY S	08/17/2015	Online Teacher (7-12)	1.0	\$3,850.00
A0A2	SUTTON, KATHRYN	07/01/2017	Online Teacher (7-12)	1.0	\$3,850.00
A120	TANNER, JILL	10/04/2021	Accounting Manager	1.0	\$3,850.00
A04Q	TAVAKOULNIA, AREZOU	08/10/2015	Online Teacher (7-12)	1.0	\$3,850.00
A13R	TWEDELL, ERIN	03/15/2022	Special Education Instructional Assistant	0.80	\$3,850.00
A0WL	VAN KIRK, BRITTANY	01/04/2021	Speech and Language Pathology Assistant	0.38	\$1,550.00
A16V	VANDEGRIFT, STELLA	08/26/2022	Speech and Language Pathology Assistant	0.8	\$3,850.00
A11H	VAZQUEZ, AIMARA	09/07/2021	Special Education Instructional Assistant	0.75	\$2,850.00

A127	VIRENE, VICKI	11/08/2021	Special Education Instructional Assistant	0.75	\$2,850.00
A17R	WATERS, WENDY	11/14/2022	Payroll and Benefits Technician	0.60	\$1,425.00
A11U	WATSON, CHERIE	09/23/2021	Special Education Instructional Assistant	0.8	\$3,850.00
A101	WILLSON, JANE	08/17/2021	Admissions Specialist	1.0	\$3,850.00
A0SK	WINN, JONATHAN R	08/19/2019	Online Teacher (7-12)	1.0	\$3,850.00
A0H8	ZEMMER, ERICKA	07/01/2018	Director of School Operations	1.0	\$3,850.00

Coversheet

Approval of Revisions to 2023-2024 Salary Schedules and Associated Reclassifications

Section: XIII. Personnel Services
Item: B. Approval of Revisions to 2023-2024 Salary Schedules and Associated
Reclassifications
Purpose: Vote
Submitted by: Corrie Amador
Related Material:
BUS Revisions to 2023-2024 Salary Schedules and Associated Reclassifications.docx.pdf
2023-2024_Certificated Salary Schedule 6-13-23.pdf
2023-2024_Certificated Substitute Salary Schedule 6-13-23.pdf
2023-2024_Certificated Specialist Salary Schedule 6-13-23.pdf
2023-2024_Classified Salary Sched 6-13-23.pdf
2023-2024_Certificated Administrative Salary Schedule 6-13-23.pdf
2023-2024_Classified Administrative Salary Schedule 6-13-23.pdf
DRAFT Assistant Superintendent Board Approval June 2023.docx.pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

Date: June 13, 2023

	Correspondence/Proposals/Reports
	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only:

Item: Approval of Revisions to 2023-2024 Salary Schedules and Associated Reclassifications

Background:

SALARY SCHEDULES

In consideration of State and federal funding and in alignment with the schools' 2023-2024 budgets, staff recommend the following changes to the salary schedules. The increases are feasible and support CalPac's interest to provide appropriate and competitive compensation, support retention of highly qualified staff, and provide internal and external alignment.

An increase of 5% on schedule is recommended for:

- Certificated
- Certificated Specialist
- Classified

An increase of 3% on schedule is recommended for:

- Certificated Administrative
- Classified Administrative

Additionally, the administrative schedules have been revised to remove steps 1, 9 and 10, the established alignment between the grades has been adjusted to reflect step 3 instead of step 1 to provide sound structure for promotional opportunities and recognition of levels of responsibility. The realignment also includes the recommendation to establish a new classification salary grade for Assistant Superintendent.

RECLASSIFICATION/REALLOCATION

Based on review of the job duties, scope of responsibility, level of authority, and consequence for error, it is recommended the following classifications be reclassified, job description titles updated, and positions reallocated.

1. Reclassification/Reallocation of Ericka Zemmer, Director of School Operations be reclassified to a new classification Assistant Superintendent and reallocated from Director-step 7 \$138,337.00 to Assistant Superintendent - step 3 \$159,139.93
2. Reclassification/Reallocation of Vangie Akridge, Assistant Director of Special Education be reclassified to Director of Special Education and reallocated from Assistant Director - step 10 \$126,249.00 to Director - step 3 \$135,242.57
3. Reclassification/Reallocation of Corrie Amador, Assistant Director of Human Resources be reclassified to Director of Human Resources and reallocated from Assistant Director - step 10 \$126,249.00 to Director - step 3 \$135,242.57
4. Reclassification/Reallocation of Shannon Green, Assistant Director of Fiscal Services be reclassified to Director of Fiscal Services and reallocated from Assistant Director - step 6 \$114,375.84 to Director - step 1 \$128,725.82
5. Reclassification/Reallocation of Danielle Carbonetta, Guidance, Admissions, and Records Coordinator be reclassified to Assistant Director and reallocated from Coordinator-step 5 \$94,564.56 to Assistant Director - step 1 \$109,395.62
6. Reallocation of Gretchen Chamberlain from Assistant Director - step 10 \$126,249.53 to the new schedule Assistant Director - step 8 \$130,037.01
7. Reallocation of Tyler Phipps from Assistant Director - step 2 \$103,618.00 to the new schedule Assistant Director - step 3 \$114,933.77
8. Reallocation of Erin Rineberg from Assistant Director - step 3 \$106,864.00 to the new schedule Assistant Director - step 4 \$117,807.11
9. Reallocation of Christine Feher from Superintendent - step 7 \$172,921.00 to the new schedule Superintendent - step 2 \$179,430.27

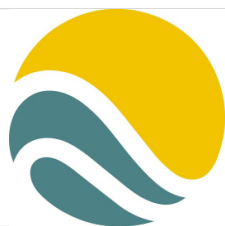
The step placement recommendations are based on years of experience or y-rated to the new salary grade.

It is recommended the Board approve the revised salary schedules as presented effective July 1, 2023. It is further recommended the Board approve the reclassification and reallocation of the administrative staff.

Fiscal Impact: \$ 383,663.43

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751)	\$ 191,831.72
California Pacific Charter - San Diego (#1758)	\$ 122,772.30
California Pacific Charter - Sonoma (#2037)	\$ 69,059.42



CalPac

CALIFORNIA PACIFIC
CHARTER SCHOOLS

Certificated Salary Schedule

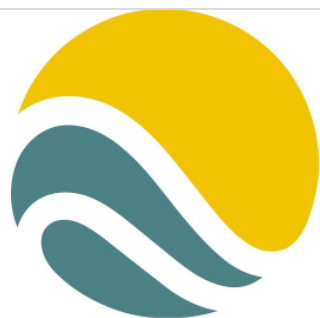
Certificated						Education Specialist				
Years of Service	Hourly Rate	Daily Rate	Annual (185 Days)	Annual (190 Days)	Annual (220 Days)	Years of Service	Hourly Rate	Daily Rate	Annual (185 Days)	Annual (190 Days)
1	\$ 39.93	\$ 319.43	\$ 59,094.89	\$ 60,692.05	\$ 70,275.00	1	\$ 46.12	\$ 368.94	\$68,254.60	\$70,099.32
2	\$ 40.93	\$ 327.42	\$ 60,572.26	\$ 62,209.35	\$ 72,031.88	2	\$ 47.27	\$ 378.17	\$69,960.96	\$71,851.80
3	\$ 41.95	\$ 335.60	\$ 62,086.57	\$ 63,764.58	\$ 73,832.68	3	\$ 48.45	\$ 387.62	\$71,709.99	\$73,648.10
4	\$ 43.00	\$ 343.99	\$ 63,638.73	\$ 65,358.70	\$ 75,678.49	4	\$ 49.66	\$ 397.31	\$73,502.74	\$75,489.30
5	\$ 44.07	\$ 352.59	\$ 65,229.70	\$ 66,992.67	\$ 77,570.46	5	\$ 50.91	\$ 407.24	\$75,340.31	\$77,376.53
6	\$ 45.18	\$ 361.41	\$ 66,860.44	\$ 68,667.48	\$ 79,509.72	6	\$ 52.18	\$ 417.43	\$77,223.81	\$79,310.94
7	\$ 46.31	\$ 370.44	\$ 68,531.96	\$ 70,384.17	\$ 81,497.46	7	\$ 53.48	\$ 427.86	\$79,154.41	\$81,293.72
8	\$ 47.46	\$ 379.70	\$ 70,245.25	\$ 72,143.77	\$ 83,534.90	8	\$ 54.82	\$ 438.56	\$81,133.27	\$83,326.06
9	\$ 48.65	\$ 389.20	\$ 72,001.39	\$ 73,947.37	\$ 85,623.27	9	\$ 56.19	\$ 449.52	\$83,161.60	\$85,409.21
10	\$ 49.87	\$ 398.93	\$ 73,801.42	\$ 75,796.05	\$ 87,763.85	10	\$ 57.60	\$ 460.76	\$85,240.64	\$87,544.44
11	\$ 51.11	\$ 408.90	\$ 75,646.46	\$ 77,690.95	\$ 89,957.95	11	\$ 59.03	\$ 472.28	\$87,371.66	\$89,733.05
12	\$ 52.39	\$ 419.12	\$ 77,537.62	\$ 79,633.23	\$ 92,206.90	12	\$ 60.51	\$ 484.09	\$89,555.95	\$91,976.38
13	\$ 53.70	\$ 429.60	\$ 79,476.06	\$ 81,624.06	\$ 94,512.07	13	\$ 62.02	\$ 496.19	\$91,794.85	\$94,275.79
14	\$ 55.04	\$ 440.34	\$ 81,462.96	\$ 83,664.66	\$ 96,874.87	14	\$ 63.57	\$ 508.59	\$94,089.72	\$96,632.68
15	\$ 56.42	\$ 451.35	\$ 83,499.53	\$ 85,756.28	\$ 99,296.74	15	\$ 65.16	\$ 521.31	\$96,441.96	\$99,048.50
16	\$ 57.83	\$ 462.63	\$ 85,587.02	\$ 87,900.18	\$101,779.16	16	\$ 66.79	\$ 534.34	\$98,853.01	\$101,524.71
17	\$ 59.27	\$ 474.20	\$ 87,726.70	\$ 90,097.69	\$104,323.64	17	\$ 68.46	\$ 547.70	\$101,324.33	\$104,062.83
18	\$ 60.76	\$ 486.05	\$ 89,919.86	\$ 92,350.13	\$106,931.73	18	\$ 70.17	\$ 561.39	\$103,857.44	\$106,664.40
19	\$ 62.28	\$ 498.20	\$ 92,167.86	\$ 94,658.88	\$109,605.02	19	\$ 71.93	\$ 575.43	\$106,453.88	\$109,331.01
20	\$ 63.83	\$ 510.66	\$ 94,472.06	\$ 97,025.36	\$112,345.15	20	\$ 73.73	\$ 589.81	\$109,115.23	\$112,064.29
21	\$ 65.43	\$ 523.43	\$ 96,833.86	\$ 99,450.99	\$115,153.78	21	\$ 75.57	\$ 604.56	\$111,843.11	\$114,865.89
Step Factor					1.025	Step Factor				1.025

Step Placement:
 Initial salary step placement is based on up to 7 years of related teaching experience.
 Higher step placement may be approved by the Director and confirmed by the Board of Directors for shortage areas.
 Eligibility for salary step advancement is reviewed on July 1 of each fiscal year and is based upon completion of at least 75% of the work year calendar, the School's budget solvency, employee performance, and any other relevant factors.

Education Stipend:
 Effective 7/1/19 certificated personnel in possession of a educationally related advanced degree from an accredited college or university will receive an annual stipend.
 Master's \$1,500.00
 Master's + Doctorate \$3,000.00
 Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.
 Effective 7/1/21 certificated personnel in possession of a National Board Certification may receive an annual stipend equivalent to \$1,500.
 Employees already receiving a Master's degree stipend will not be eligible for the National Board Certification stipend.

Professional Development:
 Staff will be compensated using step 5 of the certificated salary schedule for their attendance at management directed staff development or training days outside of their regular work year calendar.

Board Approval: 5/9/23
 5% COLA 6-13-23



CalPac

CALIFORNIA PACIFIC
CHARTER SCHOOLS

Salary Schedule - Substitute Teacher

	Hourly	Daily Rate	1/2 day	
30 day sub permit	\$35.94	\$287.49	\$143.74	90% of step 1 of certificated schedule
30 day sub permit after 30 days	\$36.73	\$293.88	\$146.94	92% of step 1
Credentialed substitute teacher	\$37.53	\$300.27	\$150.13	94% of step 1
Credentialed substitute teacher after 30 days	\$39.93	\$319.43	\$159.72	Step 1 of certificated schedule
Credentialed Education Specialist	\$43.35	\$346.81	\$173.40	94% of step 1 Education Specialist
Credentialed Education Specialist after 30 days	\$46.12	\$368.94	\$184.47	Step 1 of Education Specialist
Board Approval: 5/9/23				
COLA 6/13/23				



Certificated Specialist Salary Schedule

Work Year	Speech Language Pathologist			School Counselor/School Social Worker			School Psychologist			Program Specialist		
	185			205			200			200		
	Hourly	Daily	Annual	Hourly	Daily	Annual	Hourly	Daily	Annual	Hourly	Daily	Annual
1	\$57.56	\$460.46	\$85,185.00	\$47.72	\$381.73	\$78,253.88	\$64.89	\$519.12	\$103,824.00	\$67.11	\$536.86	\$107,371.32
2	\$59.00	\$472.00	\$87,320.00	\$48.91	\$391.28	\$80,212.40	\$66.51	\$532.08	\$106,416.00	\$68.78	\$550.24	\$110,048.00
3	\$60.48	\$483.84	\$89,510.40	\$50.13	\$401.04	\$82,213.20	\$68.17	\$545.36	\$109,072.00	\$70.50	\$564.00	\$112,800.00
4	\$61.99	\$495.92	\$91,745.20	\$51.38	\$411.04	\$84,263.20	\$69.87	\$558.96	\$111,792.00	\$72.26	\$578.08	\$115,616.00
5	\$63.54	\$508.32	\$94,039.20	\$52.66	\$421.28	\$86,362.40	\$71.62	\$572.96	\$114,592.00	\$74.07	\$592.56	\$118,512.00
6	\$65.13	\$521.04	\$96,392.40	\$53.98	\$431.84	\$88,527.20	\$73.41	\$587.28	\$117,456.00	\$75.92	\$607.36	\$121,472.00
7	\$66.76	\$534.08	\$98,804.80	\$55.33	\$442.64	\$90,741.20	\$75.25	\$602.00	\$120,400.00	\$77.82	\$622.56	\$124,512.00
8	\$68.43	\$547.44	\$101,276.40	\$56.71	\$453.68	\$93,004.40	\$77.13	\$617.04	\$123,408.00	\$79.77	\$638.16	\$127,632.00
9	\$70.14	\$561.12	\$103,807.20	\$58.13	\$465.04	\$95,333.20	\$79.06	\$632.48	\$126,496.00	\$81.76	\$654.08	\$130,816.00
10	\$71.89	\$575.12	\$106,397.20	\$59.58	\$476.64	\$97,711.20	\$81.04	\$648.32	\$129,664.00	\$83.80	\$670.40	\$134,080.00
11	\$73.69	\$589.52	\$109,061.20	\$61.07	\$488.56	\$100,154.80	1.025			1.025		
12	\$75.53	\$604.24	\$111,784.40	\$62.60	\$500.80	\$102,664.00	School Psychologist Intern					
Step Factor	1.025			1.025			\$20.00/hr					

Educational Stipend:
 Effective 7/1/19 certificated specialist personnel in possession of a educationally related Doctorate degree from an accredited college or university will receive a maximum annual stipend of \$3,000.
 Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

Eligibility for salary step advancement is reviewed on July 1 of each fiscal year and is based upon completion of at least 75% of the work year calendar, the School's budget solvency, employee performance, and any other relevant factors.

Board Approval: 5/9/23
 5% COLA 6-13-23

STEP Grade	1			2			3			4			5			H
	H	M	A	H	M	A	H	M	A	H	M	A	H	M	A	
1	\$18.93	\$3,281.46	\$39,377.52	\$19.50	\$3,379.90	\$40,558.85	\$20.08	\$3,481.30	\$41,775.61	\$20.69	\$3,585.74	\$43,028.88	\$21.31	\$3,693.31	\$44,319.75	\$ 21.95
2	\$19.40	\$3,363.50	\$40,361.96	\$19.99	\$3,464.40	\$41,572.82	\$20.59	\$3,568.33	\$42,820.00	\$21.20	\$3,675.38	\$44,104.60	\$21.84	\$3,785.64	\$45,427.74	\$ 22.50
3	\$19.89	\$3,447.58	\$41,371.01	\$20.49	\$3,551.01	\$42,612.14	\$21.10	\$3,657.54	\$43,890.50	\$21.73	\$3,767.27	\$45,207.22	\$22.39	\$3,880.29	\$46,563.43	\$ 23.06
4	\$20.39	\$3,533.77	\$42,405.28	\$21.00	\$3,639.79	\$43,677.44	\$21.63	\$3,748.98	\$44,987.76	\$22.28	\$3,861.45	\$46,337.40	\$22.95	\$3,977.29	\$47,727.52	\$ 23.63
5	\$20.90	\$3,622.12	\$43,465.41	\$21.52	\$3,730.78	\$44,769.38	\$22.17	\$3,842.70	\$46,112.46	\$22.83	\$3,957.99	\$47,495.83	\$23.52	\$4,076.73	\$48,920.71	\$ 24.23
6	\$21.42	\$3,712.67	\$44,552.05	\$22.06	\$3,824.05	\$45,888.61	\$22.72	\$3,938.77	\$47,265.27	\$23.41	\$4,056.94	\$48,683.23	\$24.11	\$4,178.64	\$50,143.72	\$ 24.83
7	\$21.95	\$3,805.49	\$45,665.85	\$22.61	\$3,919.65	\$47,035.83	\$23.29	\$4,037.24	\$48,446.90	\$23.99	\$4,158.36	\$49,900.31	\$24.71	\$4,283.11	\$51,397.32	\$ 25.45
8	\$22.50	\$3,900.62	\$46,807.50	\$23.18	\$4,017.64	\$48,211.72	\$23.87	\$4,138.17	\$49,658.07	\$24.59	\$4,262.32	\$51,147.82	\$25.33	\$4,390.19	\$52,682.25	\$ 26.09
9	\$23.07	\$3,998.14	\$47,977.68	\$23.76	\$4,118.08	\$49,417.01	\$24.47	\$4,241.63	\$50,899.53	\$25.21	\$4,368.88	\$52,426.51	\$25.96	\$4,499.94	\$53,999.31	\$ 26.74
10	\$23.64	\$4,098.09	\$49,177.13	\$24.35	\$4,221.04	\$50,652.44	\$25.08	\$4,347.67	\$52,172.01	\$25.84	\$4,478.10	\$53,737.17	\$26.61	\$4,612.44	\$55,349.29	\$ 27.41
11	\$24.23	\$4,200.55	\$50,406.55	\$24.96	\$4,326.56	\$51,918.75	\$25.71	\$4,456.36	\$53,476.31	\$26.48	\$4,590.05	\$55,080.60	\$27.28	\$4,727.75	\$56,733.02	\$ 28.09
12	\$24.84	\$4,305.56	\$51,666.72	\$25.58	\$4,434.73	\$53,216.72	\$26.35	\$4,567.77	\$54,813.22	\$27.14	\$4,704.80	\$56,457.62	\$27.96	\$4,845.95	\$58,151.35	\$ 28.80
13	\$25.46	\$4,413.20	\$52,958.39	\$26.22	\$4,545.59	\$54,547.14	\$27.01	\$4,681.96	\$56,183.55	\$27.82	\$4,822.42	\$57,869.06	\$28.66	\$4,967.09	\$59,605.13	\$ 29.52
14	\$26.10	\$4,523.53	\$54,282.35	\$26.88	\$4,659.23	\$55,910.82	\$27.69	\$4,799.01	\$57,588.14	\$28.52	\$4,942.98	\$59,315.79	\$29.37	\$5,091.27	\$61,095.26	\$ 30.25
15	\$26.75	\$4,636.62	\$55,639.40	\$27.55	\$4,775.72	\$57,308.59	\$28.38	\$4,918.99	\$59,027.84	\$29.23	\$5,066.56	\$60,798.68	\$30.11	\$5,218.55	\$62,622.64	\$ 31.01
16	\$27.42	\$4,752.53	\$57,030.39	\$28.24	\$4,895.11	\$58,741.30	\$29.09	\$5,041.96	\$60,503.54	\$29.96	\$5,193.22	\$62,318.65	\$30.86	\$5,349.02	\$64,188.21	\$ 31.79
17	\$28.10	\$4,871.35	\$58,456.15	\$28.95	\$5,017.49	\$60,209.83	\$29.82	\$5,168.01	\$62,016.13	\$30.71	\$5,323.05	\$63,876.61	\$31.63	\$5,482.74	\$65,792.91	\$ 32.58
18	\$28.81	\$4,993.13	\$59,917.55	\$29.67	\$5,142.92	\$61,715.08	\$30.56	\$5,297.21	\$63,566.53	\$31.48	\$5,456.13	\$65,473.53	\$32.42	\$5,619.81	\$67,437.73	\$ 33.39
19	\$29.53	\$5,117.96	\$61,415.49	\$30.41	\$5,271.50	\$63,257.96	\$31.32	\$5,429.64	\$65,155.70	\$32.26	\$5,592.53	\$67,110.37	\$33.23	\$5,760.31	\$69,123.68	\$ 34.23
20	\$30.26	\$5,245.91	\$62,950.88	\$31.17	\$5,403.28	\$64,839.41	\$32.11	\$5,565.38	\$66,784.59	\$33.07	\$5,732.34	\$68,788.13	\$34.06	\$5,904.31	\$70,851.77	\$ 35.09
21	\$31.02	\$5,377.05	\$64,524.65	\$31.95	\$5,538.37	\$66,460.39	\$32.91	\$5,704.52	\$68,454.20	\$33.90	\$5,875.65	\$70,507.83	\$34.91	\$6,051.92	\$72,623.06	\$ 35.96
22	\$31.80	\$5,511.48	\$66,137.77	\$32.75	\$5,676.83	\$68,121.90	\$33.73	\$5,847.13	\$70,165.56	\$34.75	\$6,022.54	\$72,270.52	\$35.79	\$6,203.22	\$74,438.64	\$ 36.86
23	\$32.59	\$5,649.27	\$67,791.21	\$33.57	\$5,818.75	\$69,824.95	\$34.58	\$5,993.31	\$71,919.70	\$35.61	\$6,173.11	\$74,077.29	\$36.68	\$6,358.30	\$76,299.61	\$ 37.78
24	\$33.41	\$5,790.50	\$69,485.99	\$34.41	\$5,964.21	\$71,570.57	\$35.44	\$6,143.14	\$73,717.69	\$36.50	\$6,327.44	\$75,929.22	\$37.60	\$6,517.26	\$78,207.10	\$ 38.73
25	\$34.24	\$5,935.26	\$71,223.14	\$35.27	\$6,113.32	\$73,359.84	\$36.33	\$6,296.72	\$75,560.63	\$37.42	\$6,485.62	\$77,827.45	\$38.54	\$6,680.19	\$80,162.27	\$ 39.70
26	\$35.10	\$6,083.64	\$73,003.72	\$36.15	\$6,266.15	\$75,193.83	\$37.24	\$6,454.14	\$77,449.65	\$38.35	\$6,647.76	\$79,773.14	\$39.50	\$6,847.19	\$82,166.33	\$ 40.69
27	\$35.98	\$6,235.73	\$74,828.81	\$37.05	\$6,422.81	\$77,073.68	\$38.17	\$6,615.49	\$79,385.89	\$39.31	\$6,813.96	\$81,767.47	\$40.49	\$7,018.37	\$84,220.49	\$ 41.71
28	\$36.87	\$6,391.63	\$76,699.53	\$37.98	\$6,583.38	\$79,000.52	\$39.12	\$6,780.88	\$81,370.54	\$40.29	\$6,984.30	\$83,811.65	\$41.50	\$7,193.83	\$86,326.00	\$ 42.75
29	\$37.80	\$6,551.42	\$78,617.02	\$38.93	\$6,747.96	\$80,975.53	\$40.10	\$6,950.40	\$83,404.80	\$41.30	\$7,158.91	\$85,906.94	\$42.54	\$7,373.68	\$88,484.15	\$ 43.82
30	\$38.74	\$6,715.20	\$80,582.45	\$39.90	\$6,916.66	\$82,999.92	\$41.10	\$7,124.16	\$85,489.92	\$42.33	\$7,337.88	\$88,054.62	\$43.60	\$7,558.02	\$90,696.26	\$ 44.91
31	\$39.71	\$6,883.08	\$82,597.01	\$40.90	\$7,089.58	\$85,074.92	\$42.13	\$7,302.26	\$87,627.17	\$43.39	\$7,521.33	\$90,255.98	\$44.69	\$7,746.97	\$92,963.66	\$ 46.03
32	\$40.70	\$7,055.16	\$84,661.93	\$41.92	\$7,266.82	\$87,201.79	\$43.18	\$7,484.82	\$89,817.85	\$44.48	\$7,709.37	\$92,512.38	\$45.81	\$7,940.65	\$95,287.75	\$ 47.19
33	\$41.72	\$7,231.54	\$86,778.48	\$42.97	\$7,448.49	\$89,381.84	\$44.26	\$7,671.94	\$92,063.29	\$45.59	\$7,902.10	\$94,825.19	\$46.96	\$8,139.16	\$97,669.95	\$ 48.37
34	\$42.76	\$7,412.33	\$88,947.94	\$44.05	\$7,634.70	\$91,616.38	\$45.37	\$7,863.74	\$94,364.87	\$46.73	\$8,099.65	\$97,195.82	\$48.13	\$8,342.64	\$100,111.70	\$ 49.57
35	\$43.83	\$7,597.64	\$91,171.64	\$45.15	\$7,825.57	\$93,906.79	\$46.50	\$8,060.33	\$96,724.00	\$47.90	\$8,302.14	\$99,625.72	\$49.33	\$8,551.21	\$102,614.49	\$ 50.81
36	\$44.93	\$7,787.58	\$93,450.93	\$46.28	\$8,021.21	\$96,254.46	\$47.66	\$8,261.84	\$99,142.10	\$49.09	\$8,509.70	\$102,116.36	\$50.57	\$8,764.99	\$105,179.85	\$ 52.08
37	\$46.05	\$7,982.27	\$95,787.21	\$47.43	\$8,221.74	\$98,660.82	\$48.86	\$8,468.39	\$101,620.65	\$50.32	\$8,722.44	\$104,669.27	\$51.83	\$8,984.11	\$107,809.35	\$ 53.39
38	\$47.20	\$8,181.82	\$98,181.89	\$48.62	\$8,427.28	\$101,127.34	\$50.08	\$8,680.10	\$104,161.17	\$51.58	\$8,940.50	\$107,286.00	\$53.13	\$9,208.72	\$110,504.58	\$ 54.72
39	\$48.38	\$8,386.37	\$100,636.44	\$49.83	\$8,637.96	\$103,655.53	\$51.33	\$8,897.10	\$106,765.19	\$52.87	\$9,164.01	\$109,968.15	\$54.46	\$9,438.93	\$113,267.19	\$ 56.09
40	\$49.59	\$8,596.03	\$103,152.35	\$51.08	\$8,853.91	\$106,246.92	\$52.61	\$9,119.53	\$109,434.32	\$54.19	\$9,393.11	\$112,717.35	\$55.82	\$9,674.91	\$116,098.87	\$ 57.49

Step Factor 1.03

Grade Factor 1.025

The annual amounts listed reflect a full time, 12 month salary.

Board Approval: 5/9/23

5% COLA 6-13-23



Certificated Administrative Salary Schedule

									220 Work days
Coordinator	1	2	3	4	5	6	7	8	
1.025	\$ 88,240.95	\$ 90,446.98	\$ 92,708.15	\$ 95,025.85	\$ 97,401.50	\$ 99,836.54	\$ 102,332.45	\$ 104,890.76	
Daily	\$ 401.10	\$ 411.12	\$ 421.40	\$ 431.94	\$ 442.73	\$ 453.80	\$ 465.15	\$ 476.78	
Hourly	\$ 50.14	\$ 51.39	\$ 52.68	\$ 53.99	\$ 55.34	\$ 56.73	\$ 58.14	\$ 59.60	
Assistant Director	1	2	3	4	5	6	7	8	
1.025	\$109,395.62	\$112,130.51	\$114,933.77	\$117,807.11	\$120,752.29	\$123,771.10	\$126,865.38	\$130,037.01	
Daily	\$497.25	\$509.68	\$522.43	\$535.49	\$548.87	\$562.60	\$576.66	\$591.08	
Hourly	\$62.16	\$63.71	\$65.30	\$66.94	\$68.61	\$70.32	\$72.08	\$73.88	
Director	1	2	3	4	5	6	7	8	
1.025	\$128,725.82	\$131,943.97	\$135,242.57	\$138,623.63	\$142,089.22	\$145,641.45	\$149,282.49	\$153,014.55	
Daily	\$585.12	\$599.75	\$614.74	\$630.11	\$645.86	\$662.01	\$678.56	\$695.52	
Hourly	\$73.14	\$74.97	\$76.84	\$78.76	\$80.73	\$82.75	\$84.82	\$86.94	
Assistant Superintendent	1	2	3	4	5	6	7	8	
1.025	\$151,471.68	\$155,258.47	\$159,139.93	\$163,118.43	\$167,196.39	\$171,376.30	\$175,660.70	\$180,052.22	
Daily	\$688.51	\$705.72	\$723.36	\$741.45	\$759.98	\$778.98	\$798.46	\$818.42	
Hourly	\$86.06	\$88.22	\$90.42	\$92.68	\$95.00	\$97.37	\$99.81	\$102.30	
Superintendent	1	2	3	4	5	6	7	8	
1.025	\$175,053.92	\$179,430.27	\$183,916.03	\$188,513.93	\$193,226.78	\$198,057.44	\$203,008.88	\$208,084.10	
Daily	\$795.70	\$815.59	\$835.98	\$856.88	\$878.30	\$900.26	\$922.77	\$945.84	
Hourly	\$99.46	\$101.95	\$104.50	\$107.11	\$109.79	\$112.53	\$115.35	\$118.23	

Step Factor 1.025

Educational Stipend:

Effective 7/1/19 management personnel in possession of an educationally related Doctorate degree from an accredited college or university will receive a maximum annual stipend of \$3,000. Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

Board Approval: 5/9/23

3% COLA 6/13/23



Classified Administrative Salary Schedule								
<i>12 Month/260 Days</i>								
Coordinator	1	2	3	4	5	6	7	8
1.025	\$ 88,240.95	\$ 90,446.98	\$ 92,708.15	\$ 95,025.85	\$ 97,401.50	\$ 99,836.54	\$ 102,332.45	\$ 104,890.76
<i>Daily</i>	\$ 339.39	\$ 347.87	\$ 356.57	\$ 365.48	\$ 374.62	\$ 383.99	\$ 393.59	\$ 403.43
<i>Hourly</i>	\$ 42.42	\$ 43.48	\$ 44.57	\$ 45.69	\$ 46.83	\$ 48.00	\$ 49.20	\$ 50.43
Assistant Director	1	2	3	4	5	6	7	8
1.025	\$109,395.62	\$112,130.51	\$114,933.77	\$117,807.11	\$120,752.29	\$123,771.10	\$126,865.38	\$130,037.01
<i>Daily</i>	\$420.75	\$431.27	\$442.05	\$453.10	\$464.43	\$476.04	\$487.94	\$500.14
<i>Hourly</i>	\$52.59	\$53.91	\$55.26	\$56.64	\$58.05	\$59.51	\$60.99	\$62.52
Director	1	2	3	4	5	6	7	8
1.025	\$128,725.82	\$131,943.97	\$135,242.57	\$138,623.63	\$142,089.22	\$145,641.45	\$149,282.49	\$153,014.55
<i>Daily</i>	\$495.10	\$507.48	\$520.16	\$533.17	\$546.50	\$560.16	\$574.16	\$588.52
<i>Hourly</i>	\$61.89	\$63.43	\$65.02	\$66.65	\$68.31	\$70.02	\$71.77	\$73.56
Assistant Superintendent	1	2	3	4	5	6	7	8
1.025	\$151,471.68	\$155,258.47	\$159,139.93	\$163,118.43	\$167,196.39	\$171,376.30	\$175,660.70	\$180,052.22
<i>Daily</i>	\$582.58	\$597.15	\$612.08	\$627.38	\$643.06	\$659.14	\$675.62	\$692.51
<i>Hourly</i>	\$72.82	\$74.64	\$76.51	\$78.42	\$80.38	\$82.39	\$84.45	\$86.56

Step Factor 1.025

Educational Stipend:
 Effective 7/1/19 management personnel in possession of an educationally related Doctorate degree from an accredited college or university will receive a maximum annual stipend of \$3,000.
 Employees serving in positions that are 60% FTE or greater are eligible for the education stipend.

The Classified Manager is compensated for a total of 260 days as follows:

- 260 Total compensated days
- 18 Holidays
- 18 Vacation days
- 224 Work days

Board Approval: 5/9/23
 3% COLA 6-13-23



California Pacific Charter Schools

Assistant Superintendent - Educational Services

Job Description

Reports To:	Superintendent
FLSA Status:	Exempt
School Classification:	Administration
Pay Range:	Assistant Superintendent
Work Schedule:	220 days
Location:	Remote Office and School Administration Office

Position Summary

The Assistant Superintendent under the direction of the Superintendent shall plan, organize, and administer the schools' instructional programs with specific responsibility for directing operations, services, and staff at the online schools; implementing standards based curriculum and instructional strategies; overseeing annual state assessments, student attendance, and providing information and serving as a resource to others; coordinating school enrichment activities, and implementing best practices to support student academic growth and engagement; and contribute to the strategic direction of the schools in carrying out the schools' mission, goals, and objectives.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Bachelor's degree required; advanced degree preferred
- A valid, current, and appropriate California state preliminary or clear school administrator credential. A copy of the credential to be provided at the time of hire and kept current for the duration of the assignment.
- Five or more years experience in educational leadership with progressively increasing levels of responsibility in leadership/mentoring – related work experience in a non-education context will also be considered.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years

General Skills

Assistant Superintendent Job Description
Board Approval: June 2023

- Team player
- Love of learning – a lifelong learner
- Flexible and adaptable
- Open to differing views and objectives
- Conflict resolution skills
- Uphold the School's vision and mission by acting with integrity

Essential Duties and Responsibilities

The Assistant Superintendent will perform leadership duties in alignment with the California Professional Standards for Education Leaders (CPSEL) in the areas of:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

Administrative Responsibilities

1. Supports the Superintendent in designing, implementing, and evaluating major programs and activities to bring about needed change and continuous growth in student academic performance, attendance, and enrichment.
2. Through research and collaboration develops school-wide instructional goals and objectives and identifies student and school needs as the basis for developing long and short-term initiatives.
3. Continually researches current educational philosophy, practices and public policies by visiting other charters to learn best practices; attending educational conferences and workshops and reading current professional literature. Prepares communication for submission to the Board regarding trends in charter school education and legislative actions.
4. Fosters a climate of innovation and collaborative creative problem solving among school personnel, students, parents, and community.
5. Oversees Professional Learning Communities (PLC) and monthly faculty PLC meetings; provides PLC teams with relevant student data and facilitates discussion for the purpose of improving instructional practices and student engagement.

Financial Oversight

1. Supports the leadership team in the preparation of the annual budgets of the schools; monitors assigned budget in accordance with board policy.
2. Assists in identifying staffing needs of the schools based on the budget and ADA, and direct the assignment/duties for instructional personnel.
3. Oversees and approves reimbursements and expenses in accordance with board policies.
4. Participates in the preparation and submission of required state and federal reports, including the Local Control Funding Formula (LCFF).

Faculty Oversight

Assistant Superintendent Job Description
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1. Supports the professional development of all teachers in understanding and utilizing: the curriculum and varied assessments, the Framework for Teaching, and data analysis and application to inform instructional methods and improve student learning.
2. Provides teachers with resources, materials, tools, and information to support classroom instruction and planning; fosters professional networking and sharing of best practices including providing new resources and training.
3. Informally observes (non-evaluative) lessons and provides feedback for a teacher's professional growth and students' success.
4. Implements staff evaluation and effectiveness program; performs formal observations and provides feedback; prepares final evaluation document and supports self-evaluation.
5. Recommends retention, discipline, or dismissal of employees, supported by accurate and adequate records; oversees progress of staff SMART goals.
6. Tracks and evaluates staff performance in relation to student engagement, attendance, course completion, and graduation rates.
7. Participates in interviewing potential employees and makes recommendations for hiring.

Attendance Compliance

1. Works with the Superintendent and administrative team to develop the annual school calendar and master schedule.
2. Oversees attendance monitoring via homerooms and LMS per CalPac policy; reports any anomalies or concerns to the Superintendent and develops plans for improvement.
3. Participates in the development of ADA monitoring procedures, analysis, collection strategies, and policies.
4. Communicates attendance policies and expectations with teachers, students, and families.
5. Ensures student access to curriculum, regular attendance, and course completion.
6. Monitors, assesses and directs instructors in instructional methods relative to Live Sessions; works with instructors and support staff to increase student attendance at Live Sessions per school policy.

Student Performance

1. Monitors credit recovery student performance and implements policies and procedures to improve as needed.
2. Provides training to instructors to increase course completion and graduation rates of students.
3. Oversees student discipline; develops policies that promote responsible behavior for student success; responds to issues, resolves conflict and fosters positive communication.
4. Participates in IEP meetings as necessary; supports coordination of services and instruction between the teacher and Education Specialist.
5. Communicates with parents when serious or complex issues arise per the CalPac Conflict Resolution Process.
6. Participates in the development of the School Annual Performance Report and the School Accountability Report Card (SARC).
7. Provides data, composes narrative responses and supports the Superintendent in the processing and submission of required state and federal reports, including Local Control Accountability Plan (LCAP).

8. Oversees school-wide state assessments; promotes participation through positive communication with students and families.
9. Analyzes student assessment data; develops targeted plans for growth including review of teaching strategies and curriculum; implements professional development as needed.

Family and Community Outreach

1. Promotes California Pacific Charter Schools in the community; promotes positive public relations through online platforms, social media, print media and community events; interacts effectively with the media to respond to inquiries and promote the schools.
2. Communicates with parents effectively relative to school issues.
3. Contributes to a monthly blog, school newsletter, and articles promoting CalPac and/or scholarly issues as requested by the Superintendent.
4. Schedule and facilitate monthly parent meetings to encourage outreach, participation, and student performance.

General Expectations

1. Attends meetings as required.
2. Proctors in accordance with the proctoring policy.
3. Participates in marketing events and/or additional activities held by the school such as graduation ceremonies.
4. Provides requisitions and inventories for equipment, supplies, and vendors as needed.

Other Duties

- Document and report to the school's management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Performs other duties as assigned.
- Travel may be required.

Knowledge and Abilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Knowledge of

- California laws and regulations for public and charter schools, budget development and management, and implementation of curriculum and educational reform models.
- Contemporary management and instructional techniques.
- TK-12 State standards, common core, and highly developed competencies in at least one content area.

Assistant Superintendent Job Description
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- Staff evaluation techniques and procedures.
- Compliance techniques in accordance with school policy.
- Working knowledge of legal and compliance issues related to public schools, including attendance procedures, compliance, independent study requirements, federal and state law, and school board policy.
- Principles and methods for curriculum development, selection, and delivery.
- Behavior, learning and motivation for students in grades K-12.
- Teaching strategies and techniques for individuals and groups in an online setting.
- Techniques for measurement and assessment of learning.
- Educational research concerning extrinsic and intrinsic student motivation.
- Guidance and special education practices and procedures.
- Applicable sections of the Education Code, California State standards, and other laws.
- Electronic equipment, computer hardware, software and online systems necessary to the position.
- Video conferencing software, web browsers, internet connectivity.
- Basic troubleshooting techniques to assist students with accessing curriculum and classes.
- Administrative, organizational, and time-management principles.
- Oral and written communication principles and practices, including public speaking and presentation techniques.

Abilities to

- Represent the school with responsible, mature judgment, tact, and decisiveness.
- Assist in effecting positive change in staff and programs.
- Support teachers in curriculum and lesson development and delivery.
- Schedule meetings, facilitate group discussion, receive and disseminate information to ensure two-way communication with staff and leadership.
- Train and mentor staff.
- Communicate effectively both orally and in writing.
- Write reports and correspondence using correct grammar, spelling, and punctuation.
- Present information and respond to questions from parents, staff, students and the general public.
- Provide guidance and direction to others, including setting performance standards and monitoring performance.
- Handle complaints, settle disputes, and resolve grievances and conflicts.
- Protect and maintain confidentiality, privacy and security of staff, business, and other confidential, sensitive electronic or proprietary information
- Multitask, prioritize, and work independently with limited direction.

Reasoning Ability

- Consider relative costs and benefits of potential actions, develop options, and select or recommend the most appropriate course of action.

- Analyze problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Use of Computer Technology

To perform this job successfully, an individual must have knowledge of: database software, how to use the Internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software; Participate in virtual meetings; and respond to a high volume of emails in a timely manner.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities and operate a computer and other office equipment
- Seeing to read a variety of materials and monitor students
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically
- Driving a vehicle to meet with students, staff, and community members

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor work environment
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards

- Contact with dissatisfied individuals
-

Employee Acknowledgement

Assistant Superintendent Job Description
Board Approval: June 2023

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents are expected to follow any other instructions, and perform any other related duties as assigned by their supervisor.

Employee Signature

Printed Name

Date

Coversheet

Approval of Shared Personnel Agreements for July 1, 2023 - June 30, 2024

Section: XIII. Personnel Services
Item: C. Approval of Shared Personnel Agreements for July 1, 2023 - June 30, 2024
Purpose: Vote
Submitted by: Corrie Amador

Related Material:

Shared Personnel Agreement 7-1-2023 - Gretchen Chamberlain.docx.pdf
Assistant Director of Compliance and Accountability Board Approval May 2023.pdf
Shared Personnel Agreement 7-1-2023 - Romy Mason.docx.pdf
Special Education Data _ Compliance Specialist Board Approved May 2022.pdf

BACKGROUND:

Gretchen Chamberlain, Assistant Director of Compliance and Accountability, is an employee of California Pacific Charter Schools providing direction and guidance to staff in the areas of attendance, accountability, assessment, and compliance, maintaining professional working relationships with authorizers, and ensuring compliance with all State and federal regulations.

Romy Mason, Special Education Data and Compliance Specialist, is an employee of California Pacific Charter Schools providing support in the areas of special education vendor management, contract maintenance, records management, and compliance.

Sage Oak Charter Schools is requesting consideration to enter into a shared personnel agreement to gain support from Ms. Chamberlain and Ms. Mason for specified services and tasks. Staff find this relationship to be mutually beneficial and the employees are in agreement and willing to perform duties for the two charter school organizations.

The Shared Personnel Agreements presented confirm the Boards agreement to renew the loan of the employees to Sage Oak Charter Schools, and that Sage Oak Charter Schools will reimburse California Pacific Charter Schools for the proportionate salary and benefit compensation of Ms. Chamberlain and Ms. Mason.

RECOMMENDATION:

It is recommended the Board renew the Shared Personnel Agreements between California Pacific Charter Schools and Sage Oak Charter Schools for the 2023-2024 school year.

MEMORANDUM OF UNDERSTANDING FOR SHARED PERSONNEL SERVICES

This Memorandum of Understanding for Shared Personnel Services (“MOU”) is entered into as of July 1, 2023 (“Effective Date”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “Party” and collectively as the “Parties” to this MOU: California Pacific Charter Schools (“CPCS”) and Sage Oak Charter Schools (“SOCS”).

RECITALS

WHEREAS, CPCS and SOCS are nonprofits that operate California public charter schools;

WHEREAS, CPCS entered into an employment agreement with Gretchen Chamberlain (“Chamberlain”) on or about May 22, 2023, in order to obtain Chamberlain’s services in the position of Assistant Director of Compliance and Accountability effective July 1, 2023;

WHEREAS, the Parties seek to share the services of Chamberlain as Assistant Director of Compliance and Accountability (the “Shared Personnel”) among them cooperatively in order to achieve cost savings and other scale benefits for each Party, so that each Party may have access to additional, valuable and/or specialized personnel services that might otherwise not be available to them;

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their education program and support services in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties hereby agree as follows.

AGREEMENT

1. **Shared Personnel Services.** During the term of this MOU, the Parties may coordinate with each other for the Shared Personnel to perform the services described in Attachment A (the “Services”) on behalf of the Parties.

2. **Relationship of Parties.** The Parties acknowledge that Shared Personnel are and shall remain the employee of CPCS, which shall constitute the sole employer and “Lessor” of Services performed by Shared Personnel under this MOU. The SOCS or non-Lessor Party entitled to receive Services from Shared Personnel pursuant to the terms of the MOU shall constitute the “Lessee.” Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but will be subject to the supervision of Lessee when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel’s employment relationship with Lessor. Lessee is not, and nothing in this MOU shall cause Lessee to become a third party beneficiary to Lessor’s employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and

educational program, if any.

3. **Allocation.** Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share of Shared Personnel, as set forth in Attachment B (the "Allocation"), as it may be adjusted from time to time. The Allocation shall be assessed at the intervals set forth in this Section 3 for each year of this MOU. The Allocation and any adjustments thereto, notating the effective date, shall be memorialized in Attachment B, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

a. First Assessment. The Parties shall determine the Allocation no later than July 1.

b. Second Assessment. The Parties shall re-assess the Allocation no later than December 15, and any resulting adjustments shall be effective as of January 1.

4. **Allocation of Services.** Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. **Allocation of Fees and Expenses.** As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment C. The total cost shall be fixed by July 1 for each year of this MOU and may be subject to change only with the written consent of all Parties.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be split evenly between those Parties on whose behalf the expenses were incurred. Invoices for expenses shall be sent within thirty (30) days of payment and shall include copies of supporting documentation (e.g. receipts).

6. **Monthly Payment and Deposit.** Lessor shall provide monthly statements to each Party which shall include the billing period, the fees and any expenses owed and a description of the method by which the fees and expenses were calculated. Each Party shall submit payment to Lessor within thirty (30) days after receipt of the monthly invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations. In addition, within ten (10) days of executing this MOU, each Party shall provide Lessor with a deposit of one month's Allocation of fees, to ensure Lessor has adequate cash flow to cover Shared Personnel costs. Upon termination of this MOU, Lessor shall apply each Party's deposit as a credit on that Party's final monthly statement. In the event a Party's final monthly statement is less than that Party's deposit amount, Lessor shall return any remaining deposit amount to the Party within thirty (30) days of termination of the MOU.

7. **Lessor Responsibilities.** In addition to any other promises and covenants identified here, Lessor shall have the following responsibilities under this MOU:

a. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

b. Ensure that Shared Personnel maintain the qualifications and competency

necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); and (v) are eligible to work in the United States.

c. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion, all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

8. Lessee Responsibilities. In addition to any other promises and covenants identified here, each Lessee shall have the following responsibilities under this MOU:

a. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

b. Provide a safe working environment for Shared Personnel.

c. Supervise and evaluate Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.

d. Provide feedback to Lessor regarding the performance of Shared Personnel.

9. Term and Termination. The term of this MOU commences on the Effective Date and continues through June 30, 2024, unless extended by mutual agreement of the Parties or terminated earlier as set forth below.

a. **Termination Without Cause.** Any Party may terminate this MOU for any reason by providing thirty (30) days advance written notice to all Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. In the event of such termination effective before the expiration of the Shared Personnel's employment contract, the terminating party shall be responsible for paying for any severance required by that contract as a result of a termination without cause, or in the event of a mutual termination without cause, any such severance shall be split equally between the Parties.

b. **Termination for Cause.** Any Party may terminate this MOU in the case of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice is provided. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate the MOU effective immediately. Following termination under this subsection, the breaching Party remains responsible for paying its Allocation of fees through the last day of the month in which the MOU is terminated.

c. **Termination for Change in Shared Personnel.** Any Party may terminate this MOU upon a change in the employment status of Shared Personnel. A legally protected leave of absence taken by Shared Personnel shall not constitute a change in employment status under this subdivision and shall not give cause for termination of this MOU. In the event Shared Personnel are on an extended leave of absence or are no longer employed by Lessor, Lessor and Lessee may mutually agree upon a replacement. In the event Shared Personnel are terminated without cause resulting in a requirement to pay severance to Shared Personnel, the Parties shall be responsible for that cost as set forth in Section 9.a.

d. **Termination for Change in Law.** In the event a Party's performance under this MOU is materially impacted by a change in applicable federal, state, or local law or regulation, including a change in interpretation of the same by a court or oversight body with jurisdiction over a Party, the Parties shall promptly commence good faith negotiations to find a mutually agreeable resolution (including without limitation, an amendment to the MOU). If, despite such good faith negotiations, the Parties are unable to agree upon a resolution, any Party may terminate its participation in this MOU by providing thirty (30) days advance written notice to the other Parties. The entire MOU will terminate under this subdivision only upon such notice by the Lessor.

10. Work Product; Intellectual Property. Any work product created by a Party, including by any Shared Personnel in the context of providing Services on behalf of a Party, shall be the sole and exclusive Property of that Party. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. A Party's use of another Party's property under this MOU shall not create any ongoing license or other right to continuing use of that property after the expiration or termination of this MOU. Upon termination or expiration of this MOU, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to conspicuously labeling and restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

a. **Scope.** "Confidential Information" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, closed session records and communications, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising and marketing strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. **Notice.** If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including through a subpoena or request under the California Public Records Act), the Party to which the request for disclosure is made shall provide the Party(ies) whose Confidential Information is requested with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. **Return.** Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing each Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Shared Personnel to access personally identifiable information from student education records from the Lessee as needed to perform the Services. For purposes of this MOU, the term "personally identifiable information" ("PII") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor's performance under MOU and the provision of Services by Shared Personnel.

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance, with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Lessor will provide additional insured insurance coverage and policy endorsements for Lessee and its officers, directors, employees, volunteers or agents (collectively referred to as the "Additional Insureds") under the General Liability and Employment Practices policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor's insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor's insurance and shall not contribute to it.

f. Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable

policy language affecting coverage required by this clause) and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor's obligation to provide them. Lessee reserves the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessor will provide 30 days prior written notice to Lessee in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessee at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work.

14. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

15. Indemnification. Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of another Party. Notwithstanding anything to the contrary, Lessor agrees to defend, indemnify and hold harmless Lessee, its employees, officers, directors, and agents from and against any and all liability for base pay, overtime, double time, premium or incentive pay, contributions or taxes payable under any workers compensation, unemployment compensation, disability benefits, old age benefit, tax withholding laws, wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), leaves of absence, or other applicable laws for which Lessee may be liable as a joint employer with respect to any compensation due and owing to Shared Personnel for the performance of Services pursuant to this MOU.

16. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

17. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

18. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually

amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in San Diego County before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

19. Notice. All notices, requests, demands, or other communications (collectively “Notice”) given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

To: California Pacific Charter Schools
ATTN: Chief Executive Officer
940 South Coast Drive, Suite 185
Costa Mesa, CA 92626

To: Sage Oak Charter Schools
ATTN: Chief Executive Officer
1473 Ford Street, Suite 105
Redlands, CA 92373

20. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

21. Amendments. This MOU may be amended by the mutual written consent of all Parties.

22. Entire MOU. This MOU constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU.

23. Compliance with Laws. The Parties will comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

24. Arm’s Length and Independent Counsel. This MOU has been negotiated at arm’s length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this MOU. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this MOU shall be interpreted in a reasonable manner to affect the purpose of the Parties and this MOU. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this MOU.

25. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

26. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose

of this MOU.

27. Governing Law. This MOU shall be governed by and interpreted under California law.

28. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

29. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

[Signature Page to Follow]

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

<p>California Pacific Charter Schools, a California nonprofit public benefit corporation</p> <p>By: Chief Executive Officer Name: <u>Christine Feher</u></p> <p>Signature: _____</p> <p>Date: _____, 2023</p>	<p>Sage Oak Charter Schools, a California nonprofit public benefit corporation</p> <p>By: Chief Executive Officer Name: <u>Krista Woodgrift</u></p> <p>Signature: _____</p> <p>Date: _____, 2023</p>
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ATTACHMENT A

Shared Services

(See Job Description)

ATTACHMENT B

Allocation

The following Allocation is approved and effective as of July 1, 2023:

School	Allocation
California Pacific Charter Schools	60%
Sage Oak Charter Schools	40%

ATTACHMENT C

Total Cost

The following total cost of employing Shared Personnel is approved and effective as of July 1, 2023:

1. Gretchen Chamberlain, 1.0 FTE, Assistant Director of Compliance and Accountability

Year	Annual Salary	Stipends	Benefits	Retirement	Payroll Taxes	Total Comp
2023-2024	\$130,037.01	\$600 (cell)	\$15,600	\$24,837.07	\$2,123.54	\$172,647.62

California Pacific Charter Schools \$103,588.57

Sage Oak Charter Schools \$69,059.05



California Pacific Charter Schools

Assistant Director of Compliance and Accountability

Job Description

Reports To:	Superintendent
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Certificated Administrative Salary Schedule - Assistant Director
Work Schedule:	220 days
Location:	Remote Office

Position Summary

The Assistant Director of Compliance and Accountability serves as a member of the leadership team and is responsible to support assessment teams in the coordination of the administration and processing of all state, and federally-mandated assessments; oversee staff training;; ensure certification of electronic State reporting systems; process and submit program-wide attendance reporting and facilitate annual independent study audits; develop and implement policies and procedures to assure compliance with State and federal regulations; supervise and evaluate the performance of assigned staff; advise the Superintendent on matters related to accountability and compliance.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Bachelor's degree; Master's degree or higher in Administration and Supervision or Educational Leadership preferred. Administrative Services credential preferred.
- A valid, current, and appropriate California state teaching credential. A copy of credential to be provided at the time of application and kept current throughout the duration of the assignment. Three (3) years of teaching experience.
- Authorization to teach English learners.
- Experience working with State reporting systems such as CALPADS, and a student information system such as School Pathways is highly desirable.
- Experience with collecting, using, and analyzing student data.
- State and federal fingerprint clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

Assistant Director of Data and Assessment Job Description

Board Approval: May 2022

Revised: May 2023

- Must have own transportation, a valid driver's license, and vehicle insurance as required by California law.

General Skills

- Team player
- Love of learning – a lifelong learner
- Flexible and adaptable
- Open to differing views and objectives
- Conflict resolution skills
- Uphold The School's vision and mission by acting with integrity

Essential Duties and Responsibilities

1. Develop and implement a school-wide assessment plan, and provide templates and timelines for students, parents, and teachers about mandatory assessment related information. Provide school-wide training and network with other schools as it relates to shared testing locations, resources, test preparation and best practices.
2. Work with testing agencies, the CDE and individuals to ensure accuracy and timeliness in all aspects of testing; facilitate the exchange of information between multiple data systems, as well as to students and families.
3. Monitor state reporting tools such as the California School Dashboard, the CAASPP reporting system and DataQuest to interpret how CalPac is performing under California's school accountability system. Analyze both overall performance and student group performance on multiple measures of student success; use reported data to assist the leadership team, department chairs, and staff in identifying strengths, weaknesses and areas in need of improvement. Report data to the Superintendent, Board, and other stakeholders.
4. Collaborate with the leadership team, staff and back office relative to all mandatory reporting: CBEDS, Immunization, Attendance, CALPADs, Apportionment, and other State or county reports to ensure that all reporting is in compliance and completed by state/federal deadlines.
5. Provide technical and professional guidance to multiple departments to keep the student information system and CALPADS system up to date and error free; provide demographic data and reports. Provide training as needed.
6. Support the admissions staff, teachers, and other staff in compliance practices and procedures. Run reports, correct anomalies and submit data as needed to maximize average daily attendance and ensure a successful independent study audit annually' communicate with Chartering Districts and County Offices of Education as required.

Assistant Director of Data and Assessment Job Description
Board Approval: May 2022
Revised: May 2023

7. Oversee all aspects of the English Learner programs including initial identification and redesignation of English Learners, annual assessments, maintenance of accurate records and correspondence, targeted interventions, as well as training and support of test examiners. Act as lead of the English Learner Committee and facilitate the review and board approval of the English Learner Master Plan each year.
8. Work closely with the leadership team and multiple entities to prepare data for charter petitions and renewals; assist with the facilitation of the opening of new charters as needed.
9. Coordinate the data collection, analysis and preparation for WASC and LCAP documents.
10. Work closely with the Special Education department, SELPAs and the CDE to ensure a seamless integration of the CASEMIS data system with the CALPADS data system.
11. Take a leadership role in the writing and revision of Student Services policies; ensure they are clear and legally viable. Facilitate collaboration from administration, submit policies for board approval and ensure proper placement into student handbooks and onto websites.
12. Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions.
13. Plan, organize and implement long and short-term programs and activities designed to enhance assigned programs and services.
14. Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; communicate with parents to resolve difficult issues or concerns.
15. Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to various sites to conduct work.
16. Attend and conduct a variety of meetings as assigned; represent the schools at local, county and State meetings, workshops and conferences; attend Board of Directors meetings; participate on assigned committees.
17. Oversee the maintenance and confidentiality of student records.
18. Maintain professional competence through professional development via numerous educational activities; attend and participate in a variety of assigned meetings, conferences, trainings and/or special events.

Other Duties

- Document and report to the school's management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).

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- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Perform other duties as assigned.

Knowledge and Abilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Knowledge of

- Student Information System (School Pathways)
- State assessment and reporting systems
- Independent study and student record compliance
- Applicable sections of the Education Code and other applicable laws.
- Testing practices, procedures and methods
- Operation of a computer and assigned software
- Public speaking techniques
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy

Ability to

- Prepare comprehensive narrative and statistical reports
- Direct the maintenance of a variety of reports and files related to assigned activities
- Maintain current knowledge of curriculum and instruction legislation related to assigned areas
- Demonstrate effective interpersonal skills.
- Foster teamwork in a collaborative work environment.
- Direct, motivate, listen to, and establish effective rapport with others.
- Analyze and assess student learning.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Communicate effectively both orally and in writing
- Interpret, apply and explain rules, regulations, policies and procedures
- Meet schedules and timelines
- Work independently with little direction

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Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operate a computer and other office productivity machinery
- Seeing to read a variety of materials and view computer monitor for extended periods of time
- Close vision and ability to adjust focus
- Bending at the waist, kneeling, or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Driving a vehicle to participate in a variety of meetings.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- School/public setting
- Indoor and outdoor setting
- Varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards

- Contact with dissatisfied individuals.

Employee Acknowledgement

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Signature

Printed Name

Date

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Revised: May 2023

MEMORANDUM OF UNDERSTANDING FOR SHARED PERSONNEL SERVICES

This Memorandum of Understanding for Shared Personnel Services (“MOU”) is entered into as of July 1, 2023 (“Effective Date”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “Party” and collectively as the “Parties” to this MOU: California Pacific Charter Schools (“CPCS”) and Sage Oak Charter Schools (“SOCS”).

RECITALS

WHEREAS, CPCS and SOCS are nonprofits that operate California public charter schools;

WHEREAS, CPCS entered into an employment agreement with Romy Mason (“Mason”) on or about May 15, 2023, in order to obtain Mason’s services in the position of Special Education Data and Compliance Specialist effective July 1, 2023;

WHEREAS, the Parties seek to share the services of Mason as Special Education Data and Compliance Specialist (the “Shared Personnel”) among them cooperatively in order to achieve cost savings and other scale benefits for each Party, so that each Party may have access to additional, valuable and/or specialized personnel services that might otherwise not be available to them;

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their education program and support services in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the sufficiency of which is acknowledged, the Parties hereby agree as follows.

AGREEMENT

1. **Shared Personnel Services.** During the term of this MOU, the Parties may coordinate with each other for the Shared Personnel to perform the services described in Attachment A (the “Services”) on behalf of the Parties.

2. **Relationship of Parties.** The Parties acknowledge that Shared Personnel are and shall remain the employee of CPCS, which shall constitute the sole employer and “Lessor” of Services performed by Shared Personnel under this MOU. The SOCS or non-Lessor Party entitled to receive Services from Shared Personnel pursuant to the terms of the MOU shall constitute the “Lessee.” Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but will be subject to the supervision of Lessee when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel’s employment relationship with the Lessor. Lessee is not, and nothing in this MOU shall cause Lessee to become a third party beneficiary to Lessor’s employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and

educational program, if any.

3. **Allocation.** Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share of Shared Personnel, as set forth in Attachment B (the "Allocation"), as it may be adjusted from time to time. The Allocation shall be assessed at the intervals set forth in this Section 3 for each year of this MOU. The Allocation and any adjustments thereto, notating the effective date, shall be memorialized in Attachment B, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

a. First Assessment. The Parties shall determine the Allocation no later than July 1.

b. Second Assessment. The Parties shall re-assess the Allocation no later than December 15, and any resulting adjustments shall be effective as of January 1.

4. **Allocation of Services.** Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. **Allocation of Fees and Expenses.** As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment C. The total cost shall be fixed by July 1 for each year of this MOU and may be subject to change only with the written consent of all Parties.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be split evenly between those Parties on whose behalf the expenses were incurred. Invoices for expenses shall be sent within thirty (30) days of payment and shall include copies of supporting documentation (e.g. receipts).

6. **Monthly Payment and Deposit.** Lessor shall provide monthly statements to each Party which shall include the billing period, the fees and any expenses owed and a description of the method by which the fees and expenses were calculated. Each Party shall submit payment to Lessor within thirty (30) days after receipt of the monthly invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations. In addition, within ten (10) days of executing this MOU, each Party shall provide Lessor with a deposit of one month's Allocation of fees, to ensure Lessor has adequate cash flow to cover Shared Personnel costs. Upon termination of this MOU, Lessor shall apply each Party's deposit as a credit on that Party's final monthly statement. In the event a Party's final monthly statement is less than that Party's deposit amount, Lessor shall return any remaining deposit amount to the Party within thirty (30) days of termination of the MOU.

7. **Lessor Responsibilities.** In addition to any other promises and covenants identified here, Lessor shall have the following responsibilities under this MOU:

a. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

b. Ensure that Shared Personnel maintain the qualifications and competency

necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); and (v) are eligible to work in the United States.

c. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion, all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

8. Lessee Responsibilities. In addition to any other promises and covenants identified here, each Lessee shall have the following responsibilities under this MOU:

a. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

b. Provide a safe working environment for Shared Personnel.

c. Supervise and evaluate Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.

d. Provide feedback to Lessor regarding the performance of Shared Personnel.

9. Term and Termination. The term of this MOU commences on the Effective Date and continues through June 30, 2024, unless extended by mutual agreement of the Parties or terminated earlier as set forth below.

a. **Termination Without Cause.** Any Party may terminate this MOU for any reason by providing thirty (30) days advance written notice to all Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. In the event of such termination effective before the expiration of the Shared Personnel's employment contract, the terminating party shall be responsible for paying for any severance required by that contract as a result of a termination without cause, or in the event of a mutual termination without cause, any such severance shall be split equally between the Parties.

b. **Termination for Cause.** Any Party may terminate this MOU in the case of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice is provided. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate the MOU effective immediately. Following termination under this subsection, the breaching Party remains responsible for paying its Allocation of fees through the last day of the month in which the MOU is terminated.

c. **Termination for Change in Shared Personnel.** Any Party may terminate this MOU upon a change in the employment status of Shared Personnel. A legally protected leave of absence taken by Shared Personnel shall not constitute a change in employment status under this subdivision and shall not give cause for termination of this MOU. In the event Shared Personnel are on an extended leave of absence or are no longer employed by Lessor, Lessor and Lessee may mutually agree upon a replacement. In the event Shared Personnel are terminated without cause resulting in a requirement to pay severance to Shared Personnel, the Parties shall be responsible for that cost as set forth in Section 9.a.

d. **Termination for Change in Law.** In the event a Party's performance under this MOU is materially impacted by a change in applicable federal, state, or local law or regulation, including a change in interpretation of the same by a court or oversight body with jurisdiction over a Party, the Parties shall promptly commence good faith negotiations to find a mutually agreeable resolution (including without limitation, an amendment to the MOU). If, despite such good faith negotiations, the Parties are unable to agree upon a resolution, any Party may terminate its participation in this MOU by providing thirty (30) days advance written notice to the other Parties. The entire MOU will terminate under this subdivision only upon such notice by the Lessor.

10. Work Product; Intellectual Property. Any work product created by a Party, including by any Shared Personnel in the context of providing Services on behalf of a Party, shall be the sole and exclusive Property of that Party. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. A Party's use of another Party's property under this MOU shall not create any ongoing license or other right to continuing use of that property after the expiration or termination of this MOU. Upon termination or expiration of this MOU, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to conspicuously labeling and restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

a. **Scope.** "Confidential Information" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, closed session records and communications, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising and marketing strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. **Notice.** If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including through a subpoena or request under the California Public Records Act), the Party to which the request for disclosure is made shall provide the Party(ies) whose Confidential Information is requested with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. **Return.** Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing each Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Shared Personnel to access personally identifiable information from student education records from the Lessee as needed to perform the Services. For purposes of this MOU, the term "personally identifiable information" ("PII") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor's performance under MOU and the provision of Services by Shared Personnel.

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance, with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Lessor will provide additional insured insurance coverage and policy endorsements for Lessee and its officers, directors, employees, volunteers or agents (collectively referred to as the "Additional Insureds") under the General Liability and Employment Practices policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor's insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor's insurance and shall not contribute to it.

f. Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable

policy language affecting coverage required by this clause) and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor's obligation to provide them. Lessee reserves the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessor will provide 30 days prior written notice to Lessee in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessee at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work.

14. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

15. Indemnification. Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of another Party. Notwithstanding anything to the contrary, Lessor agrees to defend, indemnify and hold harmless Lessee, its employees, officers, directors, and agents from and against any and all liability for base pay, overtime, double time, premium or incentive pay, contributions or taxes payable under any workers compensation, unemployment compensation, disability benefits, old age benefit, tax withholding laws, wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), leaves of absence, or other applicable laws for which Lessee may be liable as a joint employer with respect to any compensation due and owing to Shared Personnel for the performance of Services pursuant to this MOU.

16. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

17. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

18. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually

amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in San Diego County before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

19. Notice. All notices, requests, demands, or other communications (collectively “Notice”) given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

To: California Pacific Charter Schools
ATTN: Chief Executive Officer
940 South Coast Drive, Suite 185
Costa Mesa, CA 92626

To: Sage Oak Charter Schools
ATTN: Chief Executive Officer
1473 Ford Street, Suite 105
Redlands, CA 92373

20. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

21. Amendments. This MOU may be amended by the mutual written consent of all Parties.

22. Entire MOU. This MOU constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU.

23. Compliance with Laws. The Parties will comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

24. Arm’s Length and Independent Counsel. This MOU has been negotiated at arm’s length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this MOU. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this MOU shall be interpreted in a reasonable manner to affect the purpose of the Parties and this MOU. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this MOU.

25. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

26. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

27. Governing Law. This MOU shall be governed by and interpreted under California law.

28. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

29. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

[Signature Page to Follow]

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

<p>California Pacific Charter Schools, a California nonprofit public benefit corporation</p> <p>By: Chief Executive Officer Name: <u>Christine Feher</u></p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Sage Oak Charter Schools, a California nonprofit public benefit corporation</p> <p>By: Chief Executive Officer Name: <u>Krista Woodgrift</u></p> <p>Signature: _____</p> <p>Date: _____</p>
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ATTACHMENT A

Shared Services

(See Job Description)

ATTACHMENT B

Allocation

The following Allocation is approved and effective as of July 1, 2023:

School	Allocation
California Pacific Charter Schools	80%
Sage Oak Charter Schools	20%

ATTACHMENT C

Total Cost

The following total cost of employing Shared Personnel is approved and effective as of July 1, 2023:

1. Romy Mason, 1.0 FTE, Special Education Data and Compliance Specialist

Year	Annual Salary	Stipends	Benefits	Retirement	Payroll Taxes	Total Comp
2023-2024	\$90,663.46	\$600 (cell)	\$15,600	\$7,253.08	\$7,173.75	\$120,740.29

California Pacific Charter Schools \$96,592.23

Sage Oak Charter Schools \$24,148.06



California Pacific Charter Schools

Special Education Data & Compliance Specialist

Job Description

Reports To:	Assistant Director of Special Education
FLSA Status:	Exempt
School Classification:	Classified
Pay Range:	Grade 24
Work Schedule:	12 months
Location:	Remote office with occasional travel to the office, events, and other work areas as assigned

Position Summary: *The Special Education Data & Compliance Specialist is responsible to assist the Special Education department by ensuring compliance with all state and federal special education student data reporting; performing accounting duties; performing records management and administrative assistance for the Special Education administrative team. The position is responsible to review IEP documents for completion and update the student information system; interfaces with internal staff and vendors to ensure services for students as dictated by the IEP; enters data and audits records in the student information system; prepares reports and performs other related duties as assigned.*

NPAs contracts and services

Technical completion and compliance of IEPs

Change title to Coordinator

Minimum Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Three years of accounting related experience including duties such as accounts receivable, accounts payable, placing and receiving orders, and setup and tracking services for independent contractors in a computerized system. Preferably supplemented by responsibility in data management with at least one year of experience involving data entry, query, and reporting utilizing an information system.
- Graduation from high school or equivalent. Two years of college level coursework in accounting is highly desirable.
- Hold and maintain a valid California Driver's License; proof of automobile insurance; and full time use of a dependable automobile that is insured pursuant to California regulations.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years

*Special Education Data & Compliance Specialist Job Description
Board Approved: May 2022*

General skills:

- Team player
- Love of learning – a lifelong learner
- Flexible and adaptable
- Open to differing views and objectives
- Conflict resolution skills
- Uphold The Collaborative's vision and mission by acting with integrity

Essential Duties and Responsibilities

1. Provide administrative support to service providers and programs in the review, recording, and maintenance of all IEP documents for the purpose of ensuring student services; review IEP documents for services determined for students; confirm available vendor(s) for services; create and maintain the master IEP list; monitor SEIS for multi-school/multi-year programs for alerts and errors.
2. Review IEP documents for completeness (i.e. all pages completed, dates are correct and services are listed); secure parents and IEP team electronic signature on documents.
3. Coordinate student assessments with service providers and/or vendors; prepare notices to internal staff for student assessment assignments; confirm vendor availability as needed.
4. Support Special Education operations in maintaining a program-wide database for the purpose of collecting, organizing, analyzing, tracking, and reporting all special education student information required by the District, SELPA, and by State and federal agencies.
5. Maintain accurate student records both electronic and hard copies; assist in the development of policies and procedures related to student records to maximize the integrity of data.
6. Ensure data within the SIS and SEIS systems correlate; prepare weekly audit reports.
7. Review SEIS reports regularly and generate weekly reports for the appropriate staff in order to track all IEP meetings held; prepare and run weekly audit reports (e.g. Enrollment and Master IEP lists).
8. Notify special education providers of upcoming Plan Review and Eligibility Evaluation IEP meetings; obtain and ensure all IEPs are affirmed in SEIS within seven calendar days of the meeting.
9. Distribute IEP forms as requested.
10. Track enrollment of special education students; contact programs to clarify enrollment and clear discrepancies; check CalPADS system to verify student's special education history; contact other schools to complete records requests of confidential special education student records.
11. Assist with coordinating services and generating student rosters throughout the school year, Extended School Year, and compensatory education services.

*Special Education Data & Compliance Specialist Job Description
Board Approval: May 2022*

12. Assist with assigning students to the Education Specialist; enter assignment in SEIS and SIS and set up teacher database accounts and appropriate user access.
13. Communicate with SELPA to clear errors related to student enrollment and for the purpose of setting up special education records/accounts for new charter schools.
14. Support Special Education operations by performing a variety of purchasing and accounting functions and monitoring student attendance for the purpose of compliance with State and federal agency reporting.
15. Prepare files for electronic transmission of data to various State and education agencies (e.g. ERMHS and SPED Performance Indicators Compliance).
16. Implement systems for tracking high school graduates and completers who received special education services post secondary for one or more years.
17. Evaluate and select cost effective vendor sources; utilizing approved templates, assist in the preparation of contracts and service agreements in compliance with applicable regulations; request supporting documents from appropriate sources.
18. Contact vendors regarding discrepancies in invoices, statements, deliveries, and product/service quality; establish and maintain positive supplier/vendor relationships; investigate and solve complaints.
19. Receive, track, audit, and process invoices for payment; verify services or products received/provided; communicate with vendors to adjust/correct charges; code, monitor, and track requisitions by account code.
20. Monitor and verify student attendance and vendor services; prepare and ensure accuracy of attendance reports distributed to program personnel; may call parents to verify attendance.
21. Document and report billable Medi-Cal services to the SEIS billing program for reimbursement; run and restore systems error checks; generate Medi-Cal claims for billable service providers.
22. Track and/or bill for general education students receiving medically necessary services (i.e. services provided through 504 Plans or the SST process).
23. Analyze data for report submission and report inaccuracies or variances to the administrators and back office team.
24. Prepare and run weekly audit reports (e.g. attendance, enrollment, and Master IEP lists); prepare complex spreadsheets for internal data tracking and documentation of services; respond to data inquiries to meet the information and reporting needs of system users.
25. Prepare and maintain a variety of budgetary and accounting records and reports related to requisitions, time sheets, correspondence and other related documents.
26. Oversee scheduling of translation services as requested.
27. Assist with administrative duties, as needed, including preparing board agenda items.
28. Assist Admissions team during summer enrollment months.
29. Maintain professional competence through professional development via numerous educational activities; attend and participate in a variety of assigned meetings, conferences, trainings and/or special events.
30. Participate in committees and support student and program-wide activities.

*Special Education Data & Compliance Specialist Job Description
Board Approval: May 2022*

Other Duties

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; ensuring compliance with the provisions of the California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Perform other related duties as assigned.

Knowledge and Abilities: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Knowledge

- Student data and reporting for Special Education services.
- Data processing principles and practices using multiple information systems.
- Financial and statistical record-keeping techniques.
- Oral and written communication skills.
- Special Education terminology, programs, practices, and procedures.
- Modern office practices, procedures, and equipment.
- Correct English usage, grammar, spelling, and punctuation.
- Interpersonal skills using patience, tact, and courtesy.

Ability

- Conduct internal audits of student information within the SEIS and student information systems.
- Perform mathematical computation with accuracy and attention to detail.
- Conduct needs assessment and develop project plans.
- Demonstrate effective interpersonal skills.
- Communicate effectively in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Use technology in an effective manner for communicating, analyzing, and reporting.
- Utilize spreadsheets, databases, MS Office and financial software applications proficiently.
- Maintain professional, cordial relationships with students, parents, and staff.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists.

*Special Education Data & Compliance Specialist Job Description
Board Approval: May 2022*

- Read, interpret, apply, and explain a variety of instructions furnished in written, oral, diagram, or schedule form.
- Meet schedules and timelines; plan and organize work.
- Work independently with little direction.
- Communicate in a respectful, professional, and courteous manner.
- Deliver information effectively.
- Organize people and processes.
- Maintain confidentiality.
- Adhere to directives and uphold department policies and practices.

Use of Computer Technology:

To perform this job successfully, an individual must be proficient utilizing SEIS software, Microsoft Office applications specifically Microsoft Excel, Google Suite, and a variety of web-based applications; have the ability to utilize the Internet to conduct research and participate in virtual meetings; and respond to a high volume of emails in a timely manner.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operate a computer and other office productivity machinery
- Seeing to read a variety of materials and view computer monitor for extended periods of time
- Close vision and ability to adjust focus
- Bending at the waist, kneeling, or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public or remote office settings
- Indoor in varying temperatures
- Employee must have available transportation and when required, be able to drive up to 100 miles in a day

*Special Education Data & Compliance Specialist Job Description
Board Approval: May 2022*

Hazards:

- Contact with dissatisfied individuals.

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

Employee Signature

Printed Name

Date

*Special Education Data & Compliance Specialist Job Description
Board Approval: May 2022*

Coversheet

Approval of Property and Casualty Insurance Policies by Bolton & Company (Renewal)

Section: XIII. Personnel Services
Item: D. Approval of Property and Casualty Insurance Policies by Bolton & Company (Renewal)
Purpose: Vote
Submitted by: Corrie Amador
Related Material: California Pacific Charter School 2023 Rate Proposal.pdf

BACKGROUND:

As the School's insurance broker, Bolton & Company completed the annual process to review and negotiate renewal rates for all insurance policies held by CalPac. An Executive Summary listing the change in rates has been provided to the Board. Per Bolton, "The education sector continues to see an escalation in liability claims related to employment practices and molestation and abuse, both in frequency and severity, leading to increasing rates, even among claims-free schools. This, along with the 3% increase in student count, is what's driving the pricing for this year's renewal."

The policy renewals reflect an approximate 6% increase over 2022-2023. Upon approval, the renewal rates will take effect July 1, 2023.

RECOMMENDATION:

It is recommended the Board approve the renewal rates for all property and casualty insurance policies for the 2023-2024 school year including: Property, General Liability, Automobile, Umbrella Liability, Educators Legal Liability, Directors and Officers, Employment Practices Liability, Crime, Workers' Compensation, Student Accident, and Cyber Liability.

Premium Comparison

California Pacific Charter Schools

	2022-2023		2023-2024		\$
	Expiring Premium		Renewal Premium		Difference
Property including Inland Marine*	\$	1,202	\$	825	\$ (377)
Automobile	\$	2,391	\$	3,004	\$ 613
General Liability	\$	9,030	\$	10,858	\$ 1,828
Umbrella	\$	4,165	\$	4,943	\$ 778
Educators Legal Liability including D&O and EPL	\$	9,307	\$	11,019	\$ 1,712
Crime	\$	3,188	\$	3,188	\$ -
Student Accident	\$	1,758	\$	1,608	\$ (150)
Cyber Liability	\$	7,425	\$	7,975	\$ 550
Fee	\$	150	\$	150	\$ -
Surplus Lines Taxes & Fees	\$	241	\$	241	\$ -
Workers' Compensation	\$	51,133	\$	51,655	\$ 522
State Taxes	\$	2,959	\$	2,945	\$ (14)
TOTAL	\$	92,949	\$	98,411	\$ 5,462

*2023 Property premium estimated to include recently added Storage Unit

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request.

The issued policy will supersede this proposal.

Higher Limits May be Available for All Coverages



Coversheet

Approval of Employee Handbook Policy Changes

Section: XIII. Personnel Services
Item: E. Approval of Employee Handbook Policy Changes
Purpose: Vote
Submitted by:
Related Material: BUS - Employee Handbook Policy Changes.docx.pdf
Conflict of Interest Notice CPCS Rev June 2023 (1).pdf
Out of State Work Policy June 2023.pdf
Vacation Policy Rev June 2023 (1).pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item:

Date: June 13, 2023

	Correspondence/Proposals/Reports
	Consent Agenda
	Business/Financial Services
	Education/Student Services
X	Personnel Services
	Curriculum
	Policy Development

Item Requires Board Action: X

Item is for Information Only: _____

Item: Approval of Employee Handbook Policy Changes

Background:

Staff propose the following policy revisions to the Employee Handbook to take effect July 1, 2023.

Conflict of Interest

It is proposed this policy be revised to allow staff to receive gifts that are less than \$50 in value. This policy change recognizes that on occasion staff may receive gifts of appreciation such as families sending gifts to teachers at the end of the school year. This modification is proposed to allow for these types of exceptions.

Out of State Work

In order to limit the nonprofit’s exposure in regards to employment law risks and responsibilities, it is recommended the Board approve a new policy restricting employment to individuals residing within the State of California. The state has extensive employment law requirements and it has become increasingly burdensome for staff to monitor and comply with multiple states’ rules and regulations, exposing the school to compliance issues and potential legal action. The policy will allow for the continued employment of current employees residing out of California assuming ongoing factors such as performance and financial ability without modifying the at-will employment status.

Vacation

This policy has been revised to include a vacation accrual for certificated staff working at least 60% FTE, and expands the classified vacation policy to provide vacation accrual starting at 60% FTE. The administration recognizes that staff may have need for time off from work other than for illness or injury and are committed to providing staff with support in their work-life balance.

It is recommended the Board approve the proposed policy changes be included in the Employee Handbook as presented.

Fiscal Impact: \$5,983.90

Vacation accrual balances must be paid out to staff upon separation. The fiscal impact is an estimate based on annual attrition, which has historically been approximately five employees.

(Allocation split may vary dependent on actual enrollment)
California Pacific Charter - Los Angeles (#1751) \$ 2,991.95
California Pacific Charter - San Diego (#1758) \$ 1,914.85
California Pacific Charter - Sonoma (#2037) \$ 1,077.10

California Pacific Charter School

CONFLICT OF INTEREST & APPROPRIATE EMPLOYEE CONDUCT AGREEMENT

Notice to Employees:

As a condition of continued employment, all employees of California Pacific Charter Schools (“CalPac” or “School”) must review and sign the following notice regarding appropriate employee conduct concerning outside employment and possible employment conflicts of interest. Failure or refusal to sign this document may lead to termination of employment. Please contact the HR department should you have any questions regarding this notice.

By signing this document, you agree to the following:

1. **Outside Employment:** Any outside employment or outside jobs are subject to the following restrictions and conflict of interest policy.
 - A. Your activities, including additional employment and any other conduct away from the job, must not compete with, conflict with, or compromise CalPac’s interests or adversely affect your job performance. These activities must also not interfere with your ability to fulfill your responsibilities to the School. During your non-working hours you are prohibited from performing any services for CalPac customers, which are normally performed by CalPac. Neither are you to solicit or conduct any outside business during paid working time. Also prohibited is your unauthorized use of any School tools or equipment or, without authorization, providing or using any CalPac confidential or proprietary information.
 - B. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusing to travel, misuse of School property, or refusing to work overtime or different hours. If your outside employment causes or contributes to job-related problems, the outside job must be discontinued. If the situation requires, employee disciplinary procedures will be followed to deal with the specific problem. Therefore, you are cautioned to carefully consider the demands that additional work activity will create before accepting outside employment.
 - C. In evaluating outside jobs, the following guidelines will be followed in determining whether the proposed employment is permissible. Specifically, you understand that you may not engage in outside employment that:
 - Involves working for a competing school or a school with a model similar to CalPac;
 - Conflicts with your regular work hours;
 - Actually or potentially results in a conflict of interest with, or otherwise interferes with the employee’s responsibilities to the School

California Pacific Charter School

- (See Conflict of Interest policy below);
 - Involves organizations that do business with the School, such as major contractors, suppliers, and customers;
 - Might adversely affect the School's image.
- D. If you have accepted outside employment, you may not use paid leave in order to work at the outside position. Fraudulent use of sick leave will result in disciplinary action up to and including termination.
- E. If it is determined that your outside employment constitutes a conflict of interest or causes a disruption of the School's operation, then you will be asked to limit or discontinue the outside employment. Disciplinary action up to and including termination of employment may be taken for outside employment that, unless otherwise approved, is inconsistent with this policy.
- F. In order to evaluate whether your outside employment or any other source of outside income might constitute an actual or potential conflict of interest, you must disclose this information to the School's HR department as soon as the outside position begins or the additional income starts to be received.
2. **Conflicts of Interest:** This notice is not intended to prohibit you from seeking other employment or working at an appropriate second job. However, you are expected and required by law to first devote your best efforts and full-time attention to the performance of your job with CalPac. Consequently, you are permitted to engage in outside work or hold additional jobs subject to certain restrictions. These restrictions are intended to prevent the actual occurrence or the appearance of conflicts of interest. They are further meant to ensure that CalPac's interests are not compromised, and that there is nothing to interfere with your job performance or the employee's ability to fulfill their responsibilities to CalPac.

These restrictions include the following:

- A. You understand that under California law, you are subject to the "duty of loyalty" an employee owes an employer. This duty requires that if you pursue an outside personal interest which involves duties similar to those assigned to you by the School, you must give preference to the School's interests. (Labor Code § 2863.)
- B. You are expected to use good judgment; to adhere to high ethical standards; and, to avoid situations which create an actual or potential conflict between your personal interests and the legitimate business interests of the School.

A conflict of interest exists when your loyalties or actions are divided between CalPac's interests and those of another. Both actual and the appearance of a conflict of interest are to be avoided. Actions which could be considered

California Pacific Charter School

conflicts of interest include, but are not limited to: working for a competitor, supplier or customer; engaging in self-employment which is in competition with CalPac; using or providing to another confidential information to the School's detriment; using the School property or labor for personal use; or accepting personal gifts from competitors, customers, suppliers, or potential suppliers.

- C. Gifts: Neither the School nor its employees shall expect or accept gifts as a condition for providing educational services to students. Except as detailed below, employees shall not accept personal gifts from students, parent/guardians, groups, or firms. This does not prohibit employees from accepting token gifts of minimal value (\$50.00 or less) from students, parent/guardians, or groups in appreciation of the employee's services rendered as an employee of the School. Employees are expected to exercise sound professional judgment in the acceptance of gifts. If accepting gifts from individual students, employees should be sensitive to the feelings of other students and refrain from opening the gifts in front of other students.

No employee shall accept for personal use any commission, expense-paid trip, or anything of value from individuals or companies selling equipment, materials or services required in the operation of the School's programs. This does not prohibit the acceptance of materials and/or services which are of use and benefit to the School.

Honors, awards and legitimate grants from institutions and groups shall not be considered as gifts.

The provisions herein shall not be interpreted to discourage opportunities of benefit to the School, in which case Board approval is required.

- D. In addition to those restrictions listed in item 2 above, you are not permitted to work for any School contractor whose services are subject to Board approval.
- E. You are not to become involved in any matters which might result in even the appearance of a conflict of interest. The appearance of a conflict of interest exists when you are involved in a matter involving outside parties under circumstances that would cause a reasonable person, who is aware of the facts, to question your impartiality in the matter. This includes, but is not limited to, School business dealings with "close family relatives," which includes your spouse, son, daughter, father, mother, brother, sister, grandmother, grandfather, as well as those same relatives of your spouse, and anyone living in the immediate household.
- F. If you wish to seek an exception to this notice, you must receive written approval from the Executive Director or Chief Executive Officer.

California Pacific Charter School

- G. As soon as you become aware that there exists even a potential conflict of interest, you are to immediately inform the HR department of the situation in writing.

- H. Failure to comply with the requirements in this notice may subject you to employee discipline procedures including termination. Disciplinary actions may also include requiring you to either disassociate yourself from the situation causing the conflict or resigning your employment with CalPac. The Executive Director will evaluate the issues related to the conflict with you; however, CalPac retains sole discretion regarding remedies for the actual or potential conflict of interest.

I hereby acknowledge that the signing of this document is supported by adequate consideration, including but not limited to, continued access to school technology, equipment and continued employment. By signing this notice, I acknowledge that I have read and agree with all of its terms.

Employee (Print Name)

Employee Signature

Dated: _____

Out of State Work Policy

California Pacific Charter Schools (“CalPac” or the “School”) is a nonprofit corporation that operates charter schools serving students in the state of California. Due to the online nature of the work at CalPac, several employees have either moved out of the state or have been hired into positions at the School while residing out of the state of California. CalPac has attempted to support employees in this decision without termination; however, with employees working in several different states, it has become increasingly costly and burdensome for the School to navigate the various rules, laws, and compliance requirements of each state.

For the purpose of this Policy, the term “out of state” refers to any work location outside the state of California. Employees who remain domiciled in California (i.e. military orders or transfers where residency is maintained in California) may not be considered to be out-of-state employees, subject to the laws of the state in which the employee resides.

Effective June 13, 2023, the following rules and procedures will apply regarding employees working out of state.

Employees who currently work out of state will not have their out-of-state status be a bar to their continued at-will employment provided they continue to reside in the same state as of the effective date of this policy or move back to California, the funding for the employee’s position is secure, and the employee meets performance expectations for their position.

Candidates for future employment will be selected first from those residing within the state of California and will be required to remain within the state of California as a condition of employment. Additionally, current employees seeking promotion, advancement, or reassignment will be subject to the same residency rules. The Superintendent may authorize out of state employment on an emergency case by case basis where physical presence is not required and/or for specialized positions that are difficult to fill (i.e. shortage areas such as special education, math, and science instruction).

Employees must provide sixty (60) days’ written notice to CalPac if they plan to move out of state. Employees who move out of state may be subject to termination from their at-will employment at the School. Additionally, other than attending conferences or training, employees may not perform any work out of state without prior written approval from the School, as this may require the School to treat the employee as an out of state worker and subject the School to the employment laws of the out of state location.

This policy applies to all employees of CalPac regardless of classification. Nothing in this policy is intended to alter the at-will employment status or to provide a guarantee of continued employment as outlined in board policy 4010-CPCS or the employment agreement. Violation of this policy may result in discipline, up to and including termination of the at-will employment.

R. Vacation

The School’s vacation policy is intended to provide eligible staff with time off to attend to personal matters. This policy is subject to change at the discretion of the School.

Vacation days must be requested and approved in advance of the time off. Employees must submit their request to their supervisor or manager through the leave system at least two (2) weeks prior to the requested time off, except in cases of unforeseeable circumstances. Vacation may be used in increments of no less than one (1) hour. Any changes to a vacation request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of vacation, except in an emergency situation. Approval of vacation days are subject to the needs of the school. A requested vacation will be approved if the absence does not cause a disruption of service or result in issues of coverage. Failure to obtain pre-approval for vacation may result in disciplinary action.

Employees will become eligible for vacation accrual after completing three (3) months of continuous service. Vacation time may not be utilized before it is earned. Accrued and unused vacation hours will roll over from year to year, but are capped at one and a half times (1.5) the employee’s annual rate of accrual. Employees will not accrue any additional vacation until their balance has dropped below the annual cap. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Earned vacation accruals are displayed in the payroll system and on the employee’s pay stub. Upon separation from the School, employees will be paid for any accrued, but unused vacation days in accordance with applicable laws and School policy.

(Certificated Employees)

Certificated employees are entitled to vacation terms based upon date of hire, length of service, and status with the School. Certificated employees shall accrue three (3) days of paid vacation each year prorated based on FTE, length of employment, and percentage of time the employee was vacation eligible.

For certificated employees, requests for vacation will not be granted during the first two (2) weeks and last two (2) weeks of the school semester or during testing windows. The supervisor may determine additional peak times in which vacations may not be approved.

Vacation Accrual <i>Certificated Staff</i>			
Eligibility Status	Full Time Equivalent (FTE)	Hours Worked Per Week	Total Annual Accrual
Full Time Tier 2	.80+	32+	24 hours

Part Time Tier 1	.60 - .79	24-31	18 hours
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(Classified Employees)

Classified employees are entitled to vacation terms based upon assignment FTE, date of hire, length of service, and status with the School. Vacation will accrue beginning on the first day in paid status, but may not be used until after completing three (3) months of continuous service. Employees may be required to apply their earned vacation hours during school recess.

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. The supervisor may determine peak times in which vacations may not be approved.

Vacation Accrual <i>Classified Staff</i>						
Eligibility Status	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Monthly Pay Period	Total Hours Accrued Per Month	Total Max Annual Accrual
Full Time Tier 2	.80+	32+	4 hours/4 hours	8 hours	8 hours	96 hours
Part Time Tier 1	.60-.79	24-31 hours	1 hour/1 hour	2 hours	2 hours	24 hours

Coversheet

Preliminary Budget 2023-24, First Reading

Section: XIV. Public Hearings
Item: A. Preliminary Budget 2023-24, First Reading
Purpose: Discuss

Submitted by:

Related Material:

2023-24 Preliminary Budget - California Pacific Charter Schools.pdf

2023-24 Preliminary Budget Presentation.pdf

2023_LCFF_Budget_Overview_for_Parents_California_Pacific_Charter_-_Sonoma_20230610.pdf

2023_LCFF_Budget_Overview_for_Parents_California_Pacific_Charter_-_San_Diego_20230610.pdf

2023_LCFF_Budget_Overview_for_Parents_California_Pacific_Charter_-_Los_Angeles_20230610.pdf

Education Protection Account (EPA) - Expenditure Summary 06.30.2023.pdf



California Pacific Charter Schools

2023-24 Preliminary Budget

1758 California Pacific Charter School-San Diego

1751 California Pacific Charter School-Los Angeles

2037 California Pacific Charter School-Sonoma



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

1758	California Pacific Charter School – San Diego	(CPC-SD)
1751	California Pacific Charter School – Los Angeles	(CPC-LA)
2037	California Pacific Charter School – Sonoma	(CPC-SO)

On or before July 1, charter schools are required to submit a preliminary budget to their chartering authority and the County Office of Education (COE). A budget is the charter school's proposed plan of the estimated revenues and expenditures based on historical data and the most recent information known at the time of development. The budget is a living document that will be adapted throughout the year as growth changes, funding levels change, and other new information becomes available.

California Pacific Charter School's 2023-24 Preliminary Budget is based on the assumptions outlined in the Governor's May Revision and information available to date. Estimated Actuals for 2022-23 have been projected based on the most current information.

Governor's May Revision Highlights:

On May 12th, the May Revision to the Governor's budget was released. This is an annual process whereby the governor updates the budget proposal for the upcoming school year. The budget was introduced in January, and Legislation will adopt the budget by June 15.

The May Revision:

- Fully funds an 8.22% cost-of-living adjustment (COLA); a slight increase from 8.13% in January, for Local Control Funding Formula (LCFF) apportionment; and other categorical revenue.
- Proposes to further decrease funding for the one-time Arts and Music Block Grant. The May Revision would cut funding in half, from \$666 to \$333 per ADA. This is a further decrease of \$607 million. This reduction would be on top of the \$1.2B reduction proposed in January, bringing the block grant down by approximately \$1.8B. The Governor suggests that some of this would be offset by \$933M expected as a result of Arts funding that will be provided in 2023-24 under the newly enacted Proposition 28.
- Also notes a problematic Proposition 98 deficit that existed in January has continued to increase with the May Revision. Proposition 98 funding of \$106.8 billion for 2023-24, a decrease of \$2.0 billion from the Governor's January estimates.
- Proposes to decrease funding for the one-time Learning Recovery Emergency Block Grant by one-third. The May Revision proposes a decrease of approximately \$2.5B one-time funds for this Block Grant taking funding from \$7.9B at the Governor's Budget in January to \$5.4B at the May Revision.



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

Preliminary Budget Financial Highlights:

Overall, all three schools have sufficient reserves, healthy cash flows, and project fiscal solvency in the current year plus the next two years.

CPC-SD 2023-24 Preliminary Budget projects a budget surplus of \$169,104. This is an increase from 2022-23 Estimated Actuals of \$475,245.31 from prior budget deficit of (\$306,141.08). This will allow CPC-SD to end the fiscal year with an ending fund balance of \$2,131,773, which is approximately 55.02% of annual expenditures. CalPac believes this is a sufficient ending fund balance.

CPC-LA 2023-24 Preliminary Budget projects a budget surplus of \$125,766. This is a decrease from 2022-23 Estimated Actuals of (\$128,605.21) from prior budget surplus of \$254,371.19. This will allow CPC-LA to end the fiscal year with an ending fund balance of \$2,844,821, which is approximately 47.08% of annual expenditures. CalPac believes this is a sufficient ending fund balance.

CPC-SO 2023-24 Preliminary Budget projects a budget surplus of \$210,488. This is a decrease from 2022-23 Estimated Actuals of (\$72,325.15) from prior budget surplus of \$282,813.40. This will allow CPC-SO to end the fiscal year with an ending fund balance of \$1,094,434, which is approximately 48.99% of annual expenditures. CalPac believes this is a sufficient ending fund balance.

Enrollment and ADA Assumptions

Average Daily Attendance (ADA) is the base factor used in determining the single largest source of income, LCFF apportionment; therefore, any change in enrollment or attendance, however slight, creates a significant change in the amount of revenue apportionment.

By-grade enrollment and ADA projections are shown on the Enrollment & ADA sheet.

All three California Pacific Charter Schools are seeing strong enrollment projections as the result of exemplary work from CalPac staff in student retention efforts and successful enrollment campaigns. For each of the schools, management has prepared the budget with conservative enrollment and ADA estimates that may see increases when the First Interim Budget is prepared in December later this year.

Attendance ratio percentage is management's estimate based on historical data trends. When reviewing the Attendance Ratio, it is important to note that this is not solely on a per pupil basis, but also includes any students that did not complete a full year at CalPac. As such, not every student will equal 1 FTE and their inclusion contributes to the overall ADA ratio.



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

	2022-23 P-2	2023-24 Projected	2024-25 Projected	2025-26 Projected
California Pacific Charter-SD				
Enrollment	268	260	267	278
Total Charter ADA	245.73	247.00	253.46	262.54
Attendance Ratio	95.02%	95.00%	94.93%	94.44%

	2022-23 P-2	2023-24 Projected	2024-25 Projected	2025-26 Projected
California Pacific Charter-LA				
Enrollment	411	418	426	429
Total Charter ADA	369.97	402.00	409.39	412.10
Attendance Ratio	96.29%	96.17%	96.10%	96.06%

	2022-23 P-2	2023-24 Projected	2024-25 Projected	2025-26 Projected
California Pacific Charter - Sonoma				
Enrollment	146	159	159	159
Total Charter ADA	129.49	151.00	151.00	151.00
Attendance Ratio	94.78%	94.97%	94.97%	94.97%

Revenue

General Purpose Entitlement - LCFF Revenue – LCFF is the primary funding source for all three schools. LCFF revenues have been calculated based on the most recent FCMAT LCFF calculator. Cost-of-living adjustment (COLA) has been adjusted to 8.22% for LCFF Revenue, per the Governor’s May Revision.

Federal Revenue –

- Title I, II, and IV Funds have been updated to reflect the most current allocation schedules.
- Federal Special Education revenues have been updated to reflect the most current allocation schedules.
- Elementary and Secondary School Emergency Relief (ESSER III) Funds total approximately \$78K for CPC-SD, \$88K for CPC-LA, and \$47K for CPC-SO. These funds are available until September 30, 2024.



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

State Revenue –

- Mandated Block Grant (MBG) revenues have been calculated as \$19.85 per ADA for grades K-8 and \$55.17 per ADA for grades 9-12.
- California Lottery per ADA rate is \$170 for unrestricted resource 1100, and \$67 for restricted resource 6300.
- State Special Education revenues have been updated to reflect the most current allocation schedules.
- Educator Effectiveness Fund (EEF) allocations for 2023-24 total approximately \$68K for CPC-SD, \$67K for CPC-LA, and \$75K for CPC-SO. These funds are available until June 30, 2026.
- Proposition 28—Arts and Music Education Funding has been estimated at approximately \$333 per ADA. Allocations from the California Department of Education (CDE) are not available as of budget development.
- Universal Prekindergarten Planning & Implementation Grant (UPK) fund allocations for 2023-24 total approximately \$23K for CPC-SD, \$19K for CPC-LA, and \$29K for CPC-SO. These funds are available until June 30, 2024.
- Arts, Music, and Instructional Materials Discretionary Block Grant (AMIM) fund allocations for 2023-24 total approximately \$35K for CPC-SD, \$44K for CPC-LA, and \$20K for CPC-SO. These funds are available until the 2025-26 fiscal year. Budget includes an estimated reduction in funding, per May Revise.
- Learning Recovery Emergency Block Grant (LREBG) fund allocations for 2023-24 total approximately \$34K for CPC-SD, \$48K for CPC-LA, and \$19K for CPC-SO. These funds are available until the 2027-28 fiscal year. Budget includes an estimated reduction in funding, per May Revise.
- All three CalPac schools intend to apply for Career Technical Education Incentive Grant (CTEIG) funding for the 2023-24 school year. The funding requests are projected to be \$66K for CPC-SD, \$86K for CPC-LA, and \$28K for CPC-SO. This grant requires a 1:2 match (\$2 local to \$1 state match).

Local Revenue –

- Interest revenue is projected at \$5K for CPC-SD and \$1K for CPC-SO.

Expenses:

Salaries and Benefits –

- 2022-23 Estimated Actuals includes a proposed one-time discretionary learning recovery bonus for eligible CalPac employees at each of the three schools. It is subject to Board approval at the June 13, 2023 Board meeting.
- 2023-24 Staffing expenses include a proposed increase to salary schedules – 3% for administrative staff and 5% for all other staff. This increase is subject to Board approval at the June 13, 2023 Board meeting.
- CalSTRS Retirement has been calculated at the 19.10% match rate.



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

- CalPac offers a match for classified staff in assignments of at least 60% FTE or greater. The matching annual employer contribution to the 457(b) plan is not to exceed 5% of the employee's annual wages. Additionally, eligible classified staff will receive a guaranteed 3% employer contribution beginning in the 2023-24 school year.
- In anticipation of growth, the staffing includes the following new positions.
 - ❖ 1 - Education Specialist (Mild/Mod)
 - ❖ 2 - School Psychologist Intern
 - ❖ 1 - Guidance Technician
 - ❖ 1 - Admissions Assistant
 - ❖ 1 - Tutor
 - ❖ 2 - Special Education Instructional Assistant

Books and Supplies

- California Pacific Charter Schools received a large \$30K total discount from Accelerate Learning which helped reduce expenses in this group.
- For 2023-24, curriculum expenses are expected to increase several contracts have not been renewed (for example, TeachTown) also contributing to decreases in this category.
- For CPC-SO, 2023-24 increases in this category are due largely to increasing enrollment. Many of the expenses in this category are on a per student basis.

Services and Other Operating Expenditures

- Subagreements for Services expenses are expected to increase in 2023-24 as more vendored services for Special Education are expected.
- Travel and Conferences expenses are expected to increase in 2023-24 due to additional professional development opportunities for staff.

Per pupil expenditures –

CPC-SD's per pupil spending rate for 2023-24 Preliminary Budget is approximately \$14,901.

CPC-LA's per pupil spending rate for 2023-24 Preliminary Budget is approximately \$14,456.

CPC-SO's per pupil spending rate for 2023-24 Preliminary Budget is approximately \$14,049.

Multi-Year Projection Assumptions

A Multi-Year Projection has been prepared to show that California Pacific Charter Schools has a sound financial plan in place that will assure fiscal solvency in the current year plus the next two years. This report shows the projected revenues and expenditures for the current year and each of the next two years.



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

2024-25 Assumptions

- LCFF COLA has been adjusted to 3.94%, per the Governor's May Revision.
- ESSER III Funds total approximately \$33K for CPC-SD, and \$17K for CPC-SO. CPC-LA is expected to have fully exhausted this funding in 2023-23. CPC-SD and CPC-SO ESSER III funds are expected to be fully exhausted in 2024-25. These funds are available until September 30, 2024.
- MBG revenue rates at \$20.63 per ADA for grades K-8 and \$57.34 per ADA for grades 9-12.
- California Lottery per ADA rate is \$170 for unrestricted resource 1100, and \$67 for restricted resource 6300.
- EEF allocations total approximately \$17K for CPC-SD, \$17K for CPC-LA, and \$19K for CPC-SO - and are expected to be fully exhausted in 2024-25. These funds are available until June 30, 2026.
- Proposition 28 revenue has been estimated at approximately \$333 per ADA. Allocations from the California Department of Education (CDE) are not available as of budget development.
- AMIM allocations total approximately \$35K for CPC-SD, \$44K for CPC-LA, and \$20K for CPC-SO. These funds are available until the 2025-26 fiscal year.
- LREBG allocations total approximately \$58K for CPC-SD, \$80K for CPC-LA, and \$31K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- All three CalPac schools intend to apply for Career Technical Education Incentive Grant (CTEIG) funding for the 2023-24 school year. The funding requests are projected to be \$68K for CPC-SD, \$88K for CPC-LA, and \$28K for CPC-SO. This grant requires a 1:2 match (\$2 local to \$1 state match).
- Staffing Step Advancement factors:
 - Certificated staff - 2.5%
 - Classified staff - 3.0%
- Assuming zero COLA increases in staffing schedules.
- Consumer Price Index (CPI) Inflation is estimated at 3.02% for 2024-25.
- Vendors with a "per student" pricing model have been increased proportional to the expected change in enrollment.

2025-26 Assumptions

- LCFF COLA has been adjusted to 3.29%, per the Governor's May Revision.
- MBG revenue rates at \$21.31 per ADA for grades K-8 and \$59.23 per ADA for grades 9-12.
- California Lottery per ADA rate is \$170 for unrestricted resource 1100, and \$67 for restricted resource 6300.
- Proposition 28 revenue has been estimated at approximately \$333 per ADA. Allocations from the California Department of Education (CDE) are not available as of budget development.
- AMIM allocations total approximately \$10K for CPC-SD, \$9K for CPC-LA, and \$6k for CPC-SO. These funds are available until the 2025-26 fiscal year and expected to be fully exhausted in this fiscal year.



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

- LREBG allocations total approximately \$58K for CPC-SD, \$80K for CPC-LA, and \$31K for CPC-SO. These funds are available until the 2027-28 fiscal year.
- All three CalPac schools intend to apply for Career Technical Education Incentive Grant (CTEIG) funding for the 2023-24 school year. The funding requests are projected to be \$71K for CPC-SD, \$88K for CPC-LA, and \$28K for CPC-SO. This grant requires a 1:2 match (\$2 local to \$1 state match).
- Staffing Step Advancement factors:
 - Certificated staff - 2.5%
 - Classified staff - 3.0%
- Assuming zero COLA increases in staffing schedules.
- Consumer Price Index (CPI) Inflation is estimated at 2.64% for 2025-26.
- Vendors with a “per student” pricing model have been increased proportional to the expected change in enrollment.

Debt – Revolving Loan Fund Program

California Pacific Charter School – Sonoma received a low-cost loan through the California School Financing Authority Charter School Revolving Loan Fund Program (RLF). The loan carries an interest rate of approximately 2%. Annual payments of principal and interest are deducted from CPC-SO’s LCFE payments received. This loan is expected to be paid in full at the end of the 2024-25 fiscal year.

<u>Fiscal Year</u>	<u>2023-2024</u>	<u>2024-2025</u>
Principal Balance	<u>\$ 92,392</u>	<u>\$ 46,198</u>
Principal Payment	\$ 46,194	\$ 46,198
Interest Payment	<u>1,681</u>	<u>737</u>
Total Repayment	\$ 47,875	\$ 46,935
Ending Principal Balance	<u>\$ 46,198</u>	<u>\$ 0.00</u>

Reserves

Reserves (or “Fund Balance”) is the difference between a fund’s assets and liabilities. Reserves provide cash flow liquidity to fund general operating activities. Reserves are essential in mitigating current and future risks that may occur from unforeseen revenue fluctuations and/or unanticipated expenditures, and to fund all existing programs.



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

Components of ending fund balance are categorized as follows:

Assignment for Special Education – While Local Education Agencies (LEAs) receive specific funding allocated to meet the needs of special education students, occasionally the needs of such students may arise to the extent that alternative placement is necessary to meet the child’s offer of Free and Appropriate Public Education. If a school enrolls a student with exceptional needs which requires services that are not covered by the school’s adopted budget or by emergency SELPA funding, this assignment establishes a planned reserve for these associated costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Legal – While much can be done to prevent litigation, even the best planning does not eliminate the risk of litigation. This assignment establishes a planned reserve to cover potential legal costs. The recommended level for this assignment is one to four percent (1-4%) of annual expenditures.

Assignment for Economic Uncertainty – This amount represents an overall “safety net” for the school to cover a variety of unforeseen mid-term to long-term economic circumstances, including higher than expected outflows in any of the above three assignments.

Cashflow Reserve – This is an amount set-aside to cover short-term delays in cash receipts from governmental sources. This budget includes an amount equal to twenty-five to thirty-five percent (25-35%) of annual expenditures.

California Pacific Charter - San Diego Summary of Ending Fund Balance

	2023-24	2024-25	2025-26
Ending Fund Balance (EFB)	2,131,773	2,307,228	2,520,466
Components of EFB			
<i>Assigned for Special Education (3%)</i>	116,231	120,407	124,641
<i>Assigned for Legal (4%)</i>	154,974	160,543	166,188
<i>Assigned for Economic Uncertainty</i>	504,542	621,526	775,494
<i>Cashflow Reserve (35%)</i>	1,356,026	1,404,752	1,454,143



California Pacific Charter Schools

2023-24 PRELIMINARY BUDGET NARRATIVE

California Pacific Charter - Los Angeles Summary of Ending Fund Balance

	2023-24	2024-25	2025-26
Ending Fund Balance (EFB)	2,844,821	2,956,265	3,007,212
Components of EFB			
<i>Assigned for Special Education (4%)</i>	241,705	249,422	258,096
<i>Assigned for Legal (4%)</i>	241,705	249,422	258,096
<i>Assigned for Economic Uncertainty</i>	548,622	586,754	555,298
<i>Cashflow Reserve (30%)</i>	1,812,789	1,870,667	1,935,722

California Pacific Charter - Sonoma Summary of Ending Fund Balance

	2023-24	2024-25	2025-26
Ending Fund Balance (EFB)	1,094,434	1,203,620	1,244,579
Components of EFB			
<i>Assigned for Special Education (1%)</i>	22,338	23,064	23,832
<i>Assigned for Legal (4%)</i>	89,352	92,257	95,329
<i>Assigned for Economic Uncertainty</i>	424,291	511,690	529,615
<i>Cashflow Reserve (25%)</i>	558,453	576,609	595,803

Cash Flow

Cash flow continues to be strong for all three schools, with positive monthly cash balances expected for the 2022-23 fiscal year as shown on the Monthly Cash Forecast. No state deferrals for the current year or future years are noted at this time. Cash is always closely monitored to ensure each school is liquid to satisfy obligations. No external borrowing is anticipated to be needed.

For CPC-SD the ending cash balance as of June 30, 2024 is forecasted to be \$2,124,650, which represents approximately 200 days of cash on hand.

For CPC-LA the ending cash balance as of June 30, 2024 is forecasted to be \$2,601,309, which represents approximately 157 days of cash on hand.

For CPC-SO the ending cash balance as of June 30, 2024 is forecasted to be \$869,740, which represents approximately 142 days of cash on hand.



California Pacific Charter-San Diego

2023-24 Preliminary Budget



**2023-24 Preliminary Budget
Enrollment & ADA**

CHARTER 1758	CPC-SD		CPC-SD		CPC-SD	
	2023-24		2024-25		2025-26	
Attendance Ratio:	95.00%		94.93%		94.44%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	2	1.90	2	1.90	2	1.89
Kinder	7	6.65	7	6.65	8	7.55
Grade 1	9	8.54	10	9.49	10	9.44
Grade 2	3	2.85	4	3.80	4	3.78
Grade 3	8	7.60	9	8.54	9	8.50
Grade 4	9	8.54	10	9.49	11	10.39
Grade 5	9	8.54	9	8.54	10	9.44
Grade 6	18	17.09	19	18.04	20	18.89
Grade 7	18	17.09	19	18.04	20	18.89
Grade 8	19	18.04	19	18.04	20	18.89
Grade 9	22	21.03	23	21.83	24	22.66
Grade 10	40	37.98	40	37.97	41	38.72
Grade 11	56	53.17	56	53.16	57	53.83
Grade 12	40	37.98	40	37.97	42	39.66
TOTAL	260	247.00	267	253.46	278	262.53
			7	2.69%	11	4.12%
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	29	27.54	32	30.38	33	31.16
Total 4-6 Enrollment	36	34.17	38	36.07	41	38.72
Total 7-8 Enrollment	37	35.13	38	36.08	40	37.78
Total 9-12 Enrollment	158	150.16	159	150.93	164	154.87
Total Enrollment/ADA	260	247.00	267	253.46	278	262.53
Unduplicated Pupil Percentage	56.92%	148	56.92%	152	56.92%	158
Percentage of ELL/LEP students	4.23%	11	4.23%	11	4.23%	12
Percentage of SPED Student	16.54%	43	16.54%	44	16.54%	46



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - San Diego (#1758)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
ENROLLMENT		268	260	(8)	-3.08%	
ADA		245.72	247.00	1.28	0.52%	
REVENUES						
General Purpose Revenue						
State Aid - Current Year	8011	2,695,128	2,954,316	259,188	9.62%	
Education Protection Account	8012	49,146	49,400	254	0.52%	
State Aid - Prior Years	8019	0	0	0	-	
In-Lieu-Of Property Taxes	8096	163,928	224,831	60,903	37.15%	
Total, General Purpose Revenue		2,908,202	3,228,547	320,345	11.02%	Increase COLA and changes in ADA.
Federal Revenues						
Special Education - Federal	8181, 8182	40,711	40,826	115	0.28%	
Other Federal Revenues	8290	229,938	150,367	(79,572)	-34.61%	
Total, Federal Revenues		270,649	191,193	(79,457)	-29.36%	Exhausted ESSER II in 22-23.
Other State Revenues						Exhausted ESSER II and exited CSI in 22-23.
Special Education - State	8311	192,838	193,842	1,005	0.52%	
Mandated Costs Reimbursements	8550	10,040	18,530	8,490	84.56%	
State Lottery Revenue	8560	61,720	58,539	(3,181)	-5.15%	
All Other State Revenues	8590	147,640	254,608	106,968	72.45%	
Total, Other State Revenues		412,237	525,519	113,282	27.48%	New Prop 28 Revenue; Additional Learning Block Grant funds captured.
Other Local Revenues						
Interest Income	8660	29,350	5,000	(24,350)	-82.96%	
All Other Local Revenues	8699	129,814	93,207	(36,607)	-28.20%	Shared Employee Agreement; 22-23 included e-waste and security deposit return.
Total, Local Revenues		159,165	98,207	(60,958)	-38.30%	
TOTAL REVENUES		3,750,253	4,043,466	293,213	7.82%	
EXPENDITURES						
Certificated Salaries						
Teachers' Salaries	1100	1,426,883	1,299,614	(127,269)	-8.92%	
Certificated Pupil Support Salaries	1200	229,812	225,585	(4,227)	-1.84%	
Certificated Supervisors' and Administrato	1300	316,943	305,212	(11,731)	-3.70%	
Total, Certificated Salaries		1,973,639	1,830,411	(143,227)	-7.26%	Increase Salary Schedules and New Positions.
Classified Salaries						
Instructional Aides' Salaries	2100	164,803	212,982	48,178	29.23%	



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - San Diego (#1758)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
Non-certificated Supervisors' and Adminis	2300	121,713	121,588	(124)	-0.10%	
Clerical and Office Salaries	2400	272,455	247,996	(24,459)	-8.98%	
Total, Classified Salaries		558,971	582,567	23,596	4.22%	Increase Salary Schedules and New Positions.
Employee Benefits						
STRS	3101	340,426	344,788	4,362	1.28%	
OASDI / Medicare	3301-3302	64,383	69,498	5,115	7.94%	
Health and Welfare Benefits	3401-3402	238,197	261,886	23,689	9.95%	
Unemployment Insurance	3501-3502	8,806	8,205	(601)	-6.83%	
Workers' Compensation Insurance	3601-3602	19,884	213	(19,671)	-98.93%	
Other Employee Benefits	3901-3902	12,680	29,480	16,800	132.50%	
Total, Employee Benefits		684,376	714,069	29,694	4.34%	Increase Salary Schedules and New Positions. Accelerate discount; some vendors removed. Fewer computers to be purchased.
Books and Supplies						
Textbooks & Core Curriculum	4100	185,830	149,975	(35,854)	-19.29%	
Materials and Supplies	4300	35,765	33,315	(2,449)	-6.85%	
Noncapitalized Equipment	4400	111,801	54,400	(57,401)	-51.34%	
Total, Books and Supplies		333,396	237,691	(95,705)	-28.71%	
Services and Other Operating Expenditures						More vendored services to be required. Increasing PD offerings. Office cleaning now part of lease.
Subagreements for Services	5100	22,924	49,603	26,679	116.38%	
Travel and Conferences	5200	55,866	60,279	4,414	7.90%	
Dues and Memberships	5300	17,836	17,453	(383)	-2.14%	
Insurance	5400	15,000	13,870	(1,130)	-7.53%	
Operations and Housekeeping Services	5500	189	0	(189)	-100.00%	
Rentals & Leases	5600	23,958	22,213	(1,745)	-7.28%	
Professional Services - Non-instructional Communications	5800 5900	324,078 46,163	302,336 43,869	(21,742) (2,293)	-6.71% -4.97%	
Total, Services and Other Operati		506,013	509,623	3,611	0.71%	
Other Outgo						
Interest	7438	0	0	0	-	
Total, Other Outgo		0	0	0	-	
TOTAL EXPENDITURES		4,056,394	3,874,361	(182,033)	-4.49%	



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - San Diego (#1758)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
NET INCREASE / (DECREASE)						
Total Revenues		3,750,253	4,043,466	293,213	7.82%	
Total Expenditures		4,056,394	3,874,361	(182,033)	-4.49%	
Net Increase / (Decrease)		(306,141)	169,104	475,245	-155.24%	
FUND BALANCE, RESERVES						
Beginning Fund Balance	9791	2,268,810	1,962,669	(182,033)	-8.02%	
Net Increase / (Decrease)		(306,141)	169,104	475,245	-155.24%	
Ending Balance, Reserves		1,962,669	2,131,773	(657,278)	-33.49%	
Ending Balance as a % of Expenditures		48.38%	55.02%			



2023-24 Preliminary Budget Multi-Year Projection

California Pacific Charter - San Diego (#1758)	2023-24	2024-25	2025-26
Enrollment	260	267	278
Average Daily Attendance	247.00	253.46	262.54
REVENUES			
General Purpose Revenue	3,228,547	3,443,457	3,671,668
Federal Revenue	191,193	148,115	119,360
Other State Revenue	525,519	496,922	473,978
Other Local Revenue	98,207	100,537	102,926
TOTAL REVENUES	4,043,466	4,189,031	4,367,932
EXPENDITURES			
Salaries & Benefits	3,127,047	3,250,849	3,379,302
Books and Supplies Expenditures	237,691	252,248	261,774
Other Services and Operating Expenditures	509,623	510,479	513,617
Other Outgo	-	-	-
TOTAL EXPENDITURES	3,874,361	4,013,576	4,154,694
NET INCREASE / (DECREASE)	169,104	175,455	213,238
BEGINNING BALANCE, RESERVES	1,962,669	2,131,773	2,307,228
NET INCREASE / (DECREASE)	169,104	175,455	213,238
ENDING BALANCE	2,131,773	2,307,228	2,520,466
ENDING BALANCE AS % OF EXPENDITURES	55.02%	57.49%	60.67%

MULTI-YEAR REVENUE DETAIL	2023-24	2024-25	2025-26
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	2,954,316	3,162,054	3,380,173
8012 EPA Entitlement	49,400	50,692	52,510
8096 In-Lieu-Of Property Taxes	224,831	230,711	238,985
Total General Purpose Revenue	3,228,547	3,443,457	3,671,668
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	37,953	38,946	40,341
8182 SpEd - Discretionary Grants	2,873	2,873	2,948
8290 Other Federal Revenue	150,367	106,296	76,071
Total Federal Revenue	191,193	148,115	119,360
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	193,842	198,912	206,038
8550 Mandated Cost Reimbursements	18,530	19,014	19,695
8560 State Lottery Revenue	58,539	60,070	62,222
8590 Other State Revenue	254,608	218,926	186,023
Total Other State Revenue	525,519	496,922	473,978
Other Local Revenue Assumptions			
8660 Interest Income	5,000	5,000	5,000
8699 Other Revenue	93,207	95,537	97,926
Total Other Local Revenue	98,207	100,537	102,926



California Pacific Charter - San Diego

2023-24 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		2,101,451	2,300,355	2,129,654	2,169,527	2,141,590	2,118,666	2,240,989	2,224,646	2,211,265	2,332,971	2,321,514	2,310,057		
Revenues															
General Purpose Revenue	\$ 3,228,547	\$ 158,957	\$ 158,957	\$ 298,473	\$ 286,123	\$ 286,123	\$ 298,473	\$ 286,123	\$ 286,123	\$ 298,473	\$ 286,123	\$ 286,123	\$ -	\$ 298,473	\$ 3,228,547
Federal Revenue	191,193	-	-	37,592	-	-	37,592	-	-	47,798	-	-	17,725	50,486	191,193
Other State Revenue	525,519	-	-	78,287	-	-	145,277	-	-	126,747	-	-	78,287	96,921	525,519
Other Local Revenue	98,207	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	4,300	3,884	98,207
Total Revenues	\$ 4,043,466	\$ 167,141	\$ 167,141	\$ 422,536	\$ 294,307	\$ 294,307	\$ 489,526	\$ 294,307	\$ 294,307	\$ 481,203	\$ 294,307	\$ 294,307	\$ 100,312	\$ 449,764	\$ 4,043,466
Expenditures															
Certificated Salaries	\$ 1,830,411	\$ 91,521	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 140,801	\$ 72,747	\$ 1,830,411
Classified Salaries	582,567	44,813	48,547	48,547	48,547	48,547	48,547	48,547	48,547	48,547	48,547	48,547	44,813	7,469	582,567
Employee Benefits	714,069	35,703	59,506	59,506	59,506	59,506	59,506	59,506	59,506	59,506	59,506	59,506	54,928	28,380	714,069
Books and Supplies	237,691	100,162	35,654	26,740	20,055	15,041	11,281	8,461	5,499	3,575	3,575	3,575	3,575	498	237,691
Other Services and Operating	509,623	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	10,400	509,623
Total Expenditures	\$ 3,874,361	\$ 313,801	\$ 337,843	\$ 328,929	\$ 322,244	\$ 317,231	\$ 313,470	\$ 310,650	\$ 307,689	\$ 305,764	\$ 305,764	\$ 305,764	\$ 285,719	\$ 119,494	\$ 3,874,361

BALANCE SHEET ITEMS

	Beginning Balance												Ending Balance		
Assets															
Accounts Receivable	401,736	401,736	-	-	-	-	-	-	-	-	-	-	-	-	\$ 449,764
Prepaid Expenditures	247,957	123,978	-	-	-	-	-	-	-	-	-	-	-	-	123,978
Liabilities															
Accounts Payable	180,150	(180,150)	-	-	-	-	-	-	-	-	-	-	-	-	119,494
Unearned Revenues	514,054	-	-	(53,733)	-	-	(53,733)	-	-	(53,733)	-	-	-	-	352,855
Net Increases/Decreases		\$ 345,564	\$ -	\$ (53,733)	\$ -	\$ -	\$ (53,733)	\$ -	\$ -	\$ (53,733)	\$ -	\$ -	\$ -	\$ -	\$ -

\$ 2,300,355 \$ 2,129,654 \$ 2,169,527 \$ 2,141,590 \$ 2,118,666 \$ 2,240,989 \$ 2,224,646 \$ 2,211,265 \$ 2,332,971 \$ 2,321,514 \$ 2,310,057 \$ 2,124,650 ENDING CASH

Days Cash on Hand	217	201	204	202	200	211	210	208	220	219	218	200
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California Pacific Charter-Los Angeles

2023-24 Preliminary Budget



**2023-24 Preliminary Budget
Enrollment & ADA**

CHARTER 1751	CPC-LA		CPC-LA		CPC-LA	
	2023-24		2024-25		2025-26	
Attendance Ratio:	96.17%		96.10%		96.06%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK	4	3.84	4	3.84	5	4.80
Kinder	8	7.68	8	7.69	9	8.65
Grade 1	23	22.09	23	22.10	24	23.05
Grade 2	15	14.40	15	14.42	16	15.37
Grade 3	19	18.25	20	19.22	19	18.25
Grade 4	17	16.33	18	17.30	17	16.33
Grade 5	19	18.25	20	19.22	19	18.25
Grade 6	18	17.29	19	18.26	18	17.29
Grade 7	31	29.77	32	30.75	31	29.78
Grade 8	41	39.37	42	40.36	42	40.35
Grade 9	42	40.92	43	41.32	43	41.31
Grade 10	45	43.21	46	44.21	46	44.19
Grade 11	69	66.26	69	66.31	70	67.24
Grade 12	67	64.34	67	64.39	70	67.24
TOTAL	418	402.00	426	409.39	429	412.10
		-	8	0.0191388	3	0.0070423
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	69	66.26	70	67.27	73	70.12
Total 4-6 Enrollment	54	51.87	57	54.78	54	51.87
Total 7-8 Enrollment	72	69.14	74	71.11	73	70.13
Total 9-12 Enrollment	223	214.73	225	216.23	229	219.98
Total Enrollment/ADA	418	402.00	426	409.39	429	412.10
Unduplicated Pupil Percentage	55.74%	233	55.74%	237	55.74%	239
Percentage of ELL/LEP students	3.59%	15	3.59%	15	3.59%	15
Percentage of SPED Student	15.79%	66	15.79%	67	15.79%	68



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - Los Angeles (#1751)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
ENROLLMENT		411	418	7	1.67%	
ADA		369.97	402.00	32.03	7.97%	
REVENUES						
General Purpose Revenue						
State Aid - Current Year	8011	4,183,732	4,877,473	693,741	16.58%	
Education Protection Account	8012	73,994	80,400	6,406	8.66%	
State Aid - Prior Years	8019	(1,060)	0	1,060	-100.00%	
In-Lieu-Of Property Taxes	8096	192,857	249,063	56,206	29.14%	
Total, General Purpose Revenue		4,449,523	5,206,936	757,413	17.02%	Increase COLA and changes in ADA.
Federal Revenues						
Special Education - Federal	8181, 8182	50,865	56,379	5,514	10.84%	
Other Federal Revenues	8290	580,434	198,816	(381,618)	-65.75%	
Total, Federal Revenues		631,299	255,195	(376,104)	-59.58%	Exhausted ESSER II and exited CSI in 22-23.
Other State Revenues						
Special Education - State	8311	248,443	269,951	21,509	8.66%	
Mandated Costs Reimbursements	8550	11,766	30,158	18,392	156.31%	
State Lottery Revenue	8560	92,335	95,274	2,939	3.18%	
All Other State Revenues	8590	187,972	310,883	122,911	65.39%	
Total, Other State Revenues		540,515	706,266	165,750	30.67%	New Prop 28 Revenue; Additional Learning Block Grant funds captured.
Other Local Revenues						
Interest Income	8660	0	0	0	-	
All Other Local Revenues	8699	3,714	0	(3,714)	-100.00%	22-23 included e-waste and security deposit return.
Total, Local Revenues		3,714	0	(3,714)	-100.00%	
TOTAL REVENUES		5,625,051	6,168,397	543,346	9.66%	
EXPENDITURES						
Certificated Salaries						
Teachers' Salaries	1100	1,953,892	2,030,646	76,754	3.93%	
Certificated Pupil Support Salaries	1200	326,993	352,477	25,484	7.79%	
Certificated Supervisors' and Administrators' Salaries	1300	369,995	476,894	106,899	28.89%	
Total, Certificated Salaries		2,650,880	2,860,017	209,137	7.89%	Increase Salary Schedules and New Positions.
Classified Salaries						
Instructional Aides' Salaries	2100	229,950	332,784	102,835	44.72%	



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - Los Angeles (#1751)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
Non-certificated Supervisors' and Administrative Clerical and Office Salaries	2300	169,574	189,982	20,408	12.03%	Increase Salary Schedules and New Positions.
	2400	288,840	387,494	98,654	34.16%	
Total, Classified Salaries		688,364	910,260	221,896	32.24%	
Employee Benefits						
STRS	3101	461,339	538,731	77,392	16.78%	
OASDI / Medicare	3301-3302	84,204	108,591	24,388	28.96%	
Health and Welfare Benefits	3401-3402	312,305	409,197	96,891	31.02%	
Unemployment Insurance	3501-3502	12,167	12,821	654	5.37%	
Workers' Compensation Insurance	3601-3602	25,815	347	(25,469)	-98.66%	
Other Employee Benefits	3901-3902	14,187	46,062	31,875	224.67%	
Total, Employee Benefits		910,017	1,115,748	205,730	22.61%	Increase Salary Schedules and New Positions.
Books and Supplies						Accelerate discount; some vendors removed. Fewer computers to be purchased.
Textbooks & Core Curriculum	4100	232,462	220,336	(12,126)	-5.22%	
Materials and Supplies	4300	49,512	49,102	(410)	-0.83%	
Noncapitalized Equipment	4400	101,915	85,000	(16,915)	-16.60%	
Total, Books and Supplies		383,890	354,438	(29,451)	-7.67%	
Services and Other Operating Expenditure						More vendored services to be required. Increasing PD offerings. Office cleaning now part of lease.
Subagreements for Services	5100	57,990	77,504	19,514	33.65%	
Travel and Conferences	5200	70,424	107,437	37,013	52.56%	
Dues and Memberships	5300	23,239	26,665	3,426	14.74%	
Insurance	5400	20,000	21,673	1,673	8.36%	
Operations and Housekeeping Services	5500	247	0	(247)	-100.00%	
Rentals & Leases	5600	33,931	34,640	709	2.09%	
Professional Services - Non-instructional	5800	464,977	465,705	728	0.16%	
Communications	5900	66,722	68,546	1,824	2.73%	
Total, Services and Other Operating Expenditure		737,529	802,168	64,638	8.76%	
Other Outgo						
Interest	7438	0	0	0	-	
Total, Other Outgo		0	0	0	-	
TOTAL EXPENDITURES		5,370,680	6,042,631	671,951	12.51%	



2023-24 Preliminary Budget

BUDGET SUMMARY

California Pacific Charter - Los Angeles (#1751)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
NET INCREASE / (DECREASE)						
Total Revenues		5,625,051	6,168,397	543,346	9.66%	
Total Expenditures		5,370,680	6,042,631	671,951	12.51%	
Net Increase / (Decrease)		254,371	125,766	(128,605)	-50.56%	
FUND BALANCE, RESERVES						
Beginning Fund Balance	9791	2,464,684	2,719,055	671,951	27.26%	
Net Increase / (Decrease)		254,371	125,766	(128,605)	-50.56%	
Ending Balance, Reserves		2,719,055	2,844,821	800,556	29.44%	
Ending Balance as a % of Expenditures		50.63%	47.08%			



**2023-24 Preliminary Budget
Multi-Year Projection**

California Pacific Charter - Los Angeles (#1751)			
	2023-24	2024-25	2025-26
Enrollment	418	426	429
Average Daily Attendance	402.00	409.39	412.10
REVENUES			
General Purpose Revenue	5,206,936	5,485,043	5,681,073
Federal Revenue	255,195	169,863	170,976
Other State Revenue	706,266	692,095	651,304
Other Local Revenue	-	-	-
TOTAL REVENUES	6,168,397	6,347,001	6,503,353
EXPENDITURES			
Salaries & Benefits	4,886,025	5,079,452	5,280,160
Books and Supplies Expenditures	354,438	361,559	374,850
Other Services and Operating Expenditures	802,168	794,546	797,396
Other Outgo	-	-	-
TOTAL EXPENDITURES	6,042,631	6,235,557	6,452,406
NET INCREASE / (DECREASE)	125,766	111,444	50,947
BEGINNING BALANCE, RESERVES	2,719,055	2,844,821	2,956,265
NET INCREASE / (DECREASE)	125,766	111,444	50,947
ENDING BALANCE	2,844,821	2,956,265	3,007,212
ENDING BALANCE AS % OF EXPENDITURES	47.08%	47.41%	46.61%

MULTI-YEAR REVENUE DETAIL	2023-24	2024-25	2025-26
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	4,877,473	5,149,523	5,343,332
8012 EPA Entitlement	80,400	81,878	82,420
8096 In-Lieu-Of Property Taxes	249,063	253,642	255,321
Total General Purpose Revenue	5,206,936	5,485,043	5,681,073
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	51,704	52,654	53,003
8182 SpEd - Discretionary Grants	4,675	4,675	4,761
8290 Other Federal Revenue	198,816	112,534	113,212
Total Federal Revenue	255,195	169,863	170,976
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	269,951	274,914	276,733
8550 Mandated Cost Reimbursements	30,158	30,713	30,915
8560 State Lottery Revenue	95,274	97,025	97,668
8590 Other State Revenue	310,883	289,443	245,988
Total Other State Revenue	706,266	692,095	651,304
Other Local Revenue Assumptions			
8660 Interest Income	-	-	-
8699 Other Revenue	-	-	-
Total Other Local Revenue	-	-	-



California Pacific Charter - Los Angeles

2023-24 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		2,390,590	2,917,749	2,649,568	2,711,754	2,671,894	2,639,511	2,822,395	2,799,825	2,780,408	2,956,954	2,939,904	2,922,853		
Revenues															
General Purpose Revenue	\$ 5,206,936	\$ 256,327	\$ 256,327	\$ 481,488	\$ 461,388	\$ 461,388	\$ 481,488	\$ 461,388	\$ 461,388	\$ 481,488	\$ 461,388	\$ 461,388	\$ -	\$ 481,488	\$ 5,206,936
Federal Revenue	255,195	-	-	49,704	-	-	49,704	-	-	63,799	-	-	24,036	67,953	255,195
Other State Revenue	706,266	-	-	101,539	-	-	199,185	-	-	169,027	-	-	101,539	134,976	706,266
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	\$ 6,168,397	\$ 256,327	\$ 256,327	\$ 632,731	\$ 461,388	\$ 461,388	\$ 730,377	\$ 461,388	\$ 461,388	\$ 714,314	\$ 461,388	\$ 461,388	\$ 125,575	\$ 684,416	\$ 6,168,397
Expenditures															
Certificated Salaries	\$ 2,860,017	\$ 143,001	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 220,001	\$ 113,667	\$ 2,860,017
Classified Salaries	910,260	70,020	75,855	75,855	75,855	75,855	75,855	75,855	75,855	75,855	75,855	75,855	70,020	11,670	910,260
Employee Benefits	1,115,748	55,787	92,979	92,979	92,979	92,979	92,979	92,979	92,979	92,979	92,979	92,979	85,827	44,344	1,115,748
Books and Supplies	354,438	100,162	53,166	39,874	29,906	22,429	16,822	12,616	9,462	7,097	7,097	7,097	7,097	41,613	354,438
Other Services and Operating	802,168	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	32,087	802,168
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ 6,042,631	\$ 433,144	\$ 524,508	\$ 511,216	\$ 501,248	\$ 493,771	\$ 488,164	\$ 483,959	\$ 480,804	\$ 478,439	\$ 478,439	\$ 478,439	\$ 447,118	\$ 243,381	\$ 6,042,631
BALANCE SHEET ITEMS															
	Beginning Balance														Ending Balance
Assets															
Accounts Receivable	\$ 846,071	846,071	-	-	-	-	-	-	-	-	-	-	-	\$ 684,416	
Prepaid Expenditures	230,480	115,240	-	-	-	-	-	-	-	-	-	-	-	115,240	
Liabilities															
Accounts Payable	257,335	(257,335)	-	-	-	-	-	-	-	-	-	-	-	243,381	
Unearned Revenues	612,167	-	-	(59,329)	-	-	(59,329)	-	-	(59,329)	-	-	-	434,180	
Net Increases/Decreases		\$ 703,975	\$ -	\$ (59,329)	\$ -	\$ -	\$ (59,329)	\$ -	\$ -	\$ (59,329)	\$ -	\$ -	\$ -		
		\$ 2,917,749	\$ 2,649,568	\$ 2,711,754	\$ 2,671,894	\$ 2,639,511	\$ 2,822,395	\$ 2,799,825	\$ 2,780,408	\$ 2,956,954	\$ 2,939,904	\$ 2,922,853	\$ 2,601,309	ENDING CASH	
Days Cash on Hand		176	160	164	161	159	170	169	168	179	178	177	157		



California Pacific Charter-Sonoma

2023-24 Preliminary Budget



**2023-24 Preliminary Budget
Enrollment & ADA**

CHARTER 2037	CPC-SO		CPC-SO		CPC-SO	
	2023-24		2024-25		2025-26	
Attendance Ratio:	94.97%		94.97%		94.97%	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
TK						
Kinder	3	2.84	3	2.84	3	2.84
Grade 1	5	4.74	5	4.74	5	4.74
Grade 2	4	3.79	4	3.79	4	3.79
Grade 3	5	4.74	5	4.74	5	4.74
Grade 4	7	6.63	7	6.63	7	6.63
Grade 5	9	8.53	9	8.53	9	8.53
Grade 6	12	11.37	12	11.37	12	11.37
Grade 7	13	12.32	13	12.32	13	12.32
Grade 8	16	15.16	16	15.16	16	15.16
Grade 9	21	20.25	21	20.25	21	20.25
Grade 10	16	15.16	16	15.16	16	15.16
Grade 11	33	31.26	33	31.26	33	31.26
Grade 12	15	14.21	15	14.21	15	14.21
TOTAL	159	151.00	159	151.00	159	151.00
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	17	16.11	17	16.11	17	16.11
Total 4-6 Enrollment	28	26.53	28	26.53	28	26.53
Total 7-8 Enrollment	29	27.48	29	27.48	29	27.48
Total 9-12 Enrollment	85	80.88	85	80.88	85	80.88
Total Enrollment/ADA	159	151.00	159	151.00	159	151.00
Unduplicated Pupil Percentage	49.06%	78	49.06%	78	49.06%	78
Percentage of ELL/LEP students	5.66%	9	5.66%	9	5.66%	9
Percentage of SPED Student	13.21%	21	13.21%	21	13.21%	21



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - Sonoma (#2037)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
ENROLLMENT		146	159	13	8.18%	
ADA		129.49	151.00	21.51	14.25%	
REVENUES						
General Purpose Revenue						
State Aid - Current Year	8011	978,679	1,304,311	325,632	33.27%	
Education Protection Account	8012	25,898	30,200	4,302	16.61%	
State Aid - Prior Years	8019	46,034	0	(46,034)	-100.00%	
In-Lieu-Of Property Taxes	8096	507,833	581,493	73,660	14.50%	
Total, General Purpose Revenue		1,558,444	1,916,004	357,560	22.94%	Increase COLA and changes in ADA.
Federal Revenues						
Special Education - Federal	8181, 8182	23,843	27,068	3,225	13.53%	
Other Federal Revenues	8290	147,818	105,085	(42,733)	-28.91%	
Total, Federal Revenues		171,661	132,153	(39,508)	-23.02%	Exhausted ESSER II in 22-23.
Other State Revenues						
Special Education - State	8311	135,742	158,289	22,548	16.61%	
Mandated Costs Reimbursements	8550	4,779	11,328	6,549	137.04%	
State Lottery Revenue	8560	29,461	35,787	6,326	21.47%	
All Other State Revenues	8590	107,228	189,739	82,511	76.95%	
Total, Other State Revenues		277,210	395,143	117,934	42.54%	New Prop 28 Revenue; Additional Learning Block Grant funds captured.
Other Local Revenues						
Interest Income	8660	1,723	1,000	(723)	-41.96%	
All Other Local Revenues	8699	1,658	0	(1,658)	-100.00%	22-23 included e-waste and security deposit return.
Total, Local Revenues		3,381	1,000	(2,381)	-70.42%	
TOTAL REVENUES		2,010,696	2,444,300	433,605	21.56%	
EXPENDITURES						
Certificated Salaries						
Teachers' Salaries	1100	576,708	731,035	154,326	26.76%	
Certificated Pupil Support Salaries	1200	104,227	126,892	22,664	21.74%	
Certificated Supervisors' and Administrators	1300	115,440	171,682	56,242	48.72%	
Total, Certificated Salaries		796,376	1,029,608	233,232	29.29%	Increase Salary Schedules and New Positions.
Classified Salaries						
Instructional Aides' Salaries	2100	71,763	119,802	48,039	66.94%	



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - Sonoma (#2037)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
Non-certificated Supervisors' and Administrative Clerical and Office Salaries	2300	52,977	68,394	15,416	29.10%	Increase Salary Schedules and New Positions.
	2400	89,687	139,498	49,810	55.54%	
Total, Classified Salaries		214,428	327,694	113,266	52.82%	
Employee Benefits						
STRS	3101	137,259.70	193,943.18	56,683	41.30%	
OASDI / Medicare	3301-3302	25,924.80	39,092.77	13,168	50.79%	
Health and Welfare Benefits	3401-3402	94,737.18	147,310.73	52,574	55.49%	
Unemployment Insurance	3501-3502	3,780.67	4,615.38	835	22.08%	
Workers' Compensation Insurance	3601-3602	7,670.93	124.74	(7,546)	-98.37%	
Other Employee Benefits	3901-3902	4,287.44	16,582.22	12,295	286.76%	
Total, Employee Benefits		273,661	401,669	128,008	46.78%	Increase Salary Schedules and New Positions.
Books and Supplies						More students in 23-24. More students in 23-24. Fewer computers to be purchased.
Textbooks & Core Curriculum	4100	67,150	76,361	9,211	13.72%	
Materials and Supplies	4300	16,836	18,037	1,201	7.13%	
Noncapitalized Equipment	4400	39,902	30,600	(9,302)	-23.31%	
Total, Books and Supplies		123,888	124,998	1,110	0.90%	
Services and Other Operating Expenditure						More vendored services to be required. Increasing PD offerings. Office cleaning now part of lease.
Subagreements for Services	5100	16,860	27,901	11,042	65.49%	
Travel and Conferences	5200	34,663	39,157	4,494	12.96%	
Dues and Memberships	5300	8,572	8,749	177	2.06%	
Insurance	5400	6,000	7,802	1,802	30.04%	
Operations and Housekeeping Services	5500	74	0	(74)	-100.00%	
Rentals & Leases	5600	10,722	12,367	1,646	15.35%	
Professional Services - Non-instructional	5800	211,963	227,509	15,546	7.33%	
Communications	5900	28,064	24,676	(3,388)	-12.07%	
Total, Services and Other Operating Expenditures		316,918	348,162	31,244	9.86%	
Other Outgo						
Interest	7438	2,612	1,681	(931)	-35.64%	
Total, Other Outgo		2,612	1,681	(931)	-35.64%	
TOTAL EXPENDITURES		1,727,882	2,233,812	505,930	29.28%	



**2023-24 Preliminary Budget
BUDGET SUMMARY**

California Pacific Charter - Sonoma (#2037)	Object Code	Estimated Actuals 2022-23	Preliminary Budget 2023-24	\$ Change	% Change	Comments
NET INCREASE / (DECREASE)						
Total Revenues		2,010,696	2,444,300	433,605	21.56%	
Total Expenditures		1,727,882	2,233,812	505,930	29.28%	
Net Increase / (Decrease)		282,813	210,488	(72,325)	-25.57%	
FUND BALANCE, RESERVES						
Beginning Fund Balance	9791	601,133	883,946	505,930	84.16%	
Net Increase / (Decrease)		282,813	210,488	(72,325)	-25.57%	
Ending Balance, Reserves		883,946	1,094,434	578,255	65.42%	
Ending Balance as a % of Expenditures		51.16%	48.99%			



**2023-24 Preliminary Budget
Multi-Year Projection**

California Pacific Charter - Sonoma (#2037)			
	2023-24	2024-25	2025-26
Enrollment	159	159	159
Average Daily Attendance	151.00	151.00	151.00
REVENUES			
General Purpose Revenue	1,916,004	1,983,934	2,039,662
Federal Revenue	132,153	102,255	85,332
Other State Revenue	395,143	328,433	298,177
Other Local Revenue	1,000	1,000	1,000
TOTAL REVENUES	2,444,300	2,415,622	2,424,171
EXPENDITURES			
Salaries & Benefits	1,758,971	1,828,603	1,900,858
Books and Supplies Expenditures	124,998	125,561	130,076
Other Services and Operating Expenditures	348,162	350,591	351,542
Other Outgo	1,681	1,681	737
TOTAL EXPENDITURES	2,233,812	2,306,436	2,383,213
NET INCREASE / (DECREASE)	210,488	109,186	40,959
BEGINNING BALANCE, RESERVES	883,946	1,094,434	1,203,620
NET INCREASE / (DECREASE)	210,488	109,186	40,959
ENDING BALANCE	1,094,434	1,203,620	1,244,579
ENDING BALANCE AS % OF EXPENDITURES	48.99%	52.19%	52.22%

MULTI-YEAR REVENUE DETAIL	2023-24	2024-25	2025-26
General Purpose Revenue Assumptions			
8011 LCFF General Entitlement	1,304,311	1,361,028	1,424,788
8012 EPA Entitlement	30,200	30,272	30,282
8096 In-Lieu-Of Property Taxes	581,493	592,634	584,592
Total General Purpose Revenue	1,916,004	1,983,934	2,039,662
Federal Revenue Assumptions			
8181 Federal IDEA SpEd Revenue	25,312	25,312	25,312
8182 SpEd - Discretionary Grants	1,756	1,756	1,756
8290 Other Federal Revenue	105,085	75,187	58,264
Total Federal Revenue	132,153	102,255	85,332
Other State Revenue Assumptions			
8311 AB602 State SpEd Revenue	158,289	158,289	158,289
8550 Mandated Cost Reimbursements	11,328	11,328	11,328
8560 State Lottery Revenue	35,787	35,787	35,787
8590 Other State Revenue	189,739	123,029	92,773
Total Other State Revenue	395,143	328,433	298,177
Other Local Revenue Assumptions			
8660 Interest Income	1,000	1,000	1,000
8699 Other Revenue	-	-	-
Total Other Local Revenue	1,000	1,000	1,000



California Pacific Charter - Sonoma

2023-24 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		782,311	990,688	882,514	897,862	874,292	853,363	927,778	910,334	901,801	982,882	975,183	967,483		
Revenues															
General Purpose Revenue	\$ 1,916,004	\$ 94,290	\$ 94,290	\$ 177,272	\$ 169,722	\$ 169,722	\$ 177,272	\$ 169,722	\$ 169,722	\$ 177,272	\$ 169,722	\$ 169,722	\$ -	\$ 177,272	\$ 1,916,004
Federal Revenue	132,153	-	-	26,271	-	-	26,271	-	-	33,038	-	-	12,021	34,551	132,153
Other State Revenue	395,143	-	-	56,382	-	-	107,282	-	-	95,954	-	-	56,382	79,145	395,143
Other Local Revenue	1,000	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
Total Revenues	\$ 2,444,300	\$ 94,374	\$ 94,374	\$ 260,008	\$ 169,806	\$ 169,806	\$ 310,909	\$ 169,806	\$ 169,806	\$ 306,348	\$ 169,806	\$ 169,806	\$ 68,486	\$ 290,968	\$ 2,444,300
Expenditures															
Certificated Salaries	\$ 1,029,608	\$ 51,480	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 79,201	\$ 40,920	\$ 1,029,608
Classified Salaries	327,694	25,207	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	25,207	4,201	327,694
Employee Benefits	401,669	20,083	33,472	33,472	33,472	33,472	33,472	33,472	33,472	33,472	33,472	33,472	30,898	15,964	401,669
Books and Supplies	124,998	48,700	18,750	14,062	10,547	7,910	5,933	4,449	3,337	2,503	2,503	2,503	2,503	1,299	124,998
Other Services and Operating	348,162	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	7,105	348,162
Other Outgo	1,681		1,096	136	128	123	99	99						-	1,681
Total Expenditures	\$ 2,233,812	\$ 173,892	\$ 194,848	\$ 189,201	\$ 185,677	\$ 183,035	\$ 181,034	\$ 179,551	\$ 178,339	\$ 177,505	\$ 177,505	\$ 177,505	\$ 166,230	\$ 69,490	\$ 2,233,812
BALANCE SHEET ITEMS															
	Beginning Balance														Ending Balance
Assets															
Accounts Receivable	\$ 306,715	306,715	-	-	-	-	-	-	-	-	-	-	-		\$ 290,968
Prepaid Expenditures	67,125	33,562	-	-	-	-	-	-	-	-	-	-	-		33,562
Liabilities															
Accounts Payable	52,381	(52,381)	-	-	-	-	-	-	-	-	-	-	-		69,490
Current Loans	92,392		(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)		46,198
Unearned Revenues	292,164		-	(47,761)	-	-	(47,761)	-	-	(47,761)	-	-	-		148,881
Net Increases/Decreases		\$ 287,896	\$ (7,699)	\$ (55,460)	\$ (7,699)	\$ (7,699)	\$ (55,460)	\$ (7,699)	\$ -	\$ (47,761)	\$ -	\$ -	\$ -		
		\$ 990,688	\$ 882,514	\$ 897,862	\$ 874,292	\$ 853,363	\$ 927,778	\$ 910,334	\$ 901,801	\$ 982,882	\$ 975,183	\$ 967,483	\$ 869,740		ENDING CASH
Days Cash on Hand		162	144	147	143	139	152	149	147	161	159	158	142		

California Pacific Charter Schools

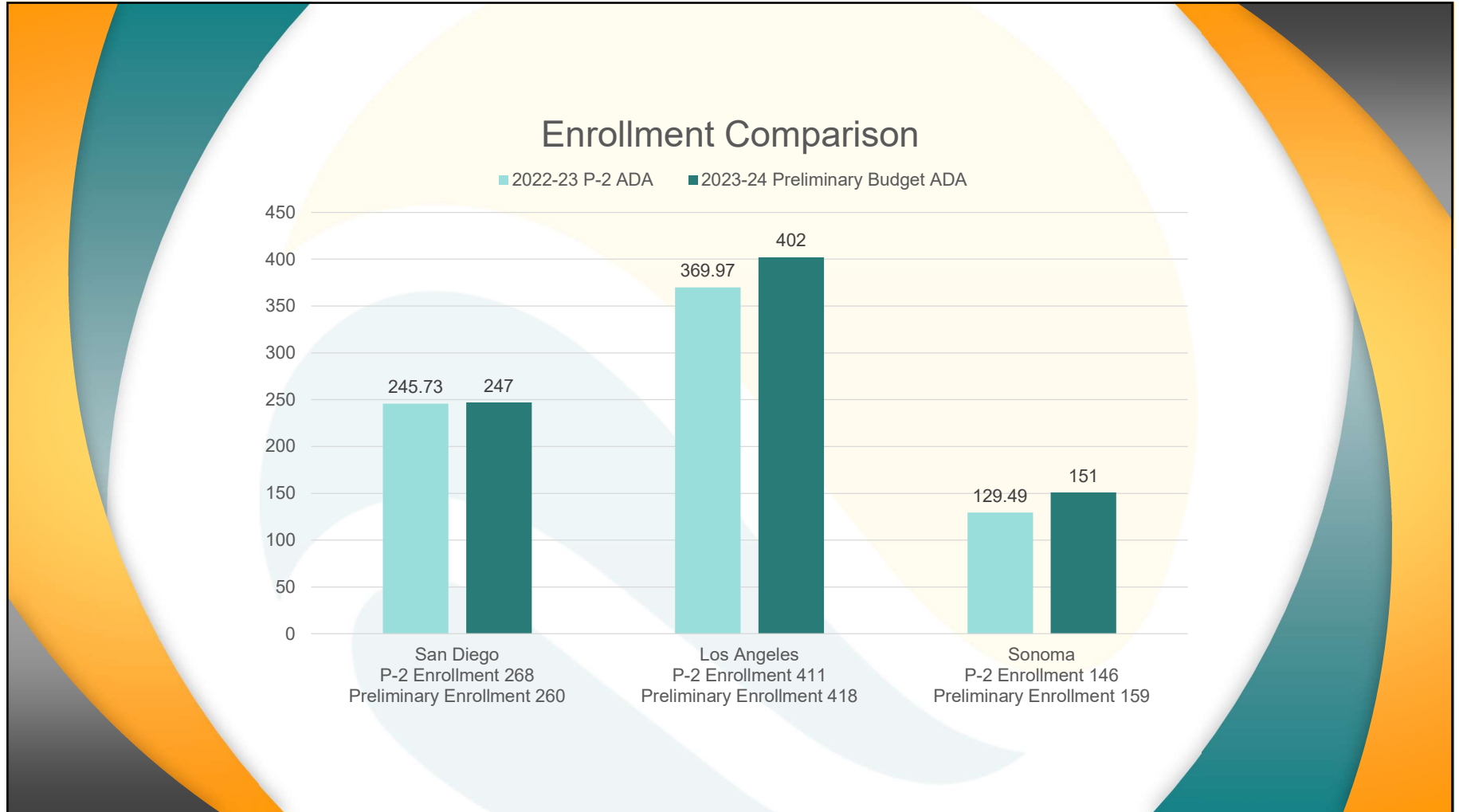
**Preliminary Budget
2023-24**



2023-24 Governor's May Revise

- Fully funds an 8.22% COLA; a slight increase from 8.13% in January.
- Proposes to further decrease funding for the one-time Arts and Music Block Grant; cut funding in half, from \$666 to \$333 per ADA.
- Also notes a problematic Proposition 98 deficit that existed in January has continued to increase with the May Revision.
- Proposes to decrease funding for the one-time Learning Recovery Emergency Block Grant by one-third.





2023-24 Budget Summary

	California Pacific Charter San Diego				California Pacific Charter Los Angeles				California Pacific Charter Sonoma			
	2022-23	2023-24	\$ Change	% Change	2022-23	2023-24	\$ Change	% Change	2022-23	2023-24	\$ Change	% Change
	Estimated Actuals	Preliminary Budget			Estimated Actuals	Preliminary Budget			Estimated Actuals	Preliminary Budget		
Enrollment	268	260	(8)	-2.99%	411	418	7	1.70%	146	159	13	8.90%
Average Daily Attendance	245.72	247.00	1.28	0.52%	369.97	402.00	32.03	8.66%	129.49	151.00	21.51	16.61%
REVENUES												
General Purpose Revenue	2,908,202	3,228,547	320,345	11.02%	4,449,523	5,206,936	757,413	17.02%	1,558,444	1,916,004	357,560	22.94%
Federal Revenue	270,649	191,193	(79,457)	-29.36%	631,299	255,195	(376,104)	-59.58%	171,661	132,153	(39,508)	-23.02%
Other State Revenue	412,237	525,519	113,282	27.48%	540,515	706,266	165,750	30.67%	277,210	395,143	117,934	42.54%
Other Local Revenue	159,165	98,207	(60,958)	-38.30%	3,714	-	(3,714)	-100.00%	3,381	1,000	(2,381)	-70.42%
TOTAL REVENUES	3,750,253	4,043,466	293,213	7.82%	5,625,051	6,168,397	543,346	9.66%	2,010,696	2,444,300	433,605	21.56%
EXPENDITURES												
Salaries & Benefits	3,216,986	3,127,047	(89,938)	-2.80%	4,249,261	4,886,025	636,764	14.99%	1,284,464	1,758,971	474,506	36.94%
Books and Supplies	333,396	237,691	(95,705)	-28.71%	383,890	354,438	(29,451)	-7.67%	123,888	124,998	1,110	0.90%
Other Services and Operating	506,013	509,623	3,611	0.71%	737,529	802,168	64,638	8.76%	316,918	348,162	31,244	9.86%
Other Outgo	-	-	-	-	-	-	-	-	2,612	1,681	(931)	-35.64%
TOTAL EXPENDITURES	4,056,394	3,874,361	(182,033)	-4.49%	5,370,680	6,042,631	671,951	12.51%	1,727,882	2,233,812	505,930	29.28%
NET INCREASE / (DECREASE)	(306,141)	169,104	475,245	-155.24%	254,371	125,766	(128,605)	-50.56%	282,813	210,488	(72,325)	-25.57%
BEGINNING BALANCE, RESERVES	2,268,810	1,962,669	(306,141)	-13.49%	2,464,684	2,719,055	254,371	10.32%	601,133	883,946	282,813	47.05%
NET INCREASE / (DECREASE)	(306,141)	169,104	475,245	-155.24%	254,371	125,766	(128,605)	-50.56%	282,813	210,488	(72,325)	-25.57%
ENDING BALANCE	1,962,669	2,131,773	169,104	8.62%	2,719,055	2,844,821	125,766	4.63%	883,946	1,094,434	210,488	23.81%
ENDING BALANCE AS % OF EXPENDITURES	48.38%	55.02%	6.64%		50.63%	47.08%	-3.55%		51.16%	48.99%	-2.16%	

2023-24 Salary Expenses

- Proposed increase to salary schedules – 3% for administrative staff and 5% for all other staff. This increase is subject to Board approval at the June 13, 2023 Board meeting.
- 457(b) plan annual match not to exceed 5% of the employee’s annual wages. Additionally, eligible classified staff will receive a guaranteed 3% employer contribution beginning in the 2023-24 school year.
- In anticipation of growth, the staffing includes the following new positions.
 - 1 - Education Specialist (Mild/Mod)
 - 2 - School Psychologist Intern
 - 1 - Guidance Technician
 - 1 - Admissions Assistant
 - 1 - Tutor
 - 2 - Special Education Instructional Assistant



2023-24 Expenses

In general, noting rising prices due to inflation.

Books and Supplies

- CPCS received a large \$30K total discount from Accelerate Learning.
- Did not renew some contracts (for example, TeachTown).
- For CPC-SO, 2023-24 increases in this category are due largely to increasing enrollment. Many of the expenses in this category are on a per student basis.

Services and Other Operating Expenditures

- Subagreements for Services expenses are expected to increase in 2023-24 as more vendored services for Special Education are expected.
- Travel and Conferences expenses are expected to increase in 2023-24 due to additional professional development opportunities for staff.



2023-24 Per Pupil Expenditures

- CPC-SD's per pupil spending = \$14,901.
- CPC-LA's per pupil spending = \$14,456.
- CPC-SO's per pupil spending = \$14,049.



2023-24 Multi-Year Projection

	California Pacific Charter San Diego			California Pacific Charter Los Angeles			California Pacific Charter Sonoma		
	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
Enrollment	260	267	278	418	426	429	159	159	159
Average Daily Attendance	247.00	253.46	262.54	402.00	409.39	412.10	151.00	151.00	151.00
REVENUES									
General Purpose Revenue	3,228,547	3,443,457	3,671,668	5,206,936	5,485,043	5,681,073	1,916,004	1,983,934	2,039,662
Federal Revenue	191,193	148,115	119,360	255,195	169,863	170,976	132,153	102,255	85,332
Other State Revenue	525,519	496,922	473,978	706,266	692,095	651,304	395,143	328,433	298,177
Other Local Revenue	98,207	100,537	102,926	-	-	-	1,000	1,000	1,000
TOTAL REVENUES	4,043,466	4,189,031	4,367,932	6,168,397	6,347,001	6,503,353	2,444,300	2,415,622	2,424,171
EXPENDITURES									
Salaries & Benefits	3,127,047	3,250,849	3,379,302	4,886,025	5,079,452	5,280,160	1,758,971	1,828,603	1,900,858
Books and Supplies	237,691	252,248	261,774	354,438	361,559	374,850	124,998	125,561	130,076
Other Services and Operating	509,623	510,479	513,617	802,168	794,546	797,396	348,162	350,591	351,542
Other Outgo	-	-	-	-	-	-	1,681	1,681	737
TOTAL EXPENDITURES	3,874,361	4,013,576	4,154,694	6,042,631	6,235,557	6,452,406	2,233,812	2,306,436	2,383,213
NET INCREASE / (DECREASE)	169,104	175,455	213,238	125,766	111,444	50,947	210,488	109,186	40,959
BEGINNING BALANCE, RESERVES	1,962,669	2,131,773	2,307,228	2,719,055	2,844,821	2,956,265	883,946	1,094,434	1,203,620
NET INCREASE / (DECREASE)	169,104	175,455	213,238	125,766	111,444	50,947	210,488	109,186	40,959
ENDING BALANCE	2,131,773	2,307,228	2,520,466	2,844,821	2,956,265	3,007,212	1,094,434	1,203,620	1,244,579
ENDING BALANCE AS % OF EXPENDITURES	55.02%	57.49%	60.67%	47.08%	47.41%	46.61%	48.99%	52.19%	52.22%

2023-24 Reserves

California Pacific Charter - San Diego Summary of Ending Fund Balance

	2023-24	2024-25	2025-26
Ending Fund Balance (EFB)	2,131,773	2,307,228	2,520,466
Components of EFB			
<i>Assigned for Special Education (3%)</i>	116,231	120,407	124,641
<i>Assigned for Legal (4%)</i>	154,974	160,543	166,188
<i>Assigned for Economic Uncertainty</i>	504,542	621,526	775,494
<i>Cashflow Reserve (35%)</i>	1,356,026	1,404,752	1,454,143

California Pacific Charter - Los Angeles Summary of Ending Fund Balance

	2023-24	2024-25	2025-26
Ending Fund Balance (EFB)	2,844,821	2,956,265	3,007,212
Components of EFB			
<i>Assigned for Special Education (4%)</i>	241,705	249,422	258,096
<i>Assigned for Legal (4%)</i>	241,705	249,422	258,096
<i>Assigned for Economic Uncertainty</i>	548,622	586,754	555,298
<i>Cashflow Reserve (30%)</i>	1,812,789	1,870,667	1,935,722

California Pacific Charter - Sonoma Summary of Ending Fund Balance

	2023-24	2024-25	2025-26
Ending Fund Balance (EFB)	1,094,434	1,203,620	1,244,579
Components of EFB			
<i>Assigned for Special Education (1%)</i>	22,338	23,064	23,832
<i>Assigned for Legal (4%)</i>	89,352	92,257	95,329
<i>Assigned for Economic Uncertainty</i>	424,291	511,690	529,615
<i>Cashflow Reserve (25%)</i>	558,453	576,609	595,803



California Pacific Charter - San Diego

2023-24 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		2,101,451	2,300,355	2,129,654	2,169,527	2,141,590	2,118,666	2,240,989	2,224,646	2,211,265	2,332,971	2,321,514	2,310,057		
Revenues															
General Purpose Revenue	\$ 3,228,547	\$ 158,957	\$ 158,957	\$ 298,473	\$ 286,123	\$ 286,123	\$ 298,473	\$ 286,123	\$ 286,123	\$ 298,473	\$ 286,123	\$ 286,123	\$ -	\$ 298,473	\$ 3,228,547
Federal Revenue	191,193	-	-	37,592	-	-	37,592	-	-	47,798	-	-	17,725	50,486	191,193
Other State Revenue	525,519	-	-	78,287	-	-	145,277	-	-	126,747	-	-	78,287	96,921	525,519
Other Local Revenue	98,207	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	4,300	3,884	98,207
Total Revenues	\$ 4,043,466	\$ 167,141	\$ 167,141	\$ 422,536	\$ 294,307	\$ 294,307	\$ 489,526	\$ 294,307	\$ 294,307	\$ 481,203	\$ 294,307	\$ 294,307	\$ 100,312	\$ 449,764	\$ 4,043,466
Expenditures															
Certificated Salaries	\$ 1,830,411	\$ 91,521	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 152,534	\$ 140,801	\$ 72,747	\$ 1,830,411
Classified Salaries	582,567	44,813	48,547	48,547	48,547	48,547	48,547	48,547	48,547	48,547	48,547	48,547	44,813	7,469	582,567
Employee Benefits	714,069	35,703	59,506	59,506	59,506	59,506	59,506	59,506	59,506	59,506	59,506	59,506	54,928	28,380	714,069
Books and Supplies	237,691	100,162	35,654	26,740	20,055	15,041	11,281	8,461	5,499	3,575	3,575	3,575	3,575	498	237,691
Other Services and Operating	509,623	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	41,602	10,400	509,623
Total Expenditures	\$ 3,874,361	\$ 313,801	\$ 337,843	\$ 328,929	\$ 322,244	\$ 317,231	\$ 313,470	\$ 310,650	\$ 307,689	\$ 305,764	\$ 305,764	\$ 305,764	\$ 285,719	\$ 119,494	\$ 3,874,361

BALANCE SHEET ITEMS

	Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June	Ending Balance
Assets														
Accounts Receivable	401,736	401,736	-	-	-	-	-	-	-	-	-	-	-	\$ 449,764
Prepaid Expenditures	247,957	123,978	-	-	-	-	-	-	-	-	-	-	-	123,978
Liabilities														
Accounts Payable	180,150	(180,150)	-	-	-	-	-	-	-	-	-	-	-	119,494
Unearned Revenues	514,054	-	-	(53,733)	-	-	(53,733)	-	-	(53,733)	-	-	-	352,855
Net Increases/Decreases		\$ 345,564	\$ -	\$ (53,733)	\$ -	\$ -	\$ (53,733)	\$ -	\$ -	\$ (53,733)	\$ -	\$ -	\$ -	

\$ 2,300,355 \$ 2,129,654 \$ 2,169,527 \$ 2,141,590 \$ 2,118,666 \$ 2,240,989 \$ 2,224,646 \$ 2,211,265 \$ 2,332,971 \$ 2,321,514 \$ 2,310,057 \$ 2,124,650 ENDING CASH

Days Cash on Hand	217	201	204	202	200	211	210	208	220	219	218	200
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California Pacific Charter - Los Angeles

2023-24 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
Revenues															
BEGINNING CASH		2,390,590	2,917,749	2,649,568	2,711,754	2,671,894	2,639,511	2,822,395	2,799,825	2,780,408	2,956,954	2,939,904	2,922,853		
General Purpose Revenue	\$ 5,206,936	\$ 256,327	\$ 256,327	\$ 481,488	\$ 461,388	\$ 461,388	\$ 481,488	\$ 461,388	\$ 461,388	\$ 481,488	\$ 461,388	\$ 461,388	\$ -	\$ 481,488	\$ 5,206,936
Federal Revenue	255,195	-	-	49,704	-	-	49,704	-	-	63,799	-	-	24,036	67,953	255,195
Other State Revenue	706,266	-	-	101,539	-	-	199,185	-	-	169,027	-	-	101,539	134,976	706,266
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	\$ 6,168,397	\$ 256,327	\$ 256,327	\$ 632,731	\$ 461,388	\$ 461,388	\$ 730,377	\$ 461,388	\$ 461,388	\$ 714,314	\$ 461,388	\$ 461,388	\$ 125,575	\$ 684,416	\$ 6,168,397
Expenditures															
Certificated Salaries	\$ 2,860,017	\$ 143,001	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 238,335	\$ 220,001	\$ 113,667	\$ 2,860,017
Classified Salaries	910,260	70,020	75,855	75,855	75,855	75,855	75,855	75,855	75,855	75,855	75,855	75,855	70,020	11,670	910,260
Employee Benefits	1,115,748	55,787	92,979	92,979	92,979	92,979	92,979	92,979	92,979	92,979	92,979	92,979	85,827	44,344	1,115,748
Books and Supplies	354,438	100,162	53,166	39,874	29,906	22,429	16,822	12,616	9,462	7,097	7,097	7,097	7,097	41,613	354,438
Other Services and Operating	802,168	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	64,173	32,087	802,168
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ 6,042,631	\$ 433,144	\$ 524,508	\$ 511,216	\$ 501,248	\$ 493,771	\$ 488,164	\$ 483,959	\$ 480,804	\$ 478,439	\$ 478,439	\$ 478,439	\$ 447,118	\$ 243,381	\$ 6,042,631
BALANCE SHEET ITEMS															
	Beginning Balance														Ending Balance
Assets															
Accounts Receivable	\$ 846,071	846,071	-	-	-	-	-	-	-	-	-	-	-	-	\$ 684,416
Prepaid Expenditures	230,480	115,240	-	-	-	-	-	-	-	-	-	-	-	-	115,240
Liabilities															
Accounts Payable	257,335	(257,335)	-	-	-	-	-	-	-	-	-	-	-	-	243,381
Unearned Revenues	612,167	-	-	(59,329)	-	-	(59,329)	-	-	(59,329)	-	-	-	-	434,180
Net Increases/Decreases		\$ 703,975	\$ -	\$ (59,329)	\$ -	\$ -	\$ (59,329)	\$ -	\$ -	\$ (59,329)	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 2,917,749	\$ 2,649,568	\$ 2,711,754	\$ 2,671,894	\$ 2,639,511	\$ 2,822,395	\$ 2,799,825	\$ 2,780,408	\$ 2,956,954	\$ 2,939,904	\$ 2,922,853	\$ 2,601,309	ENDING CASH	
Days Cash on Hand		176	160	164	161	159	170	169	168	179	178	177	157		



California Pacific Charter - Sonoma

2023-24 Preliminary Budget

Monthly Cash Forecast

	BUDGET	July Forecast	August Forecast	September Forecast	October Forecast	November Forecast	December Forecast	January Forecast	February Forecast	March Forecast	April Forecast	May Forecast	June Forecast	ACCRUALS	TOTAL
BEGINNING CASH		782,311	990,688	882,514	897,862	874,292	853,363	927,778	910,334	901,801	982,882	975,183	967,483		
Revenues															
General Purpose Revenue	\$ 1,916,004	\$ 94,290	\$ 94,290	\$ 177,272	\$ 169,722	\$ 169,722	\$ 177,272	\$ 169,722	\$ 169,722	\$ 177,272	\$ 169,722	\$ 169,722	\$ -	\$ 177,272	\$ 1,916,004
Federal Revenue	132,153	-	-	26,271	-	-	26,271	-	-	33,038	-	-	12,021	34,551	132,153
Other State Revenue	395,143	-	-	56,382	-	-	107,282	-	-	95,954	-	-	56,382	79,145	395,143
Other Local Revenue	1,000	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
Total Revenues	\$ 2,444,300	\$ 94,374	\$ 94,374	\$ 260,008	\$ 169,806	\$ 169,806	\$ 310,909	\$ 169,806	\$ 169,806	\$ 306,348	\$ 169,806	\$ 169,806	\$ 68,486	\$ 290,968	\$ 2,444,300
Expenditures															
Certificated Salaries	\$ 1,029,608	\$ 51,480	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 85,801	\$ 79,201	\$ 40,920	\$ 1,029,608
Classified Salaries	327,694	25,207	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	25,207	4,201	327,694
Employee Benefits	401,669	20,083	33,472	33,472	33,472	33,472	33,472	33,472	33,472	33,472	33,472	33,472	30,898	15,964	401,669
Books and Supplies	124,998	48,700	18,750	14,062	10,547	7,910	5,933	4,449	3,337	2,503	2,503	2,503	2,503	1,299	124,998
Other Services and Operating	348,162	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	28,421	7,105	348,162
Other Outgo	1,681		1,096	136	128	123	99	99						-	1,681
Total Expenditures	\$ 2,233,812	\$ 173,892	\$ 194,848	\$ 189,201	\$ 185,677	\$ 183,035	\$ 181,034	\$ 179,551	\$ 178,339	\$ 177,505	\$ 177,505	\$ 177,505	\$ 166,230	\$ 69,490	\$ 2,233,812
BALANCE SHEET ITEMS															
	Beginning Balance														Ending Balance
Assets															
Accounts Receivable	\$ 306,715	306,715	-	-	-	-	-	-	-	-	-	-	-		\$ 290,968
Prepaid Expenditures	67,125	33,562	-	-	-	-	-	-	-	-	-	-	-		33,562
Liabilities															
Accounts Payable	52,381	(52,381)	-	-	-	-	-	-	-	-	-	-	-		69,490
Current Loans	92,392		(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)	(7,699)						46,198
Unearned Revenues	292,164			(47,761)			(47,761)			(47,761)					148,881
Net Increases/Decreases	\$ 287,896	\$ (7,699)	\$ (55,460)	\$ (7,699)	\$ (7,699)	\$ (7,699)	\$ (55,460)	\$ (7,699)	\$ -	\$ (47,761)	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 990,688	\$ 882,514	\$ 897,862	\$ 874,292	\$ 853,363	\$ 927,778	\$ 910,334	\$ 901,801	\$ 982,882	\$ 975,183	\$ 967,483	\$ 869,740	ENDING CASH	
Days Cash on Hand		162	144	147	143	139	152	149	147	161	159	158	142		



2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	California Pacific Charter - Sonoma
CDS Code:	49-70722-039048
LEA Contact Information:	Name: Christine Feher Position: Superintendent Phone: 855-225-7227
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$1,916,004
LCFF Supplemental & Concentration Grants	\$190,559
All Other State Funds	\$395,143
All Local Funds	\$1,000
All federal funds	\$132,153
Total Projected Revenue	\$2,444,300

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,233,812
Total Budgeted Expenditures in the LCAP	\$1,929,384
Total Budgeted Expenditures for High Needs Students in the LCAP	\$190,559
Expenditures not in the LCAP	\$304,428

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$116,316
Actual Expenditures for High Needs Students in LCAP	\$116,316

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$0
2022-23 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Sonoma

CDS Code: 49-70722-039048

School Year: 2023-24

LEA contact information:

Christine Feher

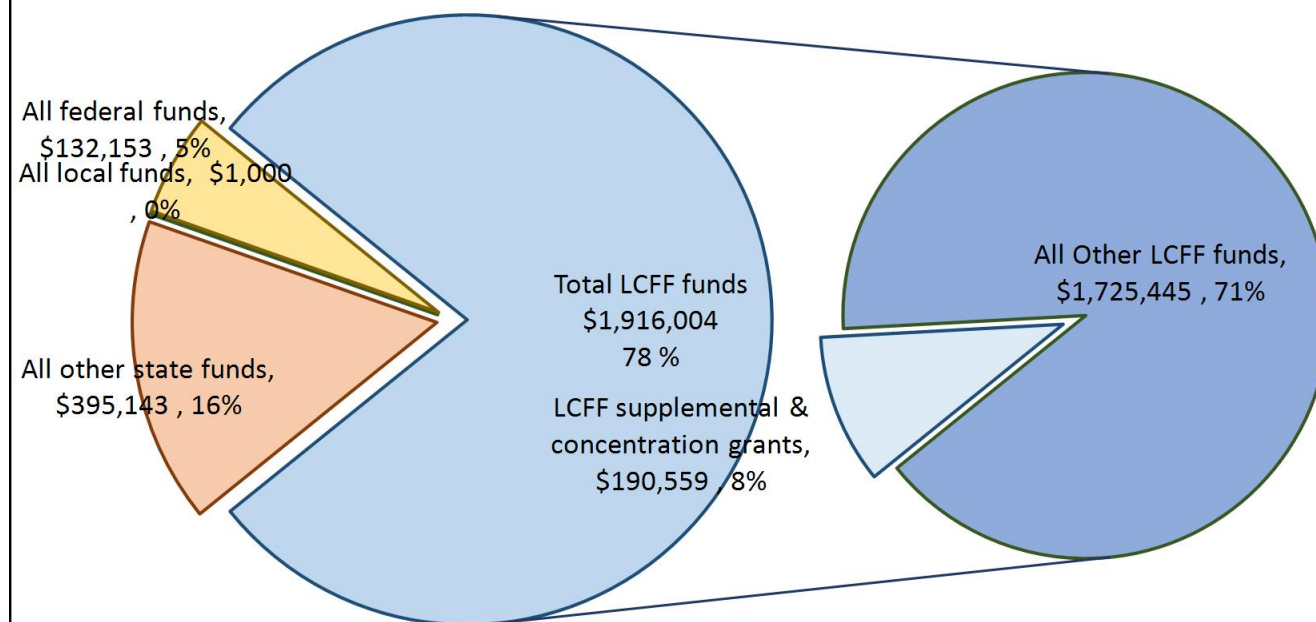
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



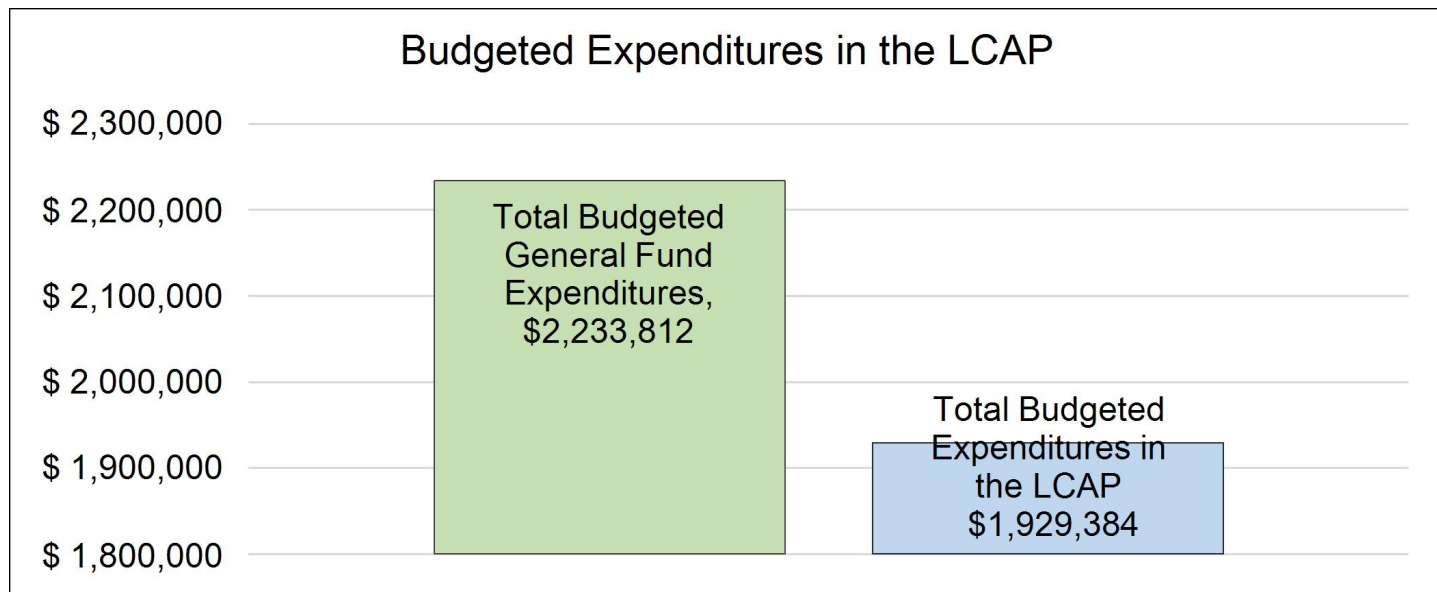
This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is \$2,444,300, of which \$1,916,004 is Local Control Funding Formula (LCFF), \$395,143 is other state funds, \$1,000 is local funds, and \$132,153 is federal funds. Of the \$1,916,004 in LCFF

Funds, \$190,559 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - Sonoma plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Sonoma plans to spend \$2,233,812 for the 2023-24 school year. Of that amount, \$1,929,384 is tied to actions/services in the LCAP and \$304,428 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

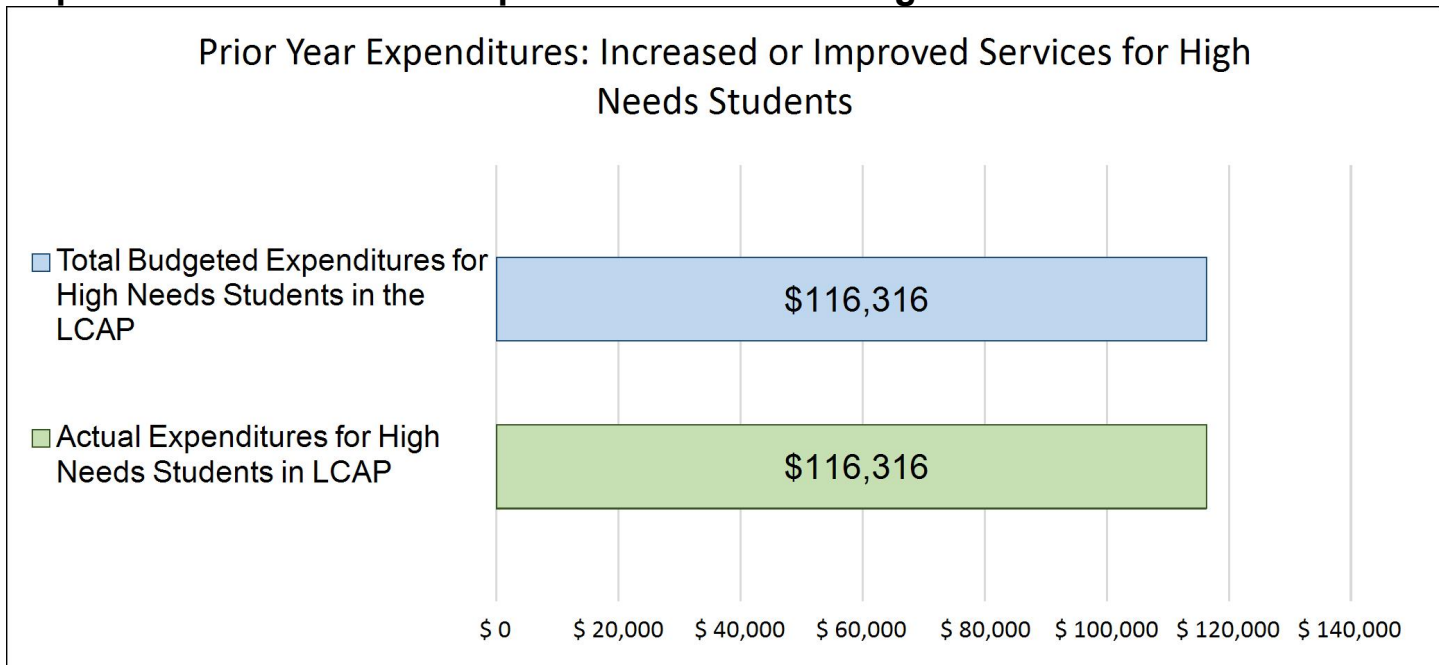
Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Pacific Charter - Sonoma is projecting it will receive \$190,559 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Sonoma must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Sonoma plans to spend \$190,559 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what California Pacific Charter - Sonoma budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - Sonoma estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, California Pacific Charter - Sonoma's LCAP budgeted \$116,316 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent \$116,316 for actions to increase or improve services for high needs students in 2022-23.

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	California Pacific Charter - San Diego
CDS Code:	37-75416-0132472
LEA Contact Information:	Name: Christine Feher Position: Superintendent Phone: 855-225-7227
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$3,228,547
LCFF Supplemental & Concentration Grants	\$361,899
All Other State Funds	\$525,519
All Local Funds	\$98,207
All federal funds	\$191,193
Total Projected Revenue	\$4,043,466

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$3,874,361
Total Budgeted Expenditures in the LCAP	\$3,428,516
Total Budgeted Expenditures for High Needs Students in the LCAP	\$361,899
Expenditures not in the LCAP	\$445,845

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$332,836
Actual Expenditures for High Needs Students in LCAP	\$332,836

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$0
2022-23 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego

CDS Code: 37-75416-0132472

School Year: 2023-24

LEA contact information:

Christine Feher

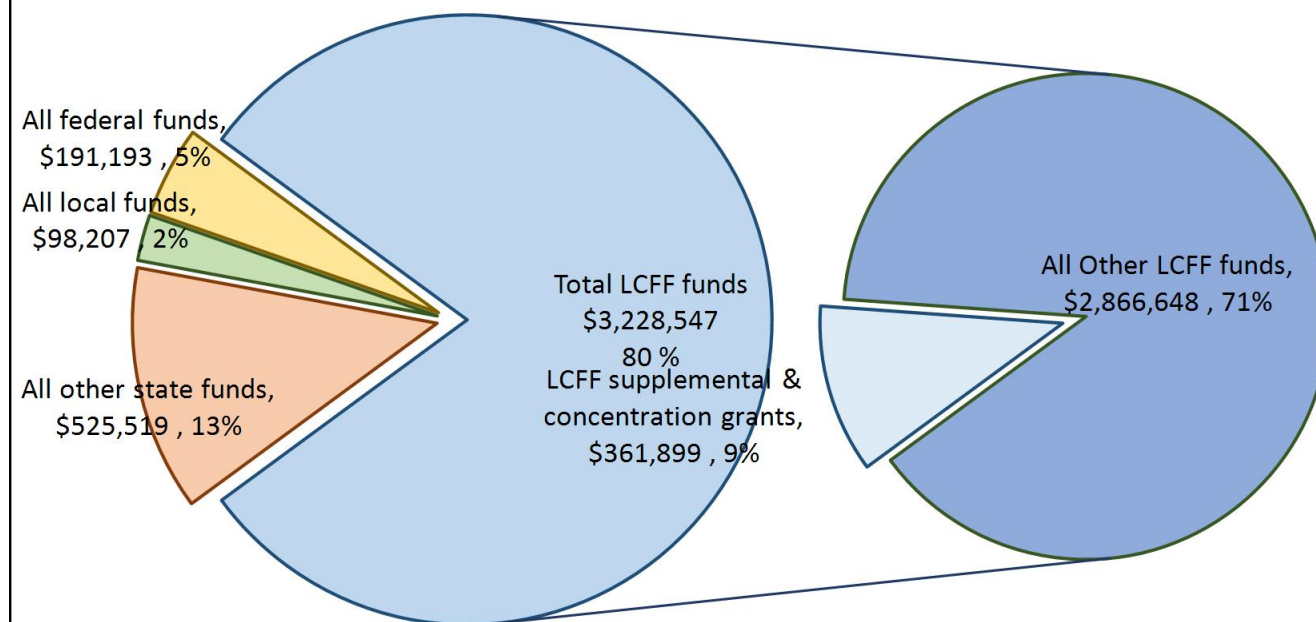
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



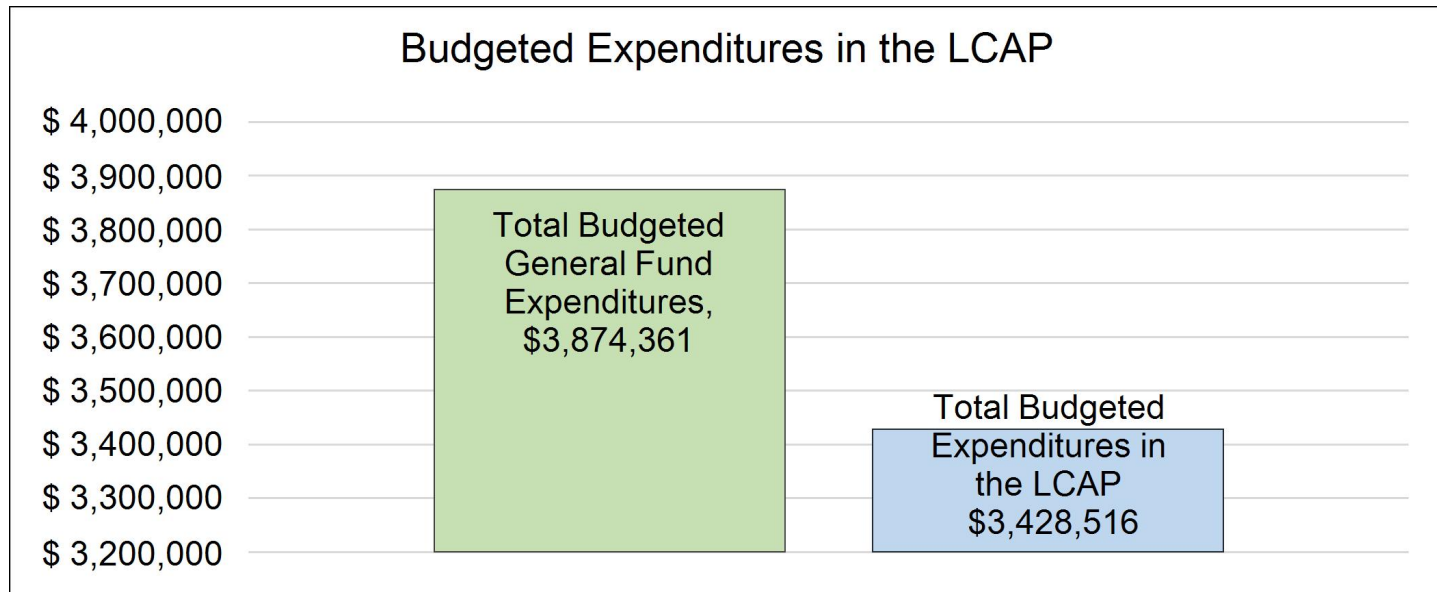
This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is \$4,043,466, of which \$3,228,547 is Local Control Funding Formula (LCFF), \$525,519 is other state funds, \$98,207 is local funds, and \$191,193 is federal funds. Of the \$3,228,547 in

LCFF Funds, \$361,899 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - San Diego plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - San Diego plans to spend \$3,874,361 for the 2023-24 school year. Of that amount, \$3,428,516 is tied to actions/services in the LCAP and \$445,845 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

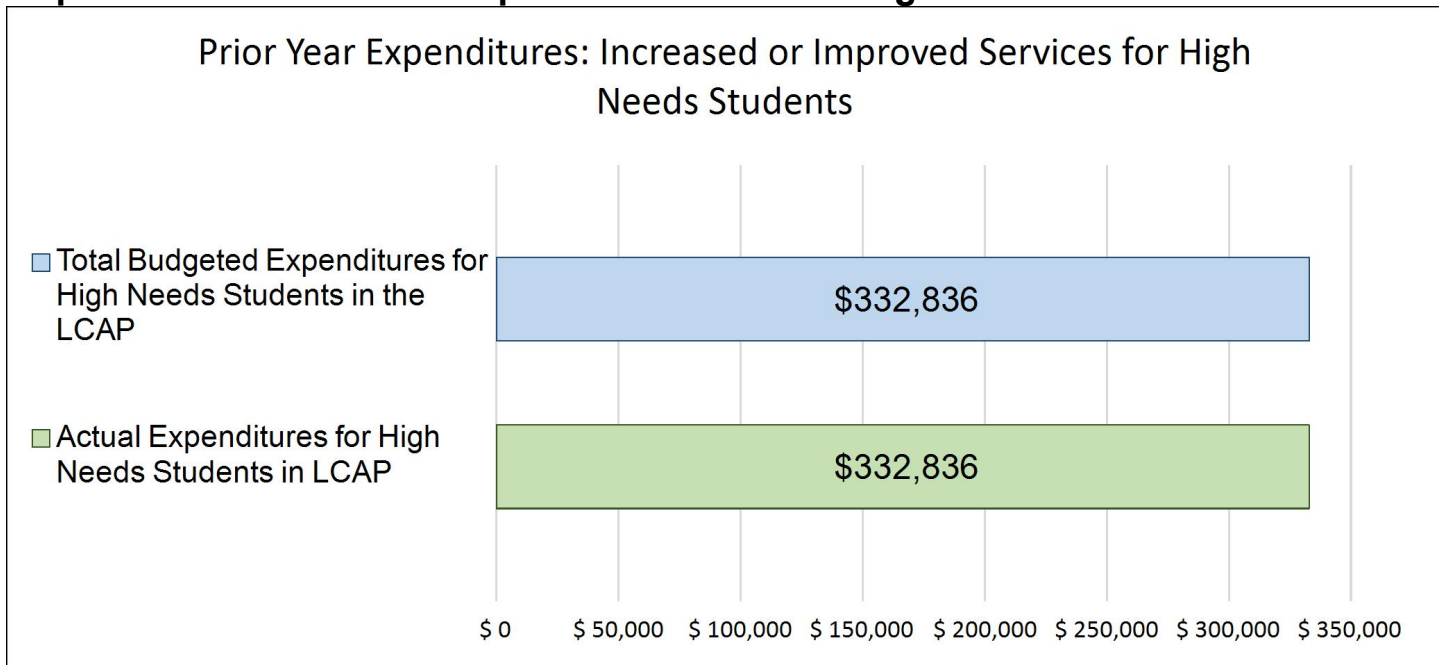
Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Pacific Charter - San Diego is projecting it will receive \$361,899 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - San Diego plans to spend \$361,899 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what California Pacific Charter - San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, California Pacific Charter - San Diego's LCAP budgeted \$332,836 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent \$332,836 for actions to increase or improve services for high needs students in 2022-23.

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	California Pacific Charter - Los Angeles
CDS Code:	19-75309-0132654
LEA Contact Information:	Name: Christine Feher Position: Superintendent Phone: 855-225-7227
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$5,206,936
LCFF Supplemental & Concentration Grants	\$583,603
All Other State Funds	\$706,266
All Local Funds	\$
All federal funds	\$255,195
Total Projected Revenue	\$6,168,397

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,042,631
Total Budgeted Expenditures in the LCAP	\$5,344,492
Total Budgeted Expenditures for High Needs Students in the LCAP	\$583,603
Expenditures not in the LCAP	\$698,139

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$572,788
Actual Expenditures for High Needs Students in LCAP	\$572,788

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$0
2022-23 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles

CDS Code: 19-75309-0132654

School Year: 2023-24

LEA contact information:

Christine Feher

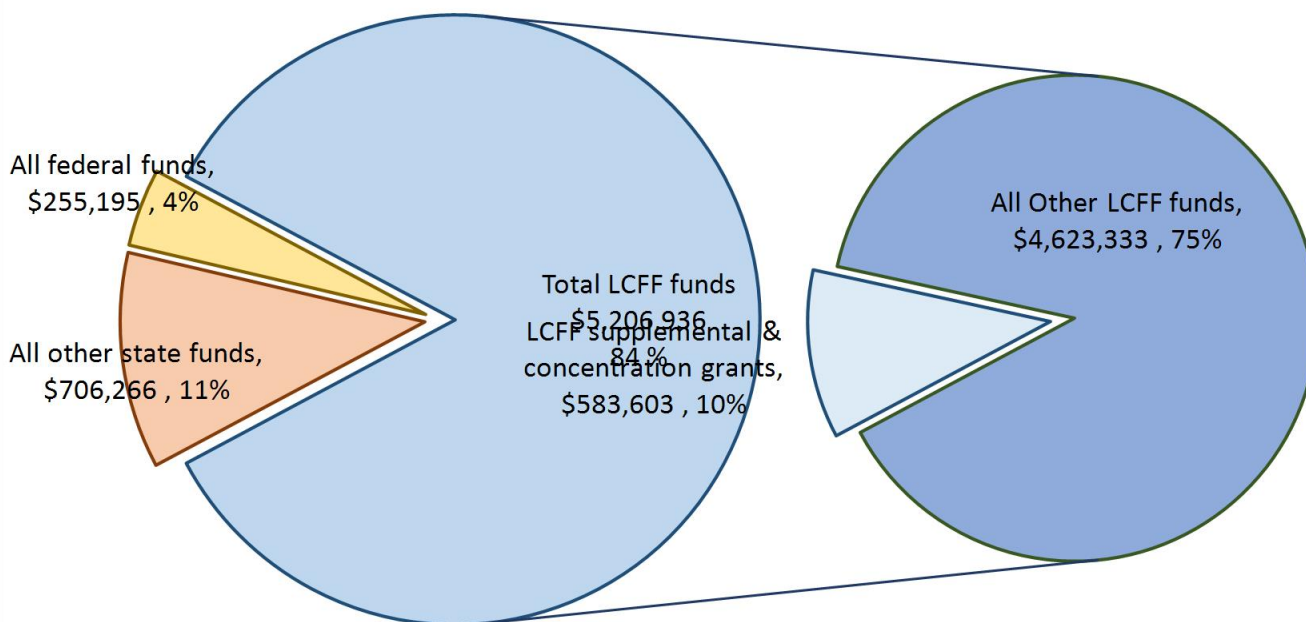
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



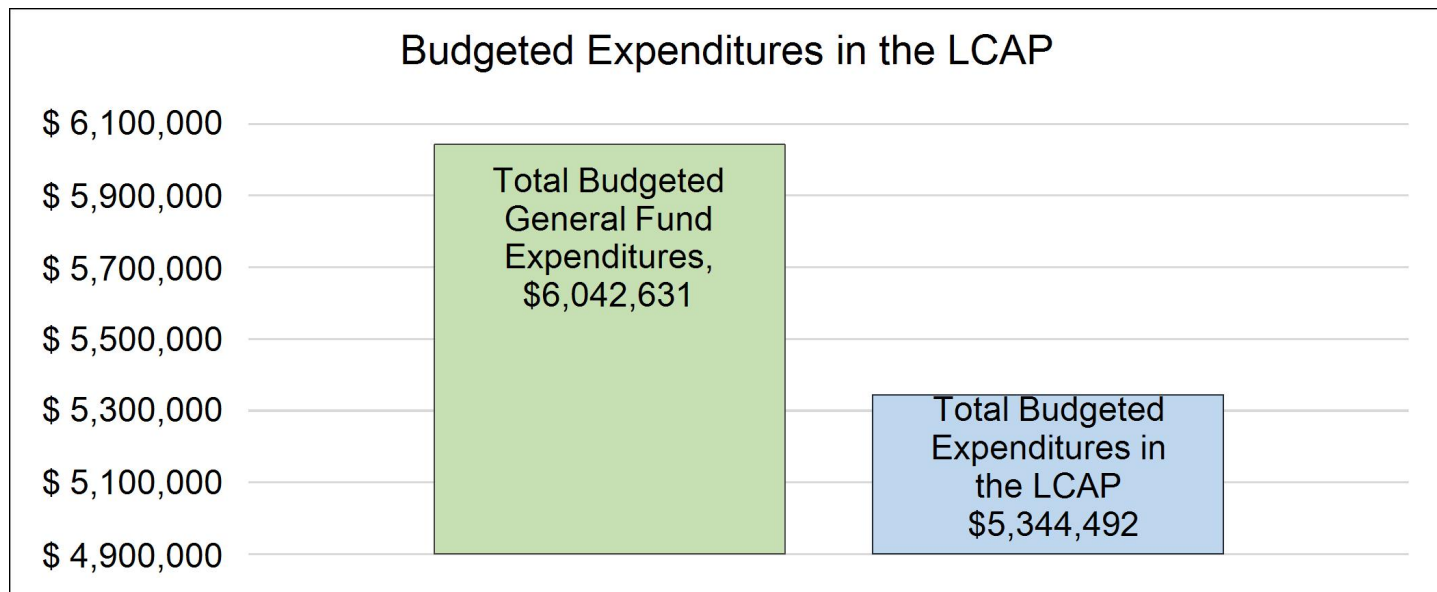
This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is \$6,168,397, of which \$5,206,936 is Local Control Funding Formula (LCFF), \$706,266 is other state funds, \$ is local funds, and \$255,195 is federal funds. Of the \$5,206,936 in LCFF

Funds, \$583,603 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - Los Angeles plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Los Angeles plans to spend \$6,042,631 for the 2023-24 school year. Of that amount, \$5,344,492 is tied to actions/services in the LCAP and \$698,139 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

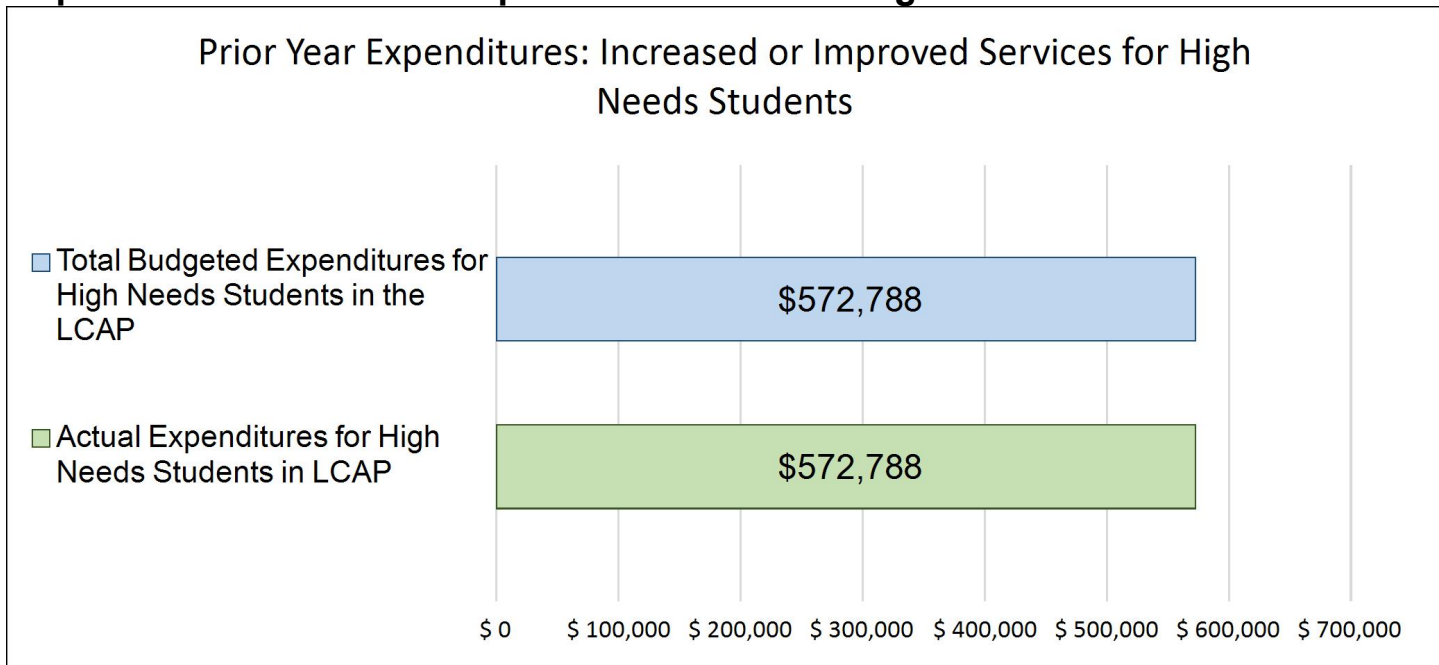
Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Pacific Charter - Los Angeles is projecting it will receive \$583,603 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Los Angeles plans to spend \$583,603 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what California Pacific Charter - Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, California Pacific Charter - Los Angeles's LCAP budgeted \$572,788 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent \$572,788 for actions to increase or improve services for high needs students in 2022-23.

CALIFORNIA PACIFIC CHARTER SCHOOLS:



California Pacific Charter – San Diego

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

California Pacific Charter - San Diego

**Unaudited Actuals
Program by Resource Report**

**37 75416 0132472
Form PGM**

Expenditures through:

June 30, 2023

For Fund(s), Resource(s), and Project Year(s):

01 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	47,106.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		47,106.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	47,106.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Food Costs	except 4700 4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		47,106.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

CALIFORNIA PACIFIC CHARTER SCHOOLS:



California Pacific Charter – LA

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

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California Pacific Charter - Los Angeles

**Unaudited Actuals
Program by Resource Report**

19 75309 0132654
Form PGM

Expenditures through:

June 30, 2023

For Fund(s), Resource(s), and Project Year(s):

01 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	68,114.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		68,114.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	68,114.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
	except 4700	
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999,	
	except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding	7000-7299,	
Indirect Costs)	7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		68,114.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

CALIFORNIA PACIFIC CHARTER SCHOOLS:



California Pacific Charter – Sonoma

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

California Pacific Charter - Sonoma

**Unaudited Actuals
Program by Resource Report**

49 70722 0139048
Form PGM

Expenditures through:

June 30, 2023

For Fund(s), Resource(s), and Project Year(s):

01 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	24,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		24,000.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	24,000.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
	except 4700	
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999,	
	except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding	7000-7299,	
Indirect Costs)	7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		24,000.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		0.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

Coversheet

Local Control & Accountability Plan (LCAP) 2023-24

Section: XIV. Public Hearings
Item: B. Local Control & Accountability Plan (LCAP) 2023-24
Purpose: Discuss
Submitted by:
Related Material: 2023_LCAP CPC-SD.pdf
2023_LCAP CPC-SO.pdf
2023_LCAP CPC-LA.pdf
2022-23 LCAP Year 2 Outcomes Presentation.pdf



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - San Diego

CDS Code: 37-75416-0132472

School Year: 2023-24

LEA contact information:

Christine Feher

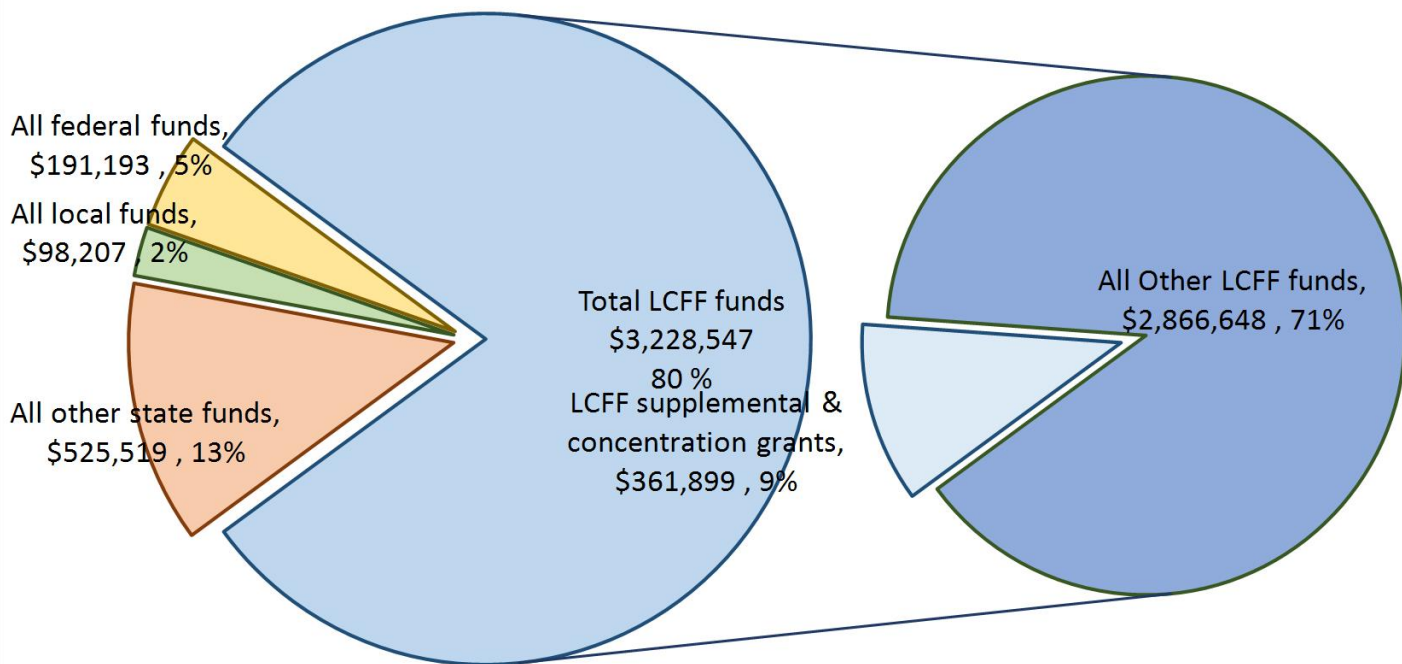
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

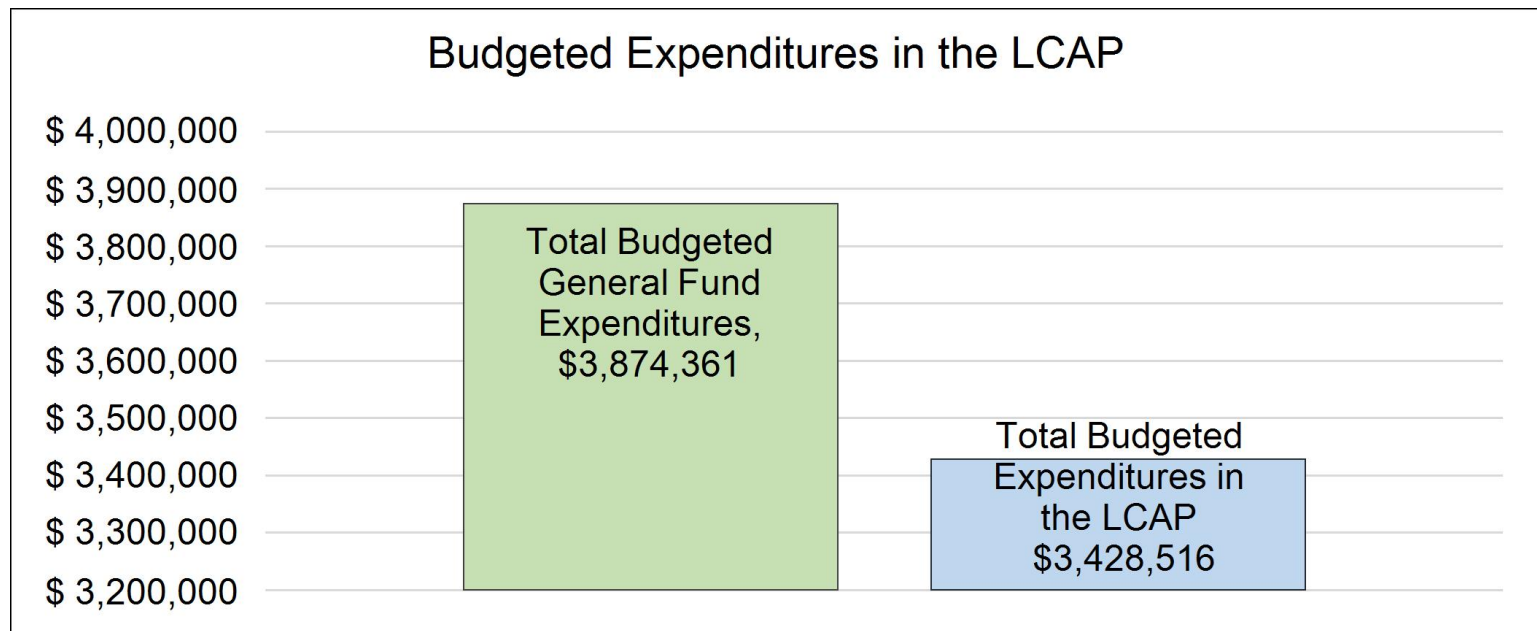


This chart shows the total general purpose revenue California Pacific Charter - San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - San Diego is \$4,043,466, of which \$3,228,547 is Local Control Funding Formula (LCFF), \$525,519 is other state funds, \$98,207 is local funds, and \$191,193 is federal funds. Of the \$3,228,547 in LCFF Funds, \$361,899 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - San Diego plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - San Diego plans to spend \$3,874,361 for the 2023-24 school year. Of that amount, \$3,428,516 is tied to actions/services in the LCAP and \$445,845 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

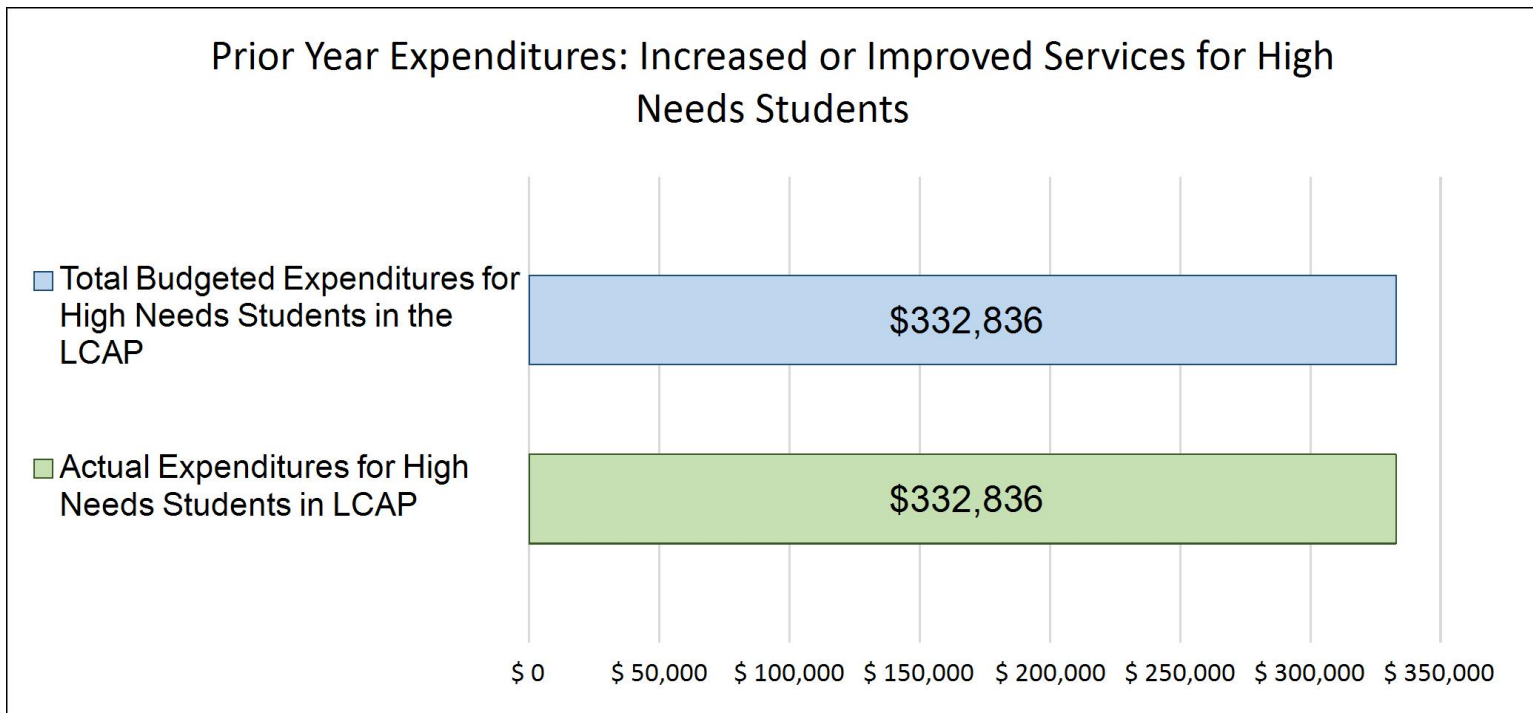
Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Pacific Charter - San Diego is projecting it will receive \$361,899 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - San Diego plans to spend \$361,899 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what California Pacific Charter - San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, California Pacific Charter - San Diego's LCAP budgeted \$332,836 for planned actions to increase or improve services for high needs students. California Pacific Charter - San Diego actually spent \$332,836 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Pacific Charter - San Diego	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Pacific Charter – San Diego

Mission Statement

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

Vision

California Pacific Charter Schools, in partnership with our community, will:

Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.

Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.

Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About California Pacific Charter - San Diego

California Pacific Charter – San Diego is an online independent study charter school with an administrative office in Costa Mesa, California. The school is chartered through Warner Unified School District in San Diego County. Students in this school reside in San Diego, Imperial, Riverside, and Orange Counties.

Demographics

SB98 held 20-21 enrollment to the 2019-20 date of February 29, 2020 ADA. This held the number of students that California Pacific Charter San Diego could be funded for at 254 ADA, however, at P2 of the 2020-21SY, CPCS-SD was at 290 ADA .

For the 2021-22 school year, CPC-SD met projected ADA. Second interim budget projections were 324.72 and P2 ADA was 332.01, exceeding the projection.

For the 2022-23 school year, CPC-SD met projected ADA. Second interim budget projections were 242 ADA and P2 ADA was 245.73, exceeding the predictions.

CPCS serves a diverse community of students and parents.

For the 2020-21 school year, this included the enrollment of 50.7% socio-economically disadvantaged, 5.7% English Learners, and 12.3% Special Education student populations.

In 2021-22 this included the enrollment of 52% socioeconomically disadvantaged, 7% English Learners, and 16.5% Special Education student populations.

For the 2022-23 school year, this included the enrollment of 59.7% socio-economically disadvantaged, 4.5% English Learners, and 16.3% Special Education student populations.

Core Curriculum, Personalized Learning Plans, and Attendance

CPCS offers a rigorous and comprehensive online, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum. Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide synchronous live sessions in accordance with AB130 and provide guided work time and academic support in virtual classrooms throughout the week. CPCS utilizes Edgenuity (6-12) and Accelerate (TK-5) online curriculum to deliver quality, CA common core standards aligned online content with highly qualified teachers. Students can access their courses 24/7, working at home at their own pace.

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments

CPCS has adopted the local diagnostic assessment tool through NWEA Maps. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having learning gaps are supported through the MTSS process and provided with targeted support and monitoring to address the identified skills gaps. Students in grades K-8 who assess two or more grade levels behind their same aged peers participate in the M.A.R.S. (Math and Reading Success) program. They engage in a personalized learning plan with support from Edmentum supplementary curriculum and work closely with an intervention teacher who provides targeted small group instruction and 1:1 support.

Accomplishments

CPCS remained open through the COVID-19 pandemic, mitigating learning loss and improving services and accessibility for its students and families, including students participating in special education. CPCS offers a safe and inclusive learning environment and has a very high overall satisfaction rating among stakeholders, including faculty, students, and parents. CPCS is making gains in academic achievement (including EL progress) and has significantly increased the percentage of students graduating with their 4 yr cohort. CPCS has expanded the course catalog to offer several new electives such as African American History (a-g approved), CTE Intro to Design, Visual, & Media Arts, and Intro to Careers in Education (a-g approved). CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through students graduating with A-G requirements met and/or who have completed a CTE pathway.

Western Association of Schools and Colleges (WASC) Accreditation

CPCS participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation validates the integrity of our programs and transcripts.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Continuity of Instruction and Parent/Student Engagement

CPCS did not have to close or reduce instructional minutes during the COVID-19 pandemic. Because of this, students did not lose access to curriculum or instruction during the 20-21 or 21-22 school year.

According to data collected through education partner surveys during the 2022-23 school year, 100% of staff and teachers agree that the school implemented planned actions to promote a high ADA and positive school climate. This includes supporting student social emotional learning and frequent contact with parents to support students struggling with attendance. Education partners continue to express that CalPac effectively engages students and provides a safe, welcoming, and inclusive school climate. Parents agree that the school communicates community resources that are available to their family via the school's website, email, phone/text, Parent Square messaging, newsletters, parent teacher conferences, and IEP meetings. 96.4% of parents responded that when working with their child's homeroom teacher, school staff, and administrations, they feel that their input is valued. 96.4% of parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and in their child's education. 98.2% of parents stated that they overall, are satisfied with their child's school. 98.5% of students responded that they agree that their teacher is available to help them and support them with their school work. 99.3% of students stated that their teacher cares about their education and helps them to succeed. 92.6% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 94.1% of students stated that overall, they are satisfied with their school.

Special Education

Students in the CPCS special education program continued to receive services per their IEP through the COVID-19 pandemic. Because CPC-SD is non-classroom based, most students (90%) were already receiving virtual services prior to the pandemic. Any student with face-to-face services was offered virtual services or compensatory education via an IEP meeting with all team member input. The SPED teams have also engaged in virtual testing, where appropriate, to continue to meet annual and triennial timelines. Post pandemic, CPC-SD conducts assessments and provides related services either in person or virtually, whichever is the best means to support the child.

Academics and Assessment

CPCS was able to plan and organize students to participate in CAASPP and ELPAC testing virtually in the 20-21 and 21-22 school year. Enterprised student chromebooks with secure browsers were purchased and disseminated quickly. Participation rates in state testing at CPC-SD were higher than in any previous year and met the goal of 95% participation in order to be able to utilize the assessment data as verifiable data for charter renewable purposes.

Completion Rates

The percentage of students completing courses to mastery continue to increase. Eventhough at CPCS, students can pass classes and received credit for grade of "D", a metric has been added to track the percentage of students completing courses with a grade of "C" or higher to support high academic achievement, A-G completion and college and career readiness.

EL Progress

Due to the implementation of new ELD curriculum and the assigning of ELD coordinators at the K-8 and high school levels, CPC-SD anticipates continued increases in the area of EL progress.

Graduation Rates

CPC-SD was previously identified for Comprehensive Support and Improvement (CSI) for having a graduation rate in the very low category. Graduation rate for CPC-SD in 2020-21 was 94.4%. Graduation rate for CPC-SD in 2021-22 was 93.2%. CPC-SD has exited CSI due to increasing the graduation rate. CPCS maintains a 0% suspension and expulsion rate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

State and Local Assessments (Participation and Achievement)

California Pacific Charter School recognizes that to help all students achieve, interpreting multiple sources of student data, including CAASPP results, provides us with information to ensure effective data-based decision making. Due to the nature of our independent study and online charter, to meet the state required 95% participation rate, we encourage participation in CAASPP testing by preparing students with standards aligned instruction, highly qualified teacher support, live online test prep sessions as well as and providing testing sites that are safe, secure and convenient. CPCS-SD has met the 95% participation rate to utilize the data as verifiable data for charter renewal. In 2021 CPCS engaged in the PIR process with the local SELPA to identify root causes of students with disabilities who had previously not participated in state testing. CPCS Performance Indicator (PIR) participation rate did not meet the 95% for all students with disabilities. As a result, a PIR plan was written and submitted with that year's LCAP. The PIR team consisted of the following: SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers. The improvement strategies are outlined in the PIR plan and are being monitored and evaluated for progress by the PIR team and monitored during the LCAP Annual Review process. LCAP 1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the participation rate of SWDs in ELA and Mathematics CAASPP tests.

Prior year CAASPP results indicated a need for focused interventions to improve academic achievement on state assessments. Due to the COVID-19 pandemic, no CAASPP testing was administered in the 2019-20 SY. CAASPP baseline was established by 20-21 results. CPCS participates in the virtual administration of CAASPP and ELPAC. Reports indicate that CPCS was able to meet 95% participation in both local and state assessments .

CPCS participated in the virtual administration of CAASPP and ELPAC. CPC-SD was able to meet 95% participation in both local and state assessments. Prior year CAASPP results indicated a need for focused interventions to improve academic achievement on state assessments. Due to the COVID-19 pandemic, no CAASPP testing was administered in the 2019-20 SY. CAASPP baseline was set with 2020-21 results.

CAASPP ELA 2020-21 (Baseline)

All Students:

*Met or exceeded 95% participation

46% of students met or exceeded the standard.

19.1% exceeded the standard

26.7% met the standard

26% nearly met
28.2% standard not met

CAASPP Math 2020-21 (Baseline)

*Met or exceeded 95% participation

All Students:

22% of students met or exceeded the standard.

6.9% exceeded the standard

15.3% met the standard

26% nearly met

51.9% standard not met

CAASPP ELA 2021-22

All Students:

*Met or exceeded 95% participation

56% of students met or exceeded the standard.

21.3% exceeded the standard

34.3% met the standard

18.5% nearly met

25.9% standard not met

CAASPP MATH 2021-22

*Met or exceeded 95% participation

All Students:

29% of students met or exceeded the standard.

12.1% exceeded the standard

16.8% met the standard

25.2% nearly met

45.8% standard not met

Steps we take to promote participation, preparedness, and high academic achievement include:

- 1) Increasing accountability and participation by proctoring local and state assessments
- 2) Enterprised chromebooks and sent them to students with the downloaded secure testing browser so that students could participate in NWEA, CAASPP, and ELPAC via the remote option in a secure format.
- 3) Use the PLC process to generate solutions to increasing test readiness and launching a Camp CAASPP campaign to focus on test readiness, and encouraging all students to participate in local and state assessments.
- 4) Implemented Interim assessments and block interim assessments through CERS.

- 5) Administrators have conversations with all families who choose to opt out of state testing and explain to them how beneficial their participation in testing is to the school in helping us to achieve a 95% participation rate.
- 6) Hire a K-8 intervention teacher and launch the Math and Reading Success Program (M.A.R.S.) to support learning acceleration for students performing below grade level as compared to their same aged peers.
- 7) Increase student support with targeted academic tutoring.

CPCS Graduation Rate

Student graduation from high school is an important indicator of school success and one of the most significant indicators of student college and career readiness. CPC-SD was previously identified for Comprehensive Support and Improvement (CSI) for having a graduation rate in the very low category. CPC-SD was able to significantly increase the graduation rate for the 2020-21 and 2021-22 school years. Achieving high cohort graduation rates can be challenging for due to the school's low stability rate and due to the number of 11th and 12th grade students that enroll who are credit deficient. When severely credit deficient students enroll in our high school they are often not on track to graduate within the four year cohort parameters. These students typically enroll in our credit recovery program option with a goal of catching up on required coursework. By creating a safe and supportive school climate, with guidance and mentorship from skilled and caring teachers and counselors, strategies designed to accelerate learning and boost graduation rates are provided.

Steps we will take to promote student graduation:

- 1) 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.
- 2) Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting college and career readiness.
- 3) Review student transcripts to provide students the opportunity to make up missed credits.
- 4) Offer opportunities to accelerate learning by participating in the Credit Recovery and Foundations programs designed to help credit deficient high school students get back on track and graduate with their 4 yr cohort.
- 5) Assigned a designated counselor and homeroom teacher to all students credit deficient and at risk of not graduating on time.
- 6) Utilize an Assistant Director of highschool engagement to hold empathy interviews to identify root causes for credit deficient students, students not attending or making adequate academic progress to establish success plans and offer additional supports such as mental health support and academic counseling.
- 7) Offer a summer bridge program in order to support credit deficient high school students to make up credits, accelerate learning, and graduate with their 4 yr cohort.
- 8) Hire paraprofessionals and academic tutors to support students not making adequate academic progress in order to increase student engagement and learning and course completion rates.
- 9) Authorizer approved charter revision to include the ability to offer a 160 credit (reduced credit) diploma pathway for students that have less than 120 credits entering their 12th grade year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1 Student Learner Outcomes

Metrics:

- Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)
- NWEA local assessments
- ELPAC

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and intervention practices that produce outcomes
- Hire HS engagement coordinator, paraprofessionals, and tutors to support learning recovery and accelerated learning
- Adopt State Board of Education (SBE) approved diagnostic to support verifiable data (NWEA Maps)
- K-8 intervention teacher will support M.A.R.S Math and Reading Success Program with 1:1 and small group academic support

Goal 2 Positive School Climate and High ADA

Metrics:

- Attendance Rates/Chronic Absenteeism
- Stakeholder/Education Partner Connectedness Survey Results
- Stability Rate

Major Actions:

- Credit Recovery Options
- Maintaining Highly Qualified teachers and classified staff
- Hold Adequate progress, truancy, and SARB meetings and support for students not attending school or making adequate academic progress

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Education Partner Participation Survey Results
- Education Partner Safety and Satisfaction Survey Results

Major Actions:

- Meaningful and transparent communication
- Parent input opportunities

- Parent training and workshops
- EL Master Plan training (ELD placement, EL progress, Reclassification)
- Translated notices, reports, statements
- Partner with Care Solace to support families with mental health needs
- Launch Parent University to provide important resources to parents

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- Drop Out Rates
- College/Career Prepared Rates

Major Actions:

- College and Career Readiness Program- "Plan Your Path" initiative
- Monitor and Support Middle to High School transition to improve Graduation Rates
- Career Technical Opportunities and Career Pathway Opportunities
- AVID and/or AVID enrichment opportunities
- CAASPP/Exam Preparation
- HS Engagement coordinator will hold empathy interviews and develop success plans for credit deficient high school students
- Partnerships with Community College Districts to offer high school students concurrent enrollment
- 160 credit diploma pathway option for students entering their 12th grade year with less than 120 credits
- FAFSA completion/ opt out requirement

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

CPC-SD has been excised from CSI.

Monitoring and Evaluating Effectiveness

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

CPC-SD has been excited from CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

California Pacific Charter Schools has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents. CPCS solicited input, recommendations, comments, and suggestions from all education partners regarding the specific actions and expenditures proposed to be included in the LCAP. Proposed future goals, actions items, programs, partnerships, and other input and feedback were discussed with faculty and staff at the April and May staff meetings as well as the March, April and May PLC meetings. Proposed future goals, actions items, programs, partnerships, and other education partner input and feedback were discussed with parents and students at the October 2022, January 2023, and April 2023 School Site Council (SSC) meetings. The School Site Council serves as the Parent Advisory Committee. Translated information was provided for CPCS parents who speak a language other than English. Education partners are invited to the June 2023 public hearing to provide input. The superintendent consulted with its special education local plan area administrator(s) to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs. The governing board adopted the LCAP in a public meeting on June 20, 2023. Education partner input and feedback were integral to the development of the LCAP.

A summary of the feedback provided by specific educational partners.

Students

In 2022-23, students were surveyed and asked to identify programs, services, or initiatives that were enjoyable or helpful to them. Out of 135 student survey responses, 53.3% of students mentioned virtual learning hub, 29% of students noted the summer learning opportunities, 21.5% of students said social and emotional learning resources, 18% acknowledged Career and Technical Education Pathways, 25% identified enrichment and elective classes, 14% noted individual or group counseling, and 6% said M.A.R.S academic intervention. Students were asked in what ways their school helped to prepare them for their post secondary plans. 75% of students identified opportunities to develop content knowledge and academic skills, time management skills, study skills, and self discipline as positive outcomes. Students also mentioned college and career readiness initiatives, FAFSA completion support, 4 year plan development, community college concurrent enrollment, A-G coursework, standardized test preparation, and CTE as highlights. High school students were asked about their next steps after graduating CalPac. 40% of students indicated they have plans to attend a 4 year university, 35% of students said they planned to enroll in a 2 year college, 26% indicated that they have plans to enroll in a technical or trade school, 12.2% have plans to enter the military services, and 36.5% wish to obtain employment and prefer not to enroll in further education after high school.

Parents

Out of 55 parent survey responses, parents were asked the types of supplemental learning and services that support their child's academic and development needs. Parents identified access to their child's teacher (94.5%), K-6 school supply box (18.2%), Virtual Learning Hub (70.9%), Homeroom check-in meetings (78.2%), Social Emotional Learning Curriculum (29.1%), Care Solace referrals (20%), M.A.R.S. Academic support (10.9%), pathful College and Career Resources (16.4%), State testing preparation (38.2%), summer school (30.9%), credit recovery programs (38.2%), virtual field trips and events (54.5%), in-persn field trips (50.9%), Virtual College tours/career presentations (27.3%), makerspace and STEM events (14.5%), and virtual clubs (49.1%) as contrinutung of their child's academic and developmental needs. Parents were asked which initiatives or programs their children enjoyed or found helpful this school year. 56.4% of

parents said Virtual Learning Hub, 23.6% said Summer School, and 18.2% of parents named K-6 enrichment classes, individual or group counseling, and social emotional curriculum as the most highly rated initiatives or programs.

School Site Council

At the October SSC Meeting, students and parents expressed that they would like additional opportunities for tutoring, academic support and virtual study hall and wanted a summer learning acceleration program.

Staff

Through participation in the staff PLC process, the focus group for chronic absenteeism indicated a need for increased support for high school students who were not attending school consistently. CPC-SD also identified low school stability rate as a factor negatively impacting multiple dashboard areas.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following aspects of the LCAP were influenced by specific education partner input:

Enterprised chromebooks will be provided to all students (LCAP 2.3), a summer bridge learning and credit recovery program will be offered. Additional virtual learning hubs and study halls will be available with academic tutors and special education paraprofessionals to provide additional academic support for students. Elective options will be increased to expand elective curriculum opportunities (LCAP 4.3) including financial literacy, culturally inclusive curriculum, and CTE electives and CTE Pathways (LCAP 4.1). A high school engagement coordinator will support attendance and academic progress for chronically absent and credit deficient high school students (LCAP 2.5,4.6).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Broad Goal
 With a focus on supporting our students to achieve, the goal and actions/services focuses on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions are important to the success of our students and preventing learning gaps. NWEA Maps, Edmentum, CAASPP, and end of course assessments are all metrics we monitor to ensure students are on track to make academic growth and progress.

Goal 1 Addresses the following State Priorities:

Conditions of Learning
 State Priority 1) Basic: Student access to standards-aligned instructional materials, Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate
 State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning
 State Priority 7) Course Access: Adopted course of study grades 1-6 ELA, Mathematics, Social Sciences, Science, VAPA, Health, Career Technical Education, Other studies prescribed by the governing board

Pupil Outcomes
 State Priority 4) Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient.
 State Priority 8) Pupil Outcomes: Adopted course of study grades 7 - 12 ELA, Mathematics, Social Sciences, Science, Foreign Language, VAPA, Applied Arts, Health, Career Technical Education, Advanced Placement, Other studies prescribed by the governing board.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CAASPP ELA (current local assessment data)</p>	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to complete classes at a mastery level. The middle school program (grades 7-8) saw an increase of 6.14% in completion rates. High school completion rates for the traditional program increased by 3.9%, and in the credit recovery program, completion rates increased by 10.47%.</p> <p>Edmentum Diagnostic Results (Reading)</p>	<p>CAASPP ELA 2020-21 (Baseline) All Students: 46% of students met or exceeded the standard. 19.1% exceeded the standard 26.7% met the standard 26% nearly met 28.2% standard not met</p> <p>ELs- 36% met or exceeded the standard SWD- 31% met or exceeded the standard HY- 50% met or exceeded the standard SED- 41% met or exceeded the standard</p> <p>White- 61% met or exceeded Hispanic- 46% met or exceeded African American- 25% met or exceeded</p>	<p>CAASPP ELA 2021-22 All Students: 56% of students met or exceeded the standard. 21.3% exceeded the standard 34.3% met the standard 18.5% nearly met 25.9% standard not met</p> <p>ELs- 20% met or exceeded the standard SWD- 26.7% met or exceeded the standard HY- Not enough data SED- 52% met or exceeded the standard</p> <p>White- 55% met or exceeded Hispanic- 65% met or exceeded African American- 11% met or exceeded Asian-100% met or exceeded the standard</p>		<p>Increase the combined percentage of students meeting and exceeding the standard by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2019-20 43.3% of students tested at or above grade level. Exceeded the standard (33.3%), Standard met (10%) and 56.7% of students tested below grade level. CPCS-SD saw increases at the achievement bands. There was an increase of 1% in students that moved from not met to met and an increase of 14.3% from students who met to students who exceed the standard.</p>	<p>Asian-100% met or exceeded the standard Two or more- 36% met or exceeded the standard</p>	<p>Two or more- 64% met or exceeded the standard</p>		
<p>CAASPP Math (current local assessment data)</p>	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data</p> <p>Edmentum Diagnostic Results (Math)</p>	<p>CAASPP Math 2020-21 (Baseline) All Students: 22% of students met or exceeded the standard. 6.9% exceeded the standard 15.3% met the standard 26% nearly met 51.9% standard not met</p>	<p>CAASPP MATH 2021-22 All Students: 29% of students met or exceeded the standard. 12.1% exceeded the standard 16.8% met the standard 25.2% nearly met 45.8% standard not met</p>		<p>Increase the combined percentage of students meeting and exceeding the standard by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20 15.2% of students tested at or above grade level. Exceeded the standard (9.1%), Standard met (6.1%) and 84.8% of students tested below grade level. CPCS-SD saw increases at the achievement bands. There was an increase of 1% in students that moved from not met to met and an increase of 7% from students who met to students who exceed the standard.	<p>ELs- 18% met or exceeded the standard SWD- 15% met or exceeded the standard HY- 0% met or exceeded the standard SED- 18% met or exceeded the standard</p> <p>White- 28% met or exceeded Hispanic- 17% met or exceeded African American- 17% met or exceeded Asian- 0% met or exceeded the standard Two or more- 27% met or exceeded the standard</p>	<p>ELs- 20% met or exceeded the standard SWD- 6.7% met or exceeded the standard HY- Not enough data SED- 32% met or exceeded the standard</p> <p>White- 33% met or exceeded Hispanic- 35% met or exceeded African American- 11% met or exceeded Asian- 67% met or exceeded the standard Two or more- 27% met or exceeded the standard</p>		
Disaggregated local assessment data to support student groups	<p>2019-20: local assessment data</p> <p>Edmentum Diagnostic Results (READING) ALL students 43.3% tested at or above grade level</p>	<p>NWEA 2021-22 (Baseline)</p> <p>FALL administration ELA All Students: 53.5% meet or exceed the standard</p>	<p>NWEA 2021-22 SPRING Administration ELA All Students: 44% meet or exceed the standard</p>		Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs 66.7% at or above grade level EO 40.8% at or above grade level Socio Econ 38.6% at or above grade level SWD Not available Homeless Youth 33.3% at or above grade level African American 33.3% at or above grade level Hispanic 38.5% at or above grade level White 43.9% at or above grade level Edmentum Diagnostic Results (MATH) ALL students 14.2% tested at or above grade level ELs 57.1% at or above grade level EO 12.1% at or above grade level Socio Econ 11.3% at or above grade level SWD Not available Homeless Youth 0% at or above grade level	28.4% exceeding the standard 25.1% meeting the standard 18.6% approaching the standard 13.7% below 14.2% far below MATH All Students: 47.9% meet or exceed the standard 22.9% exceeding the standard 25% meeting the standard 16.5% approaching the standard 16.5% below 19.1% far below	23.3% exceeding the standard 20.7% meeting the standard 17.5% approaching the standard 15.7% below 22.7% far below MATH All Students: 39.2% meet or exceed the standard 23% exceeding the standard 16.2% meeting the standard 16.6% approaching the standard 17.2% below 27% far below NWEA 2022-23 FALL administration ELA All Students: 47.1% meet or exceed the standard 27.2% exceeding the standard 19.9% meeting the standard 17.6% approaching the standard 12.6% below		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American 0% at or above grade level Hispanic 9.3% at or above grade level White 20.9% at or above grade level		22.5% far below MATH All Students: 42.2% meet or exceed the standard 26.6% exceeding the standard 15.6% meeting the standard 16.1% approaching the standard 18.2% below 23.4% far below		
English Language Proficiency Assessments for California (ELPAC)	Baseline will be developed from 20-21 results	ELPAC Baseline 2020-21 Out of 15 students tested: Level 1- 1 (6.6%) Level 2- 2 (13.3%) Level 3- 3 (20%) Level 4 -9 (60%)	ELPAC 2021-22 Out of 10 students tested: Level 1- 0 Level 2- 3 (30%) Level 3- 4 (40%) Level 4 -3 (30%) 54% of students progressed at least 1 ELPI level.		50% of students improve in at least 1 ELPI level each year. Increase rate of stuents RFEP by 2% each year.
Course Completion Rates (% of students passing classes with a grade of 60% or higher)	Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to	Completion Rates Fall 2021 Elementary School 88.47% completion at grade of 60% or higher	Completion Rates SPRING 2022 Elementary School 92% completion at grade of 60% or higher		Maintain course completion rates at 90% or higher in each academic discipline. Increase the percentage of students passing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>complete classes at a mastery level. The middle school program (grades 7-8) saw an increase of 6.14% in completion rates. High school completion rates for the traditional program increased by 3.9%, and in the credit recovery program, completion rates increased by 10.47%.</p>	<p>(14.44% increase from Fall 2020) 88.47% completion at grade of 70% or higher (14.44% increase from Fall 2020) Middle School 64.24% completion at 60% or higher (18.92% decrease from Fall 2020) 54.3% completion at 70% or higher (9.38% decrease from Fall 2020) High School Traditional Program 95.94% completion at grade of 60% or higher 93.54% completion rate at 70% or higher Credit Recovery Program 88.93% completion at grade of 60% or higher 74.25% completion at grade of 70% or higher Foundations Program 100% completion at grade of 70% or higher</p>	<p>(2% increase from Spring 2021) 85% completion at grade of 70% or higher (2% increase from Spring 2021) Middle School 79% completion at 60% or higher (4% increase from Spring 2021) 62% completion at 70% or higher (~stayed the same) High School 94% of students are completing classes with grade of 60% or higher (~stayed the same) 79% of students are completing classes with a score of 70% or higher (increase of 5%) Fall 2022 Elementary School 89.7% completion at grade of 60% or higher (1.5% increase from Fall 2021)</p>		<p>classes with a grade of 70% or higher by 2% each year to support A-G completion.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			82% completion at grade of 70% or higher (6% decrease from Fall 2021) Middle School 80% completion at 60% or higher (16% increase from Fall 2021) 63% completion at 70% or higher (9% increase from Fall 2021) High School 87% of students are completing classes with grade of 60% or higher (2% increase from Fall 2021) 80% of students are completing classes with a score of 70% or higher (6% increase from Fall 2021)		
LCFF Evaluation Rubric levels	Implementation of the academic content and performance standards adopted by the State Board Programs and services will enable English learners to	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC		Status of "Met" for all Local Indicators in the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Broad course of study Facilities in good repair Percentage of properly credentialed teachers Student access to standards-aligned instructional materials				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done. Oversight and monitoring provided by Executive Director, Director, Assistant Directors, Guidance Department, high school engagement coordinator, credentialed teachers, and K-8 intervention teacher. (All Students) (WASC) (CSI) (Title 1)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Academic Support for Student Groups	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. (LI, FY, EL, SWD) (WASC) (PIR)	\$0.00	No Yes
1.3	Access to Learning Materials and a Broad Course of Study	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) <ul style="list-style-type: none"> • Online courses, credit recovery, core programs, advanced placement courses, CTE pathways • Supplemental curriculum and materials supporting common core standards • Extended School year • ELD Curriculum • Digital curriculum aligned to common core • Virtual Learning Hubs and Academic Tutoring • Summer Bridge Program 	\$324,194.00	No
1.4	Professional Development	1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency, and use of interim state assessments through CERS. Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	EL Progress	1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning (SEL). (ALL, EL, SWD, FY, LI) (WASC) (PIR)	\$81,115.00	Yes
1.6	Student Learning Outcomes	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	\$0.00	No
1.7	SPED PIR	1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the participation rate of SWDs in ELA and Mathematics CAASPP tests and post secondary outcomes. The school psychologist and school psychologist interns will work to complete assessments in order to ensure initial and triennial IEPs are held according to the required timelines. (SWD) (PIR)	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of the actions.

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

There were no significant differences between budgeted expenditures and actual expenditures, including on planner percentages of improved services and estimated percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Designated and integrated language supports were effective in positively impacting the percentage of English Learners who progressed at least 1 ELPI level. Teacher professional development opportunities and goal setting activities were effective in positively increasing academic outcomes such as course completion rates, standardized tests scores, and student learning outcomes.

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

Action 1.4 Will be modified to include professional development on interim CAASPP assessments through CERS.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure the success of ALL students including English Learners, other unduplicated student groups, and students with disabilities.

An explanation of why the LEA has developed this goal.

Maintenance Goal
 CPCS recognizes that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance.

Goal 2 Addresses the following State Priorities:
 Conditions of Learning
 State Priority 1) Basic: Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate
 State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning

Pupil Outcomes
 State Priority 4) Pupil Achievement
 Assessment, curriculum, instruction, equity in education by narrowing the achievement gap by recognizing, respecting and attending to the diverse needs of the students they serve with the ability to differentiate instruction, services and resource distribution to respond to the diverse needs of their students so that all students are able to learn and thrive.

Engagement
 State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates, Middle School
 Culture and climate: physical, environmental and social aspects of school to keep students motivated to learn and stay in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019-20 There was no dashboard data for chronic absenteeism for the 19-20 school year, however, internal reports estimate that CPC-SD had a chronic absenteeism rate of 30%. Hold harmless ADA was enacted for the 19-20 school year at the date of February 29, 2020, ADA of 254.	2020-21 CPC-SD had a chronic absenteeism rate of 20%, which is a 10% decrease over 2019-20. The school met projected ADA. Second interim budget projections were 256.32 and P2 ADA was 263.44, exceeding the projection.	2021-22 CPC-SD had a chronic absenteeism rate of 15.9%, which is a 4.1% decrease over 2020-21. The school met projected ADA. Second interim budget projections were 242 ADA and P2 ADA was 245.73, exceeding the projection.		Decrease Chronic Absenteeism by 2% each year
Expulsion Rate	0%	0%	0%		0% Expulsion Rate each year
Suspension Rate	0%	0%	0%		0% Suspension Rate each year
Stability Rate			CPC-SD 69.2% District 73% SD County 89.2% Statewide 89.8%		increase by 2% each year

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate	2.1 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) (CSI)	\$0.00	No
2.2	Staff Assignments	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (ALL)	\$2,667,099.00	No
2.3	Technology	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)	\$0.00	No
2.4	Parent Outreach	2.4 Frequent contact with parents in order to update them on student progress and notify them of events. Frequent notifications and outreach regarding the renerollment process. (All Students)	\$0.00	No
2.5	Attendance Monitoring	2.5 We will identify, monitor and support students who are struggling with regular attendance. (ALL) (CSI)	\$0.00	No
2.6	Professional Development	2.6 Professional Development/Training in Cultural Awareness, Implicit Bias Training, Cultural Competency. (ALL) (WASC)	\$0.00	No
2.7	Training in Mental Health First Aid	2.7 Training in Youth Mental health First Aid and provide access to school and community-based mental health services through counselors and school psychologists. (ALL) (WASC)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Suicide Prevention	2.8 Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students through the adoption of board policies, and annual staff training. (ALL) (WASC)	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Use of Go Guardian and Go Guardian Beacon has had a positive impact on supporting students who are experiencing suicidal ideation and self harm. Attendance monitoring contributed the reducing the percentage of students who were chronically absent. Homeroom check-in meetings support a positive school climate and overall student satisfaction rate.

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

Stability rate has been added as a metric. In an effort to increase the school's stability rate, Action 2.4 has been modified to include "Frequent notifications and outreach regarding the renerollment process". (All Students)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support learning and achievement for ALL students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all education partners opportunities for input in decision making at the program and charter levels.

An explanation of why the LEA has developed this goal.

Maintenance Goal

Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establishing community partnerships.

Goal 3 Addresses the following State Priorities:

Engagement

State Priority 3) Parental Involvement: Effort to seek parent input, promotion of parent participation in programs for unduplicated students and special needs subgroups. Culture and Climate: Physical, environmental, and social aspects of school that have a profound impact on student experiences, behavior, and performance. Family and community engagement through systemic, integrated, and sustained engagement.

State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates, Middle School Dropout Rates, High School Dropout Rates, High School Graduation Rates

State Priority 6) School Climate: Sense of Safety and School Connectedness. Equity: Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/Input Rates and Stakeholder Survey Results	Participants 92 parent responses. 101 student responses.	Participants 59 parent responses. 48 student responses. Survey Results	Participants 55 parent responses. 135 student responses.		Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Survey Results 97.8% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96.7% of parents indicate that they feel their input is valued and respected. 95% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed.</p>	<p>98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education. 98.3% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 97.9% of students report that they feel safe at school. 89.6% of students report that they know they have someone at school to talk to for support if they have a problem.</p>	<p>Survey Results 96.4% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96.4% of parents indicate that they feel their input is valued. 98.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.3% of students agree that their teacher cares about their education and helps them succeed. 97% of students report that they feel safe at school. 92.6% of students report that they know they have someone at school to talk to for support if they have a problem.</p>		
Overall Satisfaction Rate- Stakeholder Survey Results	Overall Satisfaction Rate Survey Results	Overall Satisfaction Rate Survey Results	Overall Satisfaction Rate Survey Results		Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	95.7% of parents are satisfied with their child's school. 96% of students express an overall satisfaction with their school.	98.3% of parents are satisfied with their child's school. 91.7% of students express an overall satisfaction with their school.	98.2% of parents are satisfied with their child's school. 91.4% of students express an overall satisfaction with their school.		
Safety Plan Review and Training	The school safety plan was reviewed, updated, and discussed with the school faculty on March 2020.	The school safety plan was developed by the School Site Council in February 2022. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed by the School Site Council in January 2023. The updated plan was subsequently shared with school staff and the school board.		Review and provide training on the Comprehensive School Safety Plan annually

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	3.1 We will seek parent input and assess our level of education partner engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)	\$7,744.00	No
3.2	Communication	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)	\$14,399.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Safe School Environment	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)	\$0.00	No
3.4	Vendor Services	3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	\$49,603.00	No
3.5	Safety Training	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)	\$0.00	No
3.6	Accessibility of communication	3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. Documents, records, or statements sent, upon request, by Clerical Office Staff(EL)	\$184,641.00	Yes
3.7	School Management and Oversight	3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and Assistant Director of Finance. (All Students)	\$99,721.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Parent communication and providing opportunities for education partner input were effective in engaging education partners and contributed to a high overall satisfaction rate.

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

No changes will be made to planned goal, metric, or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Broad Goal

With a focus on supporting our students to achieve their goal of high school graduation, and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, College/Career Prepared and CTE participation are all metrics we monitor to ensure students are on track to graduation and to achieve their post graduation goals.

Goal 4 Addresses the following State Priorities:

Conditions of Learning

State Priority 1) Basic: Resources available to operate schools, Plan lessons, Deliver instruction, and Provide 21st-century learning opportunities. Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor.
 State Priority 2) State Standards: Curriculum, or course of study, is the content and plan for instruction. Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive. Assessment results are used to suggest which curriculum goals need to be addressed and how instructional strategies should be modified.
 State Priority 7) Course Access: Adopted course of study grades 1-6 ELA, Mathematics, Social Sciences, Science, VAPA, Health, Career Technical Education, Other studies prescribed by the governing board.

Pupil Outcomes

State Priority 8) Other Pupil Outcomes: Adopted course of study grades 7 - 12 ELA, Mathematics, Social Sciences, Science, Foreign Language, VAPA, Applied Arts, Health, Career Technical Education, Auto Driver Ed, Other studies prescribed by the governing board.

Engagement

State Priority 5) Pupil Engagement: High school graduation rates as it relates to culture and climate and how a positive school culture and a supportive learning environment helps students learn and thrive. Students are more likely to graduate when they are supported by schools, families and communities working together.
 State Priority 6) School Climate
 Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates	2019-20 (DATAQUEST) ALL 60.6% Graduated (4 Yr Adjusted Cohort Outcome) Homeless: Data not displayed Socioeconomic: 57.4% graduated Hispanic: 56.7% graduated White: 60% graduated	2020-21 (DATAQUEST) ALL 94.4% Graduated (4 yr Adjusted Cohort Outcome) Homeless Youth: <10, Data not displayed SED: 91.7% graduated SWD: <10, Data not displayed African American: <10, Data not displayed Hispanic: 85.7% graduated White: 100% graduated	2021-22 (DATAQUEST) ALL 93.2% Graduated (4 yr Adjusted Cohort Outcome) Homeless Youth: <10, Data not displayed SED: 92.3% graduated SWD: 100% African American: <10, Data not displayed Hispanic: 91.7% graduated White: 100% graduated		Increase by 2% each year once above 68%. Maintain 85% or higher.
College/Career Prepared	College and Career Prepared (DATAQUEST) ALL 16% Prepared, 9.6% Approaching Prepared, 74.5% Not prepared Hispanic 17.9% Prepared, 3.6% Approaching Prepared, 78.6% Not Prepared	College and Career Prepared (DATAQUEST) ALL 15% Prepared Additional Data not displayed	College and Career Prepared (DATAQUEST) *No Dashboard Data was reported or available on this metric for the 2022-23 school year. 2021-22 Pupils Enrolled in Courses		Increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White 20% Prepared, 12.2% Approaching Prepared, 67.3% Not Prepared</p> <p>Socioeconomic Disadvantaged 9.1% Prepared, 12.7% Approaching Prepared, 78.2% Not Prepared</p>		<p>Required for UC/CSU Admission- 93.17%</p> <p>2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission- 17.95%</p> <p>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission- 18 (24%)</p> <p>Number of Pupils Participating in CTE - 49</p> <p>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma- 100%</p> <p>AP Exams- number and percent of graduates who scored a 3 or higher on at least two AP Exams</p> <p>Graduates Only 1- 1.3%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop Out Rate			Drop out rate (DATAQUEST) 6.8%		Decrease by 1% each year or maintain under 10%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Comprehensive CTE program	4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies. (ALL) (WASC)	\$0.00	No
4.2	Middle School/High School Transition	4.2 Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (ALL) (WASC) (CSI)	\$0.00	No
4.3	High Quality Curriculum and Instruction	4.3 Provide high quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting graduation and college and career readiness. (WASC) (All Students)	\$0.00	No
4.4	AVID	4.4 Offer AVID school-wide or AVID elective classes for middle/high school students (WASC) (All Students)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	State Testing Preparation	4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD) (PIR)	\$0.00	Yes
4.6	Transcript Review and Evaluation	4.6 Review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits, including through credit recovery initiatives. (All Students)	\$0.00	No
4.7	Access to Advanced Placement Exams	4.7 Advanced Placement exam costs for low-income and foster youth students who are experiencing a financial hardship are provided support through curriculum, materials and supplies budget. (LI, FY)	\$0.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Continued development and expansion of the CTE program contributed to increased participation in CTE pathways and pathway completion. Transcript review and evaluation combined with use of a student success tracker contributed to more students staying on track with earning credits and graduating within their 4 year cohort.

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

Action 4.6 Will be modified to include credit recovery initiatives. Drop out rate has been added as a metric.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
361,899	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.59%	0.00%	\$0.00	11.59%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Services for our low-income, English learners, and foster youth are evidence based interventions that were identified through a collaborative effort of the school Director, support staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the academic and graduation rates for our student groups. Through a collaborative effort, the school Director, Assistant Director and teachers identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing the SDCOE Multi-Tiered System of Support (MTSS), CDE MTSS and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provided guidance in identifying interventions that would support low socioeconomic, foster youth and English learners.

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and Edgenuity Data to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

1.5 Provide parent training, learning opportunities, and workshops on a variety of topics to provide assistance to parents and family members in understanding the challenging State academic standards, state and local assessments, and how to monitor their student’s progress to improve the achievement of their children. (LI, FY, EL, SWD) (CSI) (Title I)

2.4 We will identify, monitor and support students who are struggling with regular attendance (LI, FY, EL, SWD)

3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL)

3.7 School will maintain a School Site Council to participate in consultation for the development of the Parent and Family Engagement, CSI and Title I plans and policies. (LI, FY, EL,SWD)

4.2 A Guidance Counselor will monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (All) (LI, FY, EL, SWD)

4.4 The K-8 intervention teacher will identify struggling students and ensure that they receive necessary interventions that include the opportunity for test preparation. (All) (LI, FY, EL, SWD) (2021-2023)

The budgeted expenditures for actions identified as contributing to increasing and improved services are evidence-based recommendations for preventing dropout in secondary schools and increasing graduation rates of students identified as at-risk/at-promise.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions identified as contributing to increasing and improved services are actions/services identified as evidence-based recommendations for preventing dropout in secondary schools and increasing graduation rates of students identified as at-risk/at-promise. With the addition of a Guidance Counselor and K-8 intervention coordinator, the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see active student engagement resulting in regular student attendance, academic success, and a positive graduation rate. The CPCS strategic plan includes an assistant director of high school engagement, K-12 academic tutors, two K-8 academic intervention teachers, additional special education instructional aides, school psychologist interns, and an intake counselor to develop academic plans and contribute to an increase of students identified as college and career prepared. At the high school level, English Learners will be assigned to a homeroom teacher who is also an ELD coordinator to add continuity to instruction and further support Long Term English Learners as well. All students are provided with a school issue Chromebook device for completing assignments and hotspots are provided for students who need support with internet and connectivity.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:25	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,136,099.00	\$907,627.00		\$384,790.00	\$3,428,516.00	\$3,006,996.00	\$421,520.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Performance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Academic Support for Student Groups	Students with Disabilities English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Access to Learning Materials and a Broad Course of Study	All	\$255,695.00	\$1,120.00	\$0.00	\$67,379.00	\$324,194.00
1	1.4	Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	EL Progress	English Learners Foster Youth Low Income	\$57,035.00	\$3,520.00	\$0.00	\$20,560.00	\$81,115.00
1	1.6	Student Learning Outcomes	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.7	SPED PIR	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	School Climate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Staff Assignments	All	\$1,516,864.00	\$860,488.00	\$0.00	\$289,747.00	\$2,667,099.00
2	2.3	Technology	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Parent Outreach	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Attendance Monitoring	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.6	Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Training in Mental Health First Aid	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.8	Suicide Prevention	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Education Partner Input	All	\$7,744.00	\$0.00	\$0.00	\$0.00	\$7,744.00
3	3.2	Communication	All	\$14,399.00	\$0.00	\$0.00	\$0.00	\$14,399.00
3	3.3	Safe School Environment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Vendor Services	All	\$0.00	\$42,499.00	\$0.00	\$7,104.00	\$49,603.00
3	3.5	Safety Training	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	Accessibility of communication	English Learners	\$184,641.00	\$0.00	\$0.00	\$0.00	\$184,641.00
3	3.7	School Management and Oversight	All	\$99,721.00	\$0.00	\$0.00	\$0.00	\$99,721.00
4	4.1	Comprehensive CTE program	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Middle School/High School Transition	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.3	High Quality Curriculum and Instruction	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.4	AVID	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.5	State Testing Preparation	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.6	Transcript Review and Evaluation	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.7	Access to Advanced Placement Exams	Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,121,770	361,899	11.59%	0.00%	11.59%	\$241,676.00	11.94%	19.68 %	Total:	\$241,676.00
								LEA-wide Total:	\$241,676.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Support for Student Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.5	EL Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,035.00	6.43%
3	3.6	Accessibility of communication	Yes	LEA-wide	English Learners	All Schools	\$184,641.00	5.51%
4	4.5	State Testing Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.7	Access to Advanced Placement Exams	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,930,891.00	\$3,930,891.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Performance	No	\$0.00	
1	1.2	Academic Support for Student Groups	No Yes	\$0.00	
1	1.3	Access to Learning Materials and a Broad Course of Study	No	\$351,660.00	\$351,660.00
1	1.4	Professional Development	No	\$0.00	
1	1.5	EL Progress	Yes	\$71,598.00	\$71,598.00
1	1.6	Student Learning Outcomes	No	\$0.00	
1	1.7	SPED PIR	No	\$0.00	
2	2.1	School Climate	No	\$0.00	
2	2.2	Staff Assignments	No	\$2,889,442.00	\$2,889,442.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Technology	No	\$0.00	
2	2.4	Parent Outreach	No	\$0.00	
2	2.5	Attendance Monitoring	No	\$0.00	
2	2.6	Professional Development	No	\$0.00	
2	2.7	Training in Mental Health First Aid	No	\$0.00	
2	2.8	Suicide Prevention	No	\$0.00	
3	3.1	Education Partner Input	No	\$6,210.00	\$6,210.00
3	3.2	Communication	No	\$16,095.00	\$16,095.00
3	3.3	Safe School Environment	No	\$0.00	
3	3.4	Vendor Services	No	\$73,858.00	\$73,858.00
3	3.5	Safety Training	No	\$0.00	
3	3.6	Accessibility of communication	Yes	\$469,054.00	\$469,054.00
3	3.7	School Management and Oversight	No	\$52,974.00	\$52,974.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Comprehensive CTE program	No	\$0.00	
4	4.2	Middle School/High School Transition	No	\$0.00	
4	4.3	High Quality Curriculum and Instruction	No	\$0.00	
4	4.4	AVID	No	\$0.00	
4	4.5	State Testing Preparation	Yes	\$0.00	
4	4.6	Transcript Review and Evaluation	No	\$0.00	
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
263,074	\$516,983.00	\$516,983.00	\$0.00	11.94%	11.94%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support for Student Groups	Yes				
1	1.5	EL Progress	Yes	\$47,929.00	\$47,929.00	6.43%	6.43%
3	3.6	Accessibility of communication	Yes	\$469,054.00	\$469,054.00	5.51%	5.51%
4	4.5	State Testing Preparation	Yes				
4	4.7	Access to Advanced Placement Exams	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,424,644	263,074	0.00%	10.85%	\$516,983.00	11.94%	33.26%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Sonoma

CDS Code: 49-70722-039048

School Year: 2023-24

LEA contact information:

Christine Feher

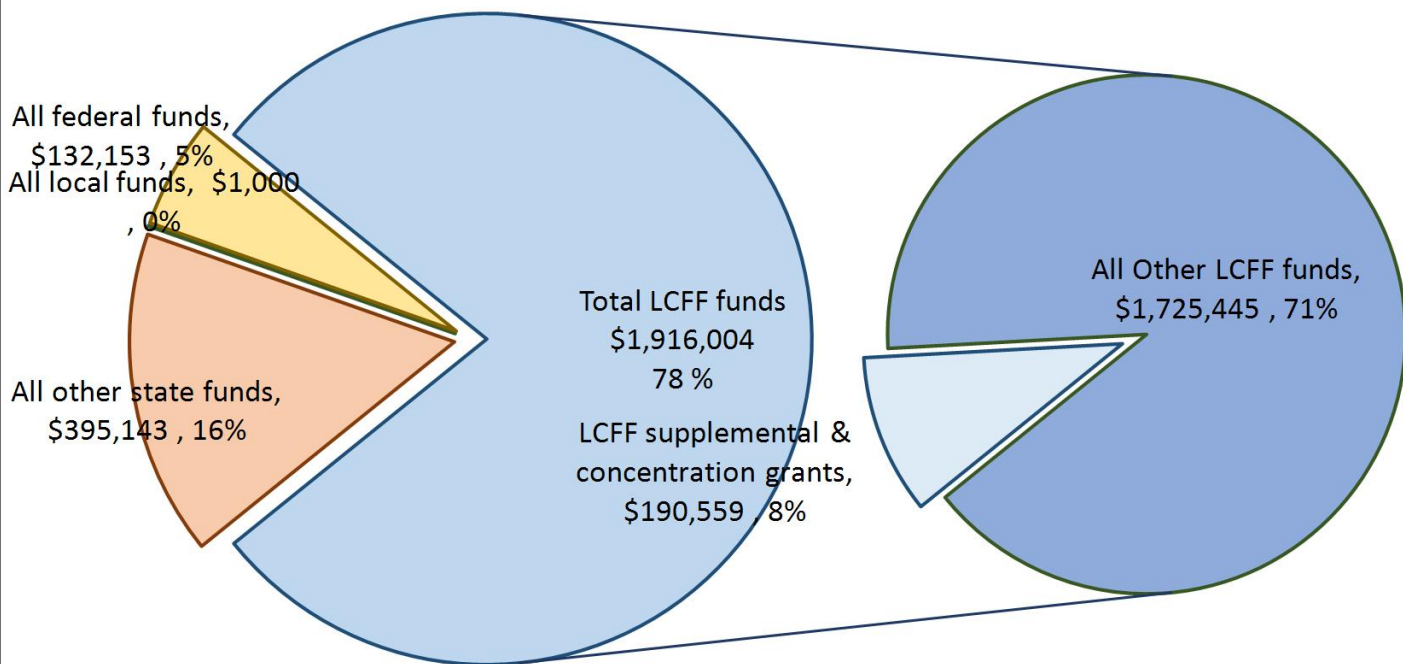
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

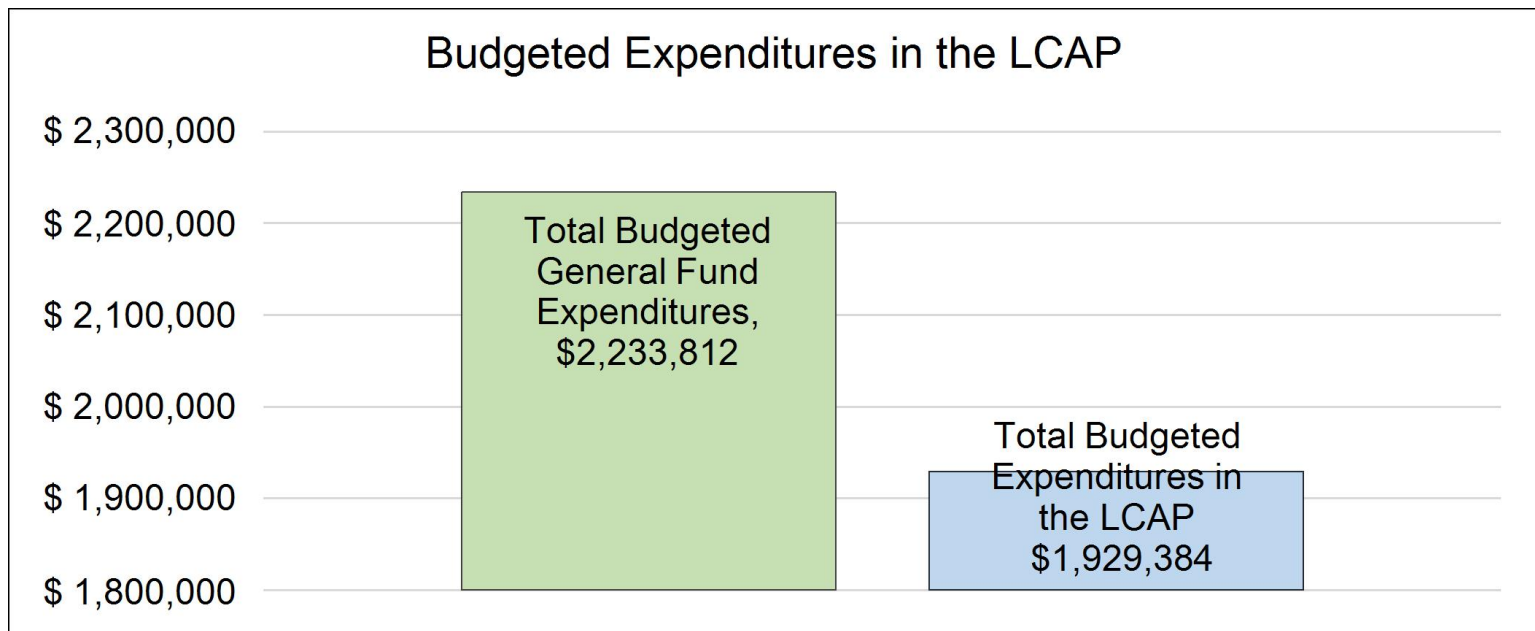


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Sonoma is \$2,444,300, of which \$1,916,004 is Local Control Funding Formula (LCFF), \$395,143 is other state funds, \$1,000 is local funds, and \$132,153 is federal funds. Of the \$1,916,004 in LCFF Funds, \$190,559 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - Sonoma plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Sonoma plans to spend \$2,233,812 for the 2023-24 school year. Of that amount, \$1,929,384 is tied to actions/services in the LCAP and \$304,428 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

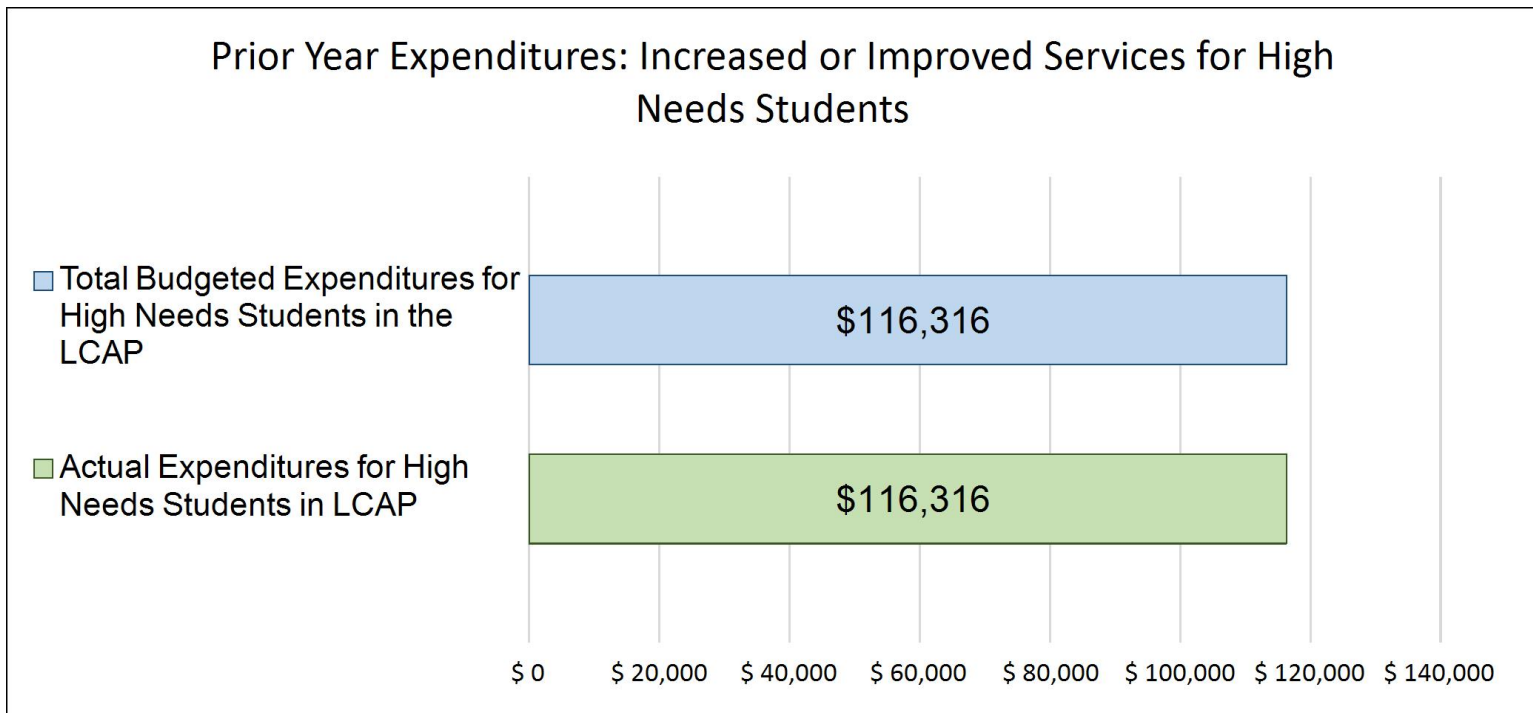
Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Pacific Charter - Sonoma is projecting it will receive \$190,559 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Sonoma must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Sonoma plans to spend \$190,559 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what California Pacific Charter - Sonoma budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - Sonoma estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, California Pacific Charter - Sonoma's LCAP budgeted \$116,316 for planned actions to increase or improve services for high needs students. California Pacific Charter - Sonoma actually spent \$116,316 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Pacific Charter - Sonoma	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Pacific Charter- Sonoma

Mission Statement

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

Vision

California Pacific Charter Schools, in partnership with our community, will:

Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.

Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.

Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About California Pacific Charter - Sonoma

About California Pacific Charter - Sonoma is an independent study charter school with its main office in Costa Mesa, California. The school is chartered through Guerneville Elementary School District in Sonoma County. Students in this school reside in Sonoma, Marin, Lake, Solano, Contra Costa, Napa, and Mendocino counties.

Demographics

SB98 held 20-21 enrollment to the 2019-20 date of February 29, 2020 ADA. This held the number of students that California Pacific Charter Sonoma could be funded for at 184 ADA, however, at P2 of the 2020-21SY, CPC-SO was at 205 ADA .

For the 2021-22 school year, CPC-SO very nearly met projected ADA. Second interim budget projections were 153.08 and P2 ADA was 151.45, which is a difference of -1.63 ADA.

For the 2022-23 school year, CPC-SO met projected ADA. Second interim budget projections were 124,99 ADA and P2 ADA was 129.49, exceeding the predictions.

CPCS serves a diverse community of students and parents.

For the 2020-21 school year, this included the enrollment of 50.7% socio-economically disadvantaged, 5.7% English Learners, and 12.3% Special Education student populations.

In 2021-22 this included the enrollment of 58.2% socioeconomically disadvantaged, 2.9% English Learners, and 10.9% Special Education student populations.

For the 2022-23 school year, this included the enrollment of 60.2% socio-economically disadvantaged, 5.5% English Learners, and 20.3% Special Education student populations.

Core Curriculum, Personalized Learning Plans, and Attendance

CPCS offers a rigorous and comprehensive online, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum. Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide synchronous live sessions in accordance with AB130 and provide guided work time and academic support in virtual classrooms throughout the week. CPCS utilizes Edgenuity (6-12) and Accelerate (TK-5) online curriculum to deliver quality, CA common core standards aligned online content with highly qualified teachers. Students can access their courses 24/7, working at home at their own pace.

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments

CPCS has adopted the local diagnostic assessment tool through NWEA Maps. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having learning gaps are supported through the MTSS process and provided with targeted support and monitoring to address the identified skills gaps. Students in grades K-8 who assess two or more grade levels behind their same aged peers participate in the M.A.R.S. (Math and Reading Success) program. They engage in a personalized learning plan with support from Edmentum supplementary curriculum and work closely with an intervention teacher who provides targeted small group instruction and 1:1 support.

Accomplishments

CPCS remained open through the COVID-19 pandemic, mitigating learning loss and improving services and accessibility for its students and families, including students participating in special education. CPCS offers a safe and inclusive learning environment and has a very high overall satisfaction rating among stakeholders, including faculty, students, and parents. CPCS is making gains in academic achievement (including EL progress) and has significantly increased the percentage of students graduating with their 4 yr cohort. CPCS has expanded the course catalog to offer several new electives such as African American History (a-g approved), CTE Intro to Design, Visual, & Media Arts, and Intro to Careers in Education (a-g approved). CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through students graduating with A-G requirements met and/or who have completed a CTE pathway.

Western Association of Schools and Colleges (WASC) Accreditation

CPCS participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation validates the integrity of our programs and transcripts.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

CA Dashboard

CPC-SO was a new school as of 2018-19. Dashboard data has been limited in prior years due to the COVID-19 pandemic. CA Dashboard data began to be available in 2022. No overall college and career preparedness data is available on the dashboard for the 2022-23 school year.

Continuity of Instruction and Parent/Student Engagement

CPCS did not have to close or reduce instructional minutes during the COVID-19 pandemic. Because of this, students did not lose access to curriculum or instruction during the 20-21 or 21-22 school year. According to data collected through education partner surveys, 100% of staff and teachers agree that the school implemented planned actions to promote a high ADA and positive school climate. This includes supporting student social emotional learning and frequent contact with parents to support students struggling with attendance. Education partners continue to express that CalPac effectively engages students and provides a safe, welcoming, and inclusive school climate. Parents agree that the school communicates community resources that are available to their family via the school's website, email, phone/text, Parent Square messaging, and IEP meetings. 94.7% of parents responded that when working with their child's homeroom teacher, school staff, and administrations, they feel that their input is valued. 100% of parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and in their child's education. 100% of parents stated that they overall, are satisfied with their child's school. 100% of students responded that they agree that their teacher is available to help them and support them with their school work. 100% of students stated that their teacher cares about their education and helps them to succeed. 100% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 86.7% of students stated that overall, they are satisfied with their school.

Special Education

Students in the CPCS special education program continued to receive services per their IEP through the COVID-19 pandemic. Because CPC-SO is non-classroom based, most students (90%) were already receiving virtual services prior to the pandemic. Any student with face-to-face services was offered virtual services or compensatory education via an IEP meeting with all team member input. The SPED teams have also engaged in virtual testing, where appropriate, to continue to meet annual and triennial timelines. Post pandemic, CPC-SO conducts assessments and provides related services either in person or virtually, whichever is the best means to support the child.

Academics and Assessment

CPCS was able to plan and organize students to participate in CAASPP and ELPAC testing virtually in the 20-21 and 21-22 school year. Enterprised student chromebooks with secure browsers were purchased and disseminated quickly. Participation rates in state testing at CPCS were higher than in any previous year meeting the goal of 95% participation in order to be able to utilize the assessment data as verifiable data for charter renewable purposes. .

Completion Rates

The percentage of students completing courses to mastery continue to increase. Eventhough at CPCS, students can pass classes and received credit for grade of "D", a metric has been added to track the percentage of students completing courses with a grade of "C" or higher to support high academic achievement, A-G completion and college and career readiness.

EL Progress

Due to the implementation of new ELD curriculum and the assigning of ELD coordinators at the K-8 and high school levels, CPC-SO anticipates an increase in the area of EL progress.

Graduation Rates

The graduation rate for 2020-21 was 88.5% and in the 2021-22 school year was 86.4%. CPCS maintains 0% suspension and expulsion rates.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CA Dashboard

CPC-SO was a new school as of 2018-19. Dashboard data has been limited in prior years due to the COVID-19 pandemic. CA Dashboard data began to be available in 2022. No overall college and career preparedness data is available on the dashboard for the 2022-23 school year.

State and Local Assessments (Participation and Achievement)

California Pacific Charter School recognizes that to help all students achieve, interpreting multiple sources of student data, including CAASPP results, provides us with information to ensure effective data-based decision making. Due to the nature of our independent study and online charter, to meet the state required 95% participation rate, we encourage participation in CAASPP testing by preparing students with standards aligned instruction, highly qualified teacher support, live online test prep sessions.

Due to the COVID-19 pandemic, no CAASPP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results. CPCS participated in the virtual administration of CAASPP and ELPAC. CPCS was able to meet 95% participation in both local and state assessments.

CAASPP ELA 2020-21 (Baseline)

All Students:

48% of students met or exceeded the standard

16% exceeded the standard

32.1% met the standard

22.1% nearly met

29.8% standard not met

CAASPP Math 2020-21 (Baseline)

All Students:

17% of students met or exceeded the standard.

7.6% exceeded the standard

9.2% met the standard

28.2% nearly met

55% standard not met

Steps we take to promote participation, preparedness, and high academic achievement include:

- 1) Increasing accountability and participation by proctoring local and state assessments
- 2) Enterprised chromebooks and sent them to students with the downloaded secure testing browser so that students could participate in CAASPP and ELPAC via the remote option in a secure format.
- 3) Use the PLC process to generate solutions to increasing test readiness and launching a Camp CAASPP campaign to focus on test readiness, and encouraging all students to participate in local and state assessments.
- 4) Administrators have conversations with all families who choose to opt out of state testing and explain to them how beneficial their participation in testing is to the school in helping us to achieve a 95% participation rate.
- 5) Hire a K-8 intervention teacher and launch the Math and Reading Success Program (M.A.R.S.) to support learning acceleration for students performing below grade level as compared to their same aged peers.
- 6) Increase student support with morning roll call, WIN (What I Need) time and targeted academic tutoring.

CPCS Graduation Rate

Student graduation from high school is an important indicator of school success and one of the most significant indicators of student college and career readiness. CPC-SO was able to attain an 88.5% graduation rate in 2020-21 and 86.4% in 2021-22. Achieving high cohort graduation rates can be challenging for due to the school's low stability rate and due to the number of 11th and 12th grade students that enroll who are credit deficient. When severely credit deficient students enroll in our high school they are often not on track to graduate within the four year cohort parameters. These students typically enroll in our credit recovery program option with a goal of catching up on required coursework. By creating a safe and supportive school climate, with guidance and mentorship from skilled and caring teachers and counselors, strategies designed to accelerate learning and boost graduation rates are provided.

Steps we will take to promote student graduation:

- 1) 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.
- 2) Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting college and career readiness.
- 3) Review student transcripts to provide students the opportunity to make up missed credits.
- 4) Offer opportunities to accelerate learning by participating in the Credit Recovery and Foundations programs designed to help credit deficient high school students get back on track and graduate with their 4 yr cohort.
- 5) Assigned a designated 12th grade counselor and homeroom teacher to all students credit deficient and at risk for not graduating on time.
- 6) Hire a Highschool Engagement Coordinator to hold empathy interviews to identify root causes for credit deficient students, students not attending or making adequate academic progress to establish success plans and offer additional supports such as mental health support and academic counseling.
- 7) Offer a summer bridge program and hire a high school engagement coordinator in order to support credit deficient high school students to make up credits, accelerate learning, and graduate with their 4 yr cohort.
- 8) Hire paraprofessionals and academic tutors to support students not making adequate academic progress in order to increase student engagement and learning and course completion rates.

9) Authorizer approved charter revision to include the ability to offer a 160 credit (reduced credit) diploma pathway for students that have less than 120 credits entering their 12th grade year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1 Student Learner Outcomes

Metrics:

- Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)
- NWEA local assessments
- ELPAC

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and intervention practices that produce outcomes
- Hire HS engagement coordinator, paraprofessionals, and tutors to support learning recovery and accelerated learning
- Adopt State Board of Education (SBE) approved diagnostic to support verifiable data (NWEA Maps)
- K-8 intervention teacher will support M.A.R.S Math and Reading Success Program with 1:1 and small group academic support

Goal 2 Positive School Climate and High ADA

Metrics:

- Attendance Rates/Chronic Absenteeism
- Stakeholder/Education Partner Connectedness Survey Results
- Stability Rate

Major Actions:

- Credit Recovery Options
- Maintaining Highly Qualified teachers and classified staff
- Hold Adequate progress, truancy, and SARB meetings and support for students not attending school or making adequate academic progress

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Education Prtner Participation Survey Results
- Education Partner Safety and Satisfaction Survey Results

Major Actions:

- Meaningful and transparent communication
- Parent input opportunities
- Parent training and workshops
- EL Master Plan training (ELD placement, EL progress, Reclassification)
- Translated notices, reports, statements
- Partner with Care Solace to support families with mental health needs
- Launch Parent University to provide important resoures to parents

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- Drop Out Rates
- College/Career Prepared Rates

Major Actions:

- College and Career Readiness Program- "Plan Your Path" initiative
- Monitor and Support Middle to High School transition to improve Graduation Rates
- Career Technical Opportunities and Career Pathway Opportunities
- AVID and/or AVID enrichment opportunities
- CAASPP/Exam Preparation
- HS Engagement coordinator will hold empathy interveiws and develop success plans for credit deficient high school students
- Partnerships with Community College Districts to offer high school students concurrent enrollment
- 160 credit diploma pathway option for students entering their 12th grade year with less than 120 credits
- FAFSA completion/ opt out requirement

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable to California Pacific Charter - Sonoma

Support for Identified Schools

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

Not Applicable to California Pacific Charter - Sonoma

Monitoring and Evaluating Effectiveness

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

Not Applicable to California Pacific Charter - Sonoma

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

California Pacific Charter Schools has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents. CPCS solicited input, recommendations, comments, and suggestions from all education partners regarding the specific actions and expenditures proposed to be included in the LCAP. Proposed future goals, actions items, programs, partnerships, and other input and feedback were discussed with faculty and staff at the April and May staff meetings as well as the March, April and May PLC meetings. Proposed future goals, actions items, programs, partnerships, and other education partner input and feedback were discussed with parents and students at the October 2022, January 2023, and April 2023 School Site Council (SSC) meetings. The School Site Council serves as the Parent Advisory Committee. Translated information was provided for CPCS parents who speak a language other than English. Education partners are invited to the June 2023 public hearing to provide input. The superintendent consulted with its special education local plan area administrator(s) to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs. The governing board adopted the LCAP in a public meeting on June 20, 2023. Education partner input and feedback were integral to the development of the LCAP.

A summary of the feedback provided by specific educational partners.

Students

In 2022-23, students were surveyed and asked to identify programs, services, or initiatives that were enjoyable or helpful to them. Out of 74 student survey responses, 45.9% of students mentioned virtual learning hub, 20.3% of students noted the summer learning opportunities, 8.1% of students said social and emotional learning resources, 9.5% acknowledged Career and Technical Education Pathways, 24.4% identified enrichment and elective classes, and 9.5% noted individual or group counseling. Students were asked in what ways their school helped to prepare them for their post secondary plans. 80% of students identified opportunities to develop content knowledge and academic skills, time management skills, study skills, and self discipline as positive outcomes. Students also mentioned college and career readiness initiatives, FAFSA completion support, 4 year plan development, community college concurrent enrollment, A-G coursework, standardized test preparation, and CTE as highlights. High school students were asked about their next steps after graduating CalPac. 40.4% of students indicated they have plans to attend a 4 year university, 44.2% of students said they planned to enroll in a 2 year college, 23.1% indicated that they have plans to enroll in a technical or trade school, 3.8% have plans to enter the military services, and 19.2% wish to obtain employment and prefer not to enroll in further education after high school.

Parents

Out of 27 parent survey responses, parents were asked the types of supplemental learning and services that support their child's academic and development needs. Parents identified access to their child's teacher (92.6%), K-6 school supply box (29.6%), Virtual Learning Hub (66.7%), Homeroom check-in meetings (85.2%), Social Emotional Learning Curriculum (25.9%), M.A.R.S. Academic support (11.1%), pathful College and Career Resources (7.4%), State testing preparation (22.2%), summer school (29.6%), credit recovery programs (25.9%), virtual field trips and events (44.4%), in-person field trips (44.4%), Virtual College tours/career presentations (14.8%), makerspace and STEM events (3.7%), and virtual clubs (29.6%) as contributing to their child's academic and developmental needs. Parents were asked which initiatives or

programs their children enjoyed or found helpful this school year. 48.1% of parents said Virtual Learning Hub, 18.5% said Summer School, and 18.5% of parents named K-6 enrichment classes, individual or group counseling (22.2%), and social emotional curriculum (11.1%) as the most highly rated incitiaves or programs.

School Site Council

At the October SSC Meeting, students and parents expressed that they would like additional opportunities for tutoring, academic support and virtual study hall and wanted a summer learning acceleration program.

Staff

Through participation in the staff PLC process, the focus group for chronic absenteeism indicated a need for increased support for high school students who were not attending school consistently. CPC-SO also identified low school stability rate as a factor negatively impacting multiple dashboard areas.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following aspects of the LCAP were influenced by specific education partner input:

Enterprised chromebooks will be provided to all students (LCAP 2.3), a summer bridge learning and credit recovery program will be offered. Additional virtual learning hubs and study halls will be available with academic tutors and special education paraprofessionals to provide additional academic support for students. Elective options will be increased to expand elective curriculum opportunities (LCAP 4.3) including financial literacy, culturally inclusive curriculum, and CTE electives and CTE Pathways (LCAP 4.1). A high school engagement coordinator will support attendance and academic progress for chronically absent and credit deficient high school students (LCAP 2.5,4.6).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Broad Goal

With a focus on supporting our students to achieve, the goal and actions/services focuses on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions are important to the success of our students and preventing learning gaps. NWEA Maps, Edmentum, CAASPP, and end of course assessments are all metrics we monitor to ensure students are on track to make academic growth and progress.

Goal 1 Addresses the following State Priorities:

Conditions of Learning

State Priority 1) Basic: Student access to standards-aligned instructional materials, Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate

State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning

State Priority 7) Course Access: Adopted course of study grades 1-6 ELA, Mathematics, Social Sciences, Science, VAPA, Health, Career Technical Education, Other studies prescribed by the governing board

Pupil Outcomes

State Priority 4) Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient.

State Priority 8) Pupil Outcomes: Adopted course of study grades 7 - 12 ELA, Mathematics, Social Sciences, Science, Foreign Language, VAPA, Applied Arts, Health, Career Technical Education, Auto Driver Ed, Other studies prescribed by the governing board.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA (current local assessment data)	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data</p> <p>Edmentum Diagnostic Results (Reading) 2019-20 Fall Results 48.6% of students tested at or above grade level. Exceeded the standard (37.8%), Standard met (10.8%) and 51.4% of students tested below grade level.</p> <p>2019-20 Spring Results 52.3% of students tested at or above grade level. Exceeded the standard (40%), Standard met (12.3%) and 47.7% of students tested below grade level.</p>	<p>CAASPP ELA 2020-21 (Baseline)</p> <p>All Students: 48% of students met or exceeded the standard 16% exceeded the standard 32.1% met the standard 22.1% nearly met 29.8% standard not met</p> <p>ELs- 0% met or exceed the standard SWD- 27% met or exceeded standard HY- 100% met or exceeded the standard SED- 42% met or exceeded the standard</p> <p>White- 48% met or exceeded Hispanic- 49% met or exceeded African American- 50% met or exceeded Two or more- 40% met or exceeded the standard</p>	<p>CAASPP ELA 2021-22</p> <p>All Students: 53% of students met or exceeded the standard. 25% exceeded the standard 27.9% met the standard 26.5% nearly met 20.6% standard not met</p> <p>ELs- 0% met or exceeded the standard (3 students) SWD- 22.2% met or exceeded the standard (9 students) HY- 100% (1 student) SED- 39% met or exceeded the standard</p> <p>White- 63% met or exceeded Hispanic- 43% met or exceeded African American- 50% met or exceeded (4 students) Asian- 33% met or exceeded the standard (3 students)</p>		Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CPCS-SO saw increases at the achievement bands. There was an increase of 3.7% in students that moved from not met to met and an increase of 2.2% from students who met to students who exceed the standard.</p>		<p>Two or more- 70% met or exceeded the standard</p>		
<p>CAASPP Math (current local assessment data)</p>	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data</p> <p>Edmentum Diagnostic Results (Math) 2019-20 Fall Results 18.7% of students tested at or above grade level. Exceeded the standard (10.7%), Standard met (8%) and 81.3% of students tested below grade level.</p>	<p>CAASPP Math 2020-21 (Baseline) All Students: 17% of students met or exceeded the standard. 7.6% exceeded the standard 9.2% met the standard 28.2% nearly met 55% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 0% met or exceeded the standard HY- 0% met or exceeded the standard</p>	<p>CAASPP MATH 2021-22 All Students: 34% of students met or exceeded the standard. 17.9% exceeded the standard 16.4% met the standard 31.3% nearly met 34.3% standard not met</p> <p>ELs- 33.3% met or exceeded the standard (3 students) SWD-11% met or exceeded the standard (9 students) HY- 0% (1 student)</p>		<p>Increase the combined percentage of students meeting and exceeding the standard by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2019-20 Spring Results 29% of students tested at or above grade level. Exceeded the standard (16.2%), Standard met (12.8%) and 70.9% of students tested below grade level.</p> <p>CPCS-SO saw increases at the achievement bands. There was an increase of 16.5% in students who met the standard to students who exceed the standard, and an increase of 4.8% of students from not met to met the standard.</p>	<p>SED- 16% met or exceeded the standard</p> <p>White- 25% met or exceeded</p> <p>Hispanic- 15% met or exceeded</p> <p>African American- 0% met or exceeded</p> <p>Two or more- 30% met or exceeded the standard</p>	<p>SED- 16% met or exceeded the standard</p> <p>White- 34% met or exceeded</p> <p>Hispanic- 39% met or exceeded</p> <p>African American- 25% met or exceeded (4 students)</p> <p>Asian- 67% met or exceeded the standard (3 students)</p> <p>Two or more- 40% met or exceeded the standard</p>		
Disaggregated local assessment data to support student groups	<p>2019-20: local assessment data</p> <p>Edmentum Diagnostic Results (READING) ALL students 52.3% tested at or above grade level ELs 33.3% EO 48.6% at or above grade level</p>	<p>NWEA MAPS 2021-22 (Baseline)</p> <p>FALL administration ELA All Students: 56.7% meet or exceed the standard 36.7% exceeding the standard</p>	<p>NWEA 2021-22 SPRING Administration ELA All Students: 44% meet or exceed the standard 23.3% exceeding the standard 20.7% meeting the standard</p>		Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio Econ Disadvantaged 46.9% at or above grade level SWD Not available Homeless Youth 60% at or above grade level African American 42.9% at or above grade level Hispanic 53% at or above grade level White 52.3% at or above grade level Edmentum Diagnostic Results (MATH) ALL students 29% tested at or above grade level ELs 0% at or above grade level EO 30.6% at or above grade level Socio Econ 20.6% at or above grade level SWD Not available Homeless Youth 20% at or above grade level African American 25% at or above grade level	20% meeting the standard 25% approaching the standard 7.5% below 10.8% far below MATH All Students: 49.6% meet or exceed the standard 24% exceeding the standard 25.6% meeting the standard 22.3% approaching the standard 17.4% below 10.7% far below	17.5% approaching the standard 15.7% below 22.7% far below MATH All Students: 39.2% meet or exceed the standard 23% exceeding the standard 16.2% meeting the standard 16.6% approaching the standard 17.2% below 27% far below NWEA 2022-23 FALL administration ELA All Students: 50.4% meet or exceed the standard 35.2% exceeding the standard 15.2% meeting the standard 17.1% approaching the standard 18.1% below 14.3% far below MATH		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic 18.2% at or above grade level White 32.8% at or above grade level		All Students: 43.2% meet or exceed the standard 24% exceeding the standard 19.2% meeting the standard 11.5% approaching the standard 23.1% below 22.1% far below		
English Language Proficiency Assessments for California (ELPAC)	Due to the COVID-19 pandemic, no ELPAC testing was administered in the 2019-20 SY. Baseline will be set by 20-21 results.	ELPAC Baseline 2020-21 Out of 1 student tested: Level 1- 0 Level 2- 0 Level 3- 1 (100%) Level 4 -0	ELPAC 2021-22 Out of 4 students tested: Level 1- 0 Level 2- 1 (25%) Level 3- 2 (50%) Level 4 -1 (25%) % of students progressed at least 1 ELPI level. **(not enough data)**		At least 50% of students improve in at least 1 ELPI level each year. Increase rate of stuents RFEP by 2% each year.
Course Completion Rates (% of students passing classes with a grade of 60% or higher)	Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to complete classes at a mastery level. The	Completion Rates Fall 2021 Elementary School 88.47% completion at grade of 60% or higher (14.44% increase from Fall 2020)	Completion Rates SPRING 2022 Elementary School 92% completion at grade of 60% or higher (2% increase from Spring 2021)		Maintain course completion rates at 90% or higher in each academic discipline. Increase the percentage of students passing classes with a grade of 70% or higher by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>middle school program (grades 7-8) saw an increase of 6.14% in completion rates. High school completion rates for the traditional program increased by 3.9%, and in the credit recovery program, completion rates increased by 10.47%.</p>	<p>88.47% completion at grade of 70% or higher (14.44% increase from Fall 2020) Middle School 78.89% completion at 60% or higher (11.68% decrease from Fall 2020) 72.22% completion at 70% or higher (10.8% decrease from Fall 2020) High School Traditional Program 95.09% completion at grade of 60% or higher 86.45% completion rate at 70% or higher Credit Recovery Program 76.46% completion at grade of 60% or higher 77.27% completion at grade of 70% or higher Foundations Program 100% completion at grade of 70% or higher</p>	<p>85% completion at grade of 70% or higher (2% increase from Spring 2021) Middle School 79% completion at 60% or higher (4% increase from Spring 2021) 62% completion at 70% or higher (~stayed the same) High School 94% of students are completing classes with grade of 60% or higher (~stayed the same) 79% of students are completing classes with a score of 70% or higher (increase of 5%) Fall 2022 Elementary School 89.7% completion at grade of 60% or higher (1.5% increase from Fall 2021)</p>		<p>2% each year to support A-G completion.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			82% completion at grade of 70% or higher (6% decrease from Fall 2021) Middle School 80% completion at 60% or higher (16% increase from Fall 2021) 63% completion at 70% or higher (9% increase from Fall 2021) High School 87% of students are completing classes with grade of 60% or higher (2% increase from Fall 2021) 80% of students are completing classes with a score of 70% or higher (6% increase from Fall 2021)		
LCFF Evaluation Rubric levels	Implementation of the academic content and performance standards adopted by the State Board Programs and services will enable English learners to	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC	All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC		Status of "Met" for all Local Indicators in the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Broad course of study Facilities in good repair Percentage of properly credentialed teachers Student access to standards-aligned instructional materials				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance	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 a 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. (All Students) (WASC)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Academic Support for Student Groups	1.2 We will 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. (LI, FY, EL, SWD) (WASC)	\$0.00	No Yes
1.3	Access to Learning Materials and a Broad Course of Study	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) <ul style="list-style-type: none"> • Online courses, credit recovery, core programs, advanced placement courses, CTE pathways • Supplemental curriculum and materials supporting common core standards • Extended School year • ELD Curriculum • Digital curriculum aligned to common core • Virtual Learning Hubs and Academic Tutoring • Summer Bridge Program 	\$178,901.00	No
1.4	Professional Development	1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency. Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	EL Progress	1.5 We will provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home. (EL, SWD, FY, LI) (WASC)	\$49,929.00	Yes
1.6	Student Learning Outcomes	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of the actions.

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

There were no significant differences between budgeted expenditures and actual expenditures, including on planner percentages of improved services and estimated percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Designated and integrated language supports were effective in positively impacting the percentage of English Learners who progressed at least 1 ELPI level. Teacher professional development opportunities and goal setting activities were effective in positively increasing academic outcomes such as course completion rates, standardized tests scores, and student learning outcomes.

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

Action 1.4 Will be modified to include professional development on interim CAASPP assessments through CERS.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure the success of ALL students including English Learners, other unduplicated student groups, and students with disabilities.

An explanation of why the LEA has developed this goal.

Maintenance Goal
 CPCS recognizes that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance.

Goal 2 Addresses the following State Priorities:
 Conditions of Learning
 State Priority 1) Basic: Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate
 State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning

Pupil Outcomes
 State Priority 4) Pupil Achievement
 Assessment, curriculum, instruction, equity in education by narrowing the achievement gap by recognizing, respecting and attending to the diverse needs of the students they serve with the ability to differentiate instruction, services and resource distribution to respond to the diverse needs of their students so that all students are able to learn and thrive.

Engagement
 State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates, Middle School
 Culture and climate: physical, environmental and social aspects of school to keep students motivated to learn and stay in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019-20 There was no dashboard data for chronic absenteeism for the 19-20 school year, however, internal reports indicate that CPCS-SO had a chronic absenteeism rate of 19%. Hold harmless ADA was enacted for the 19-20 school year at the date of February 29, 2020, ADA of 184.	2020-21 CPC-SO had a chronic absenteeism rate of 14.3%, which is a 4.7% decrease from 2019-20. The school very nearly met projected ADA. Second interim budget projections were 153.08 and P2 ADA was 151.45, which is a difference of 1.63 ADA.	2021-22 CPC-SO had a chronic absenteeism rate of 23.5%, which is a 9.2% increase over 2020-21. The school met projected ADA. Second interim budget projections were 124.99 ADA and P2 ADA was 129.49, exceeding the projection.		Decrease Chronic Absenteeism by 2% each year
Expulsion Rate	A baseline will be developed form 2019-20 LCFF Dashboard data. Maintain 0% Expulsion Rate	0%	0%		0% Expulsion Rate each year
Suspension Rate	A baseline will be developed form 2019-20 LCFF Dashboard data. Maintain 0% Suspension Rate	0%	0%		0% Suspension Rate each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Stability Rate			CPC-SO 60.1% District 74.4% SO County 91.6% Statewide 89.8%		increase by 2% each year

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate	2.1 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)	\$0.00	No
2.2	Staff Assignments	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (WASC) (All Students)	\$1,500,244.00	No
2.3	Technology	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)	\$0.00	No
2.4	Parent Outreach	2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Attendance Monitoring	2.5 We will identify, monitor and support students who are struggling with regular attendance. (ALL)	\$0.00	No
2.6	Professional Development	2.6 Professional Development/Training in Cultural Awareness, Implicit Bias Training, Cultural Competency. (ALL) (WASC)	\$0.00	No
2.7	Training in Mental Health First Aid	2.7 Training in Youth Mental health First Aid and provide access to school and community-based mental health services through counselors and school psychologists. (ALL) (WASC)	\$0.00	No
2.8	Suicide Prevention	2.8 Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students through the adoption of board policies, and annual staff training. (ALL) (WASC)	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Use of Go Guardian and Go Guardian Beacon has had a positive impact on supporting students who are experiencing suicidal ideation and self harm. Attendance monitoring contributed the reducing the percentage of students who were chronically absent. Homeroom check-in meetings support a positive school climate and overall student satisfaction rate.

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

Stability rate has been added as a metric. In an effort to increase the school's stability rate, Action 2.4 has been modified to include "Frequent notifications and outreach regarding the renerollment process". (All Students)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support learning and achievement for ALL students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all education partner opportunities for input in decision making at the program and charter levels.

An explanation of why the LEA has developed this goal.

Maintenance Goal
 Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establishing community partnerships.

Goal 3 Addresses the following State Priorities:
 Engagement
 State Priority 3) Parental Involvement: Effort to seek parent input, promotion of parent participation in programs for unduplicated students and special needs subgroups. Culture and Climate: Physical, environmental, and social aspects of school that have a profound impact on student experiences, behavior, and performance. Family and community engagement through systemic, integrated, and sustained engagement.
 State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates, Middle School Dropout Rates, High School Dropout Rates, High School Graduation Rates
 State Priority 6) School Climate: Sense of Safety and School Connectedness. Equity: Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/Input Rates and	Participants 61 parent responses. 44 student responses.	Participants 38 parent responses. 15 student responses.	Participants 27 parent responses. 74 student responses.		Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Stakeholder Survey Results	<p>Survey Results 91.8% of parents feel satisfied with opportunities to provide input and participate in their child's education. 91.8% of parents indicate that they feel their input is valued and respected. 95.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 97.7% of students agree that their teacher cares about their education and helps them succeed.</p>	<p>Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 98% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 100% of students agree that their teacher cares about their education and helps them succeed. 93.3% of students report that they feel safe at school. 100% of students report that they know they have someone at school to talk to for support if they have a problem.</p>	<p>Survey Results 100% of parents feel satisfied with opportunities to provide input and participate in their child's education. 96.4% of parents indicate that they feel their input is valued. 100% of students agreed that their teacher is available to them when they need help and support with their schoolwork. 99.5% of students agree that their teacher cares about their education and helps them succeed. 98.4% of students report that they feel safe at school. 95.1% of students report that they know they have someone at school to talk to for support if they have a problem.</p>		
Overall Satisfaction Rate- Stakeholder Survey Results	Overall Satisfaction Rate Survey Results	Overall Satisfaction Rate Survey Results	Overall Satisfaction Rate Survey Results		Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	93.4% of parents are satisfied with their child's school. 97.7% of students express an overall satisfaction with their school.	100% of parents are satisfied with their child's school. 86.7% of students express an overall satisfaction with their school.	100% of parents are satisfied with their child's school. 96.2% of students express an overall satisfaction with their school.		
Safety Plan Review and Training	The school safety plan was reviewed, updated, and discussed with the school faculty on March 2020.	The school safety plan was developed by the School Site Council in February 2022. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed by the School Site Council in January 2023. The updated plan was subsequently shared with school staff and the school board.		Review and provide training on the Comprehensive School Safety Plan annually

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	3.1 We will seek parent input and assess our level of education partner engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)	\$4,356.00	No
3.2	Communication	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)	\$8,099.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Safe School Environment	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)	\$0.00	No
3.4	Vendor Services	3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	\$27,901.00	No
3.5	Safety Training	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. (All Students)	\$0.00	No
3.6	Accessibility of communication	3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. Documents, records, or statements sent, upon request, by Clerical Office Staff (EL)	\$103,861.00	Yes
3.7	School Management and Oversight	3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and Assistant Director of Finance. (All Students)	\$56,093.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Parent communication and providing opportunities for education partner input were effective in engaging education partners and contributed to a high overall satisfaction rate.

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

No changes will be made to planned goal, metric, or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Broad Goal

With a focus on supporting our students to achieve their goal of high school graduation, and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, College/Career Prepared and CTE participation are all metrics we monitor to ensure students are on track to graduation and to achieve their post graduation goals.

Goal 4 Addresses the following State Priorities:

Conditions of Learning

State Priority 1) Basic: Resources available to operate schools, Plan lessons, Deliver instruction, and Provide 21st-century learning opportunities. Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor.
 State Priority 2) State Standards: Curriculum, or course of study, is the content and plan for instruction. Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive. Assessment results are used to suggest which curriculum goals need to be addressed and how instructional strategies should be modified.
 State Priority 7) Course Access: Adopted course of study grades 1-6 ELA, Mathematics, Social Sciences, Science, VAPA, Health, Career Technical Education, Other studies prescribed by the governing board.

Pupil Outcomes

State Priority 8) Other Pupil Outcomes: Adopted course of study grades 7 - 12 ELA, Mathematics, Social Sciences, Science, Foreign Language, VAPA, Applied Arts, Health, Career Technical Education, Auto Driver Ed, Other studies prescribed by the governing board.

Engagement

State Priority 5) Pupil Engagement: High school graduation rates as it relates to culture and climate and how a positive school culture and a supportive learning environment helps students learn and thrive. Students are more likely to graduate when they are supported by schools, families and communities working together.
 State Priority 6) School Climate
 Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates	California Pacific Charter School - Sonoma opened in 2019-20; therefore, no data is available for the school. A baseline will be set with the 2020-21 Graduation Rate. Due to Covid-19, no dashboard data was available for the 2019-20 school year. a new baseline will be set with 20-21 data. Internal reports indicate that the graduation rate for CPC-SO in 2019-20 was approximately 54%.	2020-21 (DATAQUEST) ALL 88.5% Graduated (4 yr Adjusted Cohort Outcome) Homeless Youth: <10, Data not displayed SED: 83.3% graduated SWD: <10, Data not displayed African American: <10, Data not displayed Hispanic:<10, Data not displayed White: 100% graduated	2021-22 (DATAQUEST) ALL 86.4% Graduated (4 yr Adjusted Cohort Outcome) (22 total students) Homeless Youth: <10, Data not displayed SED: 78.6% graduated SWD: <10, Data not displayed African American: <10, Data not displayed Hispanic: <10, Data not displayed White: <10, Data not displayed		Maintain or Increase by 2% each year
College/Career Prepared	California Pacific Charter School - Sonoma opened in 2019-20; therefore, no data is available for the school. A baseline will be set with the 2019-20	College and Career Prepared (DATAQUEST) Too Few Students, Data not displayed	College and Career Prepared (DATAQUEST) *No Dashboard Data was reported or available on this metric for the 2022-23 school year.		Increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>College and Career Data. Due to Covid-19, no dashboard data was available for the 2019-20 school year. a new baseline will be set with 20-21 data.</p>		<p>2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission- 87.5%</p> <p>2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission (A-G)- 12%</p> <p>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission (A-G)- 3 (13%)</p> <p>Number of Pupils Participating in CTE - 18</p> <p>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma- 100%</p> <p>AP Exams- number and percent who scored a 3 or higher on at least two AP Exams</p> <p>Graduates Only</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0- 0%		
Drop Out Rate			Drop out rate (DATAQUEST) 13.6%		Decrease by 1% each year or maintain under 10%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Comprehensive CTE program	4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies. (ALL) (WASC)	\$0.00	No
4.2	Middle School/High School Transition	4.2 Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (ALL) (WASC) (CSI)	\$0.00	No
4.3	High Quality Curriculum and Instruction	4.3 Provide high quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting graduation and college and career readiness. (WASC) (All Students)	\$0.00	No
4.4	AVID	4.4 Offer AVID school-wide or AVID elective classes for middle/high school students (WASC) (All Students)	\$0.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4.5	State Testing Preparation	4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD) (PIR)	\$0.00	Yes
4.6	Trasnsript Review and Evaluation	4.6 Review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. (All Students)	\$0.00	Yes
4.7	Access to Advanced Placement Exams	4.7 Advanced Placement exam costs for low-income and foster youth students who are experiencing a financial hardship will be provided support. (LI, FY)	\$0.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Continued development and expansion of the CTE program contributed to increased participation in CTE pathways and pathway completion. Transcript review and evaluation combined with use of a student success tracker contributed to more students staying on track with earning credits and graduating within their 4 year cohort.

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

Action 4.6 Will be modified to include credit recovery initiatives. Drop out rate has been added as a metric.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
190,559	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.53%	0.00%	\$0.00	17.53%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Services for our low-income, English learners, and foster youth are evidence based interventions that were identified through a collaborative effort of the school Director, support staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the academic and graduation rates for our student groups. Through a collaborative effort, the school Director, Assistant Director and teachers identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing the SDCOE Multi-Tiered System of Support (MTSS), CDE MTSS and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provided guidance in identifying interventions that would support low socioeconomic, foster youth and English learners.

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and Edgenuity Data to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

1.5 Provide parent training, learning opportunities, and workshops on a variety of topics to provide assistance to parents and family members in understanding the challenging State academic standards, state and local assessments, and how to monitor their student’s progress to improve the achievement of their children. (LI, FY, EL, SWD) (CSI) (Title I)

2.4 We will identify, monitor and support students who are struggling with regular attendance (LI, FY, EL, SWD)

3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL)

3.7 School will maintain a School Site Council to participate in consultation for the development of the Parent and Family Engagement, CSI and Title I plans and policies. (LI, FY, EL,SWD)

4.2 A Guidance Counselor will monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (All) (LI, FY, EL, SWD)

4.4 The K-8 intervention teacher will identify struggling students and ensure that they receive necessary interventions that include the opportunity for test preparation. (All) (LI, FY, EL, SWD) (2021-2023)

The budgeted expenditures for actions identified as contributing to increasing and improved services are evidence-based recommendations for preventing dropout in secondary schools and increasing graduation rates of students identified as at-risk/at-promise.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions identified as contributing to increasing and improved services are actions/services identified as evidence-based recommendations for preventing dropout in secondary schools and increasing graduation rates of students identified as at-risk/at-promise. With the addition of a Guidance Counselor and K-8 intervention coordinator, the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see active student engagement resulting in regular student attendance, academic success, and a positive graduation rate. The CPCS strategic plan includes an assistant director of high school engagement, K-12 academic tutors, two K-8 academic intervention teachers, additional special education instructional aides, school psychologist interns, and an intake counselor to develop academic plans and contribute to an increase of students identified as college and career prepared. At the high school level, English Learners will be assigned to a homeroom teacher who is also an ELD coordinator to add continuity to instruction and further support Long Term English Learners as well. All students are provided with a school issue Chromebook device for completing assignments and hotspots are provided for students who need support with internet and connectivity.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:40

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:25

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,198,024.00	\$510,540.00		\$220,820.00	\$1,929,384.00	\$1,691,436.00	\$237,948.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Performance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Academic Support for Student Groups	Students with Disabilities English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Access to Learning Materials and a Broad Course of Study	All	\$140,370.00	\$630.00	\$0.00	\$37,901.00	\$178,901.00
1	1.4	Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	EL Progress	English Learners Foster Youth Low Income	\$32,009.00	\$1,980.00	\$0.00	\$15,940.00	\$49,929.00
1	1.6	Student Learning Outcomes	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	School Climate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Staff Assignments	All	\$853,236.00	\$484,025.00	\$0.00	\$162,983.00	\$1,500,244.00
2	2.3	Technology	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Parent Outreach	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Attendance Monitoring	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.6	Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.7	Training in Mental Health First Aid	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.8	Suicide Prevention	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Education Partner Input	All	\$4,356.00	\$0.00	\$0.00	\$0.00	\$4,356.00
3	3.2	Communication	All	\$8,099.00	\$0.00	\$0.00	\$0.00	\$8,099.00
3	3.3	Safe School Environment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Vendor Services	All	\$0.00	\$23,905.00	\$0.00	\$3,996.00	\$27,901.00
3	3.5	Safety Training	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	Accessibility of communication	English Learners	\$103,861.00	\$0.00	\$0.00	\$0.00	\$103,861.00
3	3.7	School Management and Oversight	All	\$56,093.00	\$0.00	\$0.00	\$0.00	\$56,093.00
4	4.1	Comprehensive CTE program	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Middle School/High School Transition	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.3	High Quality Curriculum and Instruction	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.4	AVID	Students with Disabilities English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.5	State Testing Preparation	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.6	Trasnsript Review and Evaluation	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.7	Access to Advanced Placement Exams	Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,086,826	190,559	17.53%	0.00%	17.53%	\$135,870.00	14.82%	27.32 %	Total:	\$135,870.00
								LEA-wide Total:	\$135,870.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Support for Student Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.5	EL Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,009.00	6.24%
3	3.6	Accessibility of communication	Yes	LEA-wide	English Learners	All Schools	\$103,861.00	8.58%
4	4.4	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.5	State Testing Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.6	Trasnsript Review and Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	Access to Advanced Placement Exams	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,285,261.00	\$1,285,261.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Performance	No	\$0.00	
1	1.2	Academic Support for Student Groups	No Yes	\$0.00	
1	1.3	Access to Learning Materials and a Broad Course of Study	No	\$134,900.00	\$134,900.00
1	1.4	Professional Development	No	\$0.00	
1	1.5	EL Progress	Yes	\$26,281.00	\$26,281.00
1	1.6	Student Learning Outcomes	No	\$0.00	
2	2.1	School Climate	No	\$0.00	
2	2.2	Staff Assignments	No	\$962,079.00	\$962,079.00
2	2.3	Technology	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Parent Outreach	No	\$0.00	
2	2.5	Attendance Monitoring	No	\$0.00	
2	2.6	Professional Development	No	\$0.00	
2	2.7	Training in Mental Health First Aid	No	\$0.00	
2	2.8	Suicide Prevention	No	\$0.00	
3	3.1	Education Partner Input	No	\$2,233.00	\$2,233.00
3	3.2	Communication	No	\$5,787.00	\$5,787.00
3	3.3	Safe School Environment	No	\$0.00	
3	3.4	Vendor Services	No	\$26,554.00	\$26,554.00
3	3.5	Safety Training	No	\$0.00	
3	3.6	Accessibility of communication	Yes	\$108,381.00	\$108,381.00
3	3.7	School Management and Oversight	No	\$19,046.00	\$19,046.00
4	4.1	Comprehensive CTE program	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Middle School/High School Transition	No	\$0.00	
4	4.3	High Quality Curriculum and Instruction	No	\$0.00	
4	4.4	AVID	No Yes	\$0.00	
4	4.5	State Testing Preparation	Yes	\$0.00	
4	4.6	Trasnsript Review and Evaluation	Yes	\$0.00	
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$126,152.00	\$126,152.00	\$0.00	14.82%	14.82%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support for Student Groups	Yes				
1	1.5	EL Progress	Yes	\$17,771.00	\$17,771.00	6.24%	6.24%
3	3.6	Accessibility of communication	Yes	\$108,381.00	\$108,381.00	8.58%	8.58%
4	4.4	AVID	Yes				
4	4.5	State Testing Preparation	Yes				
4	4.6	Trasnscript Review and Evaluation	Yes				
4	4.7	Access to Advanced Placement Exams	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,429,684		0.00%	0.00%	\$126,152.00	14.82%	23.64%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Pacific Charter - Los Angeles

CDS Code: 19-75309-0132654

School Year: 2023-24

LEA contact information:

Christine Feher

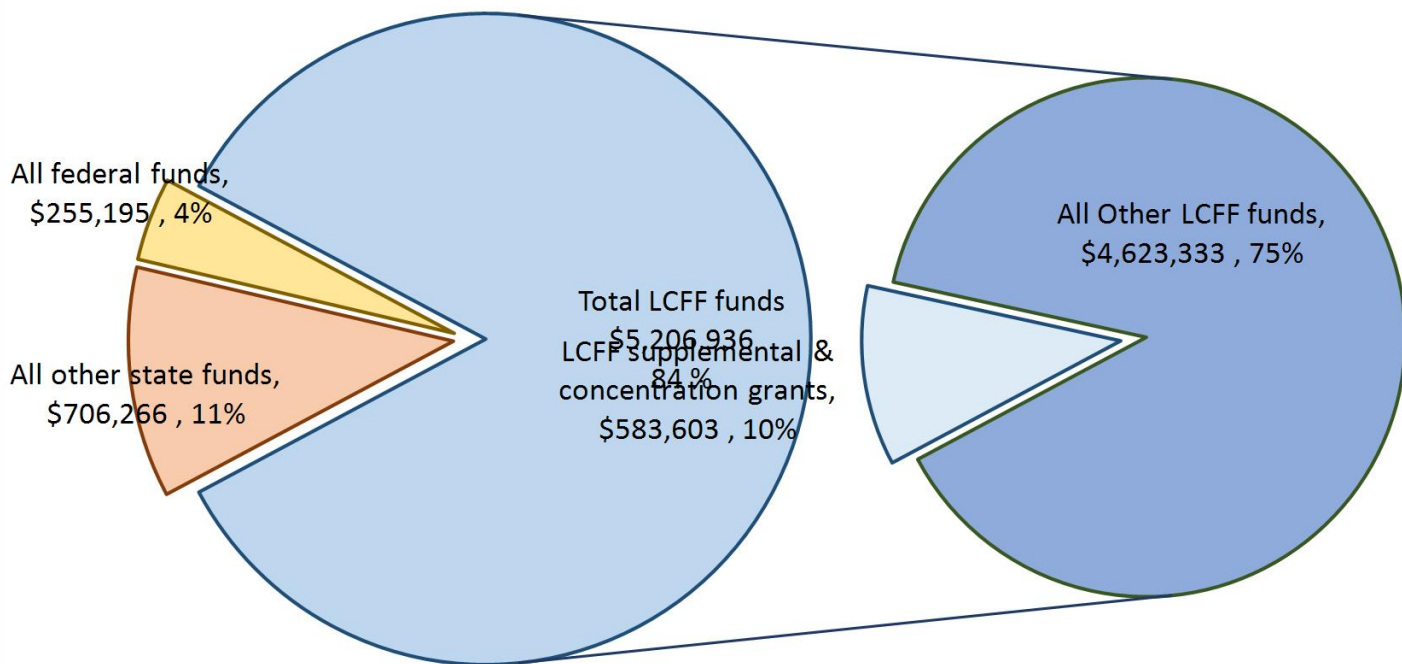
Superintendent

855-225-7227

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

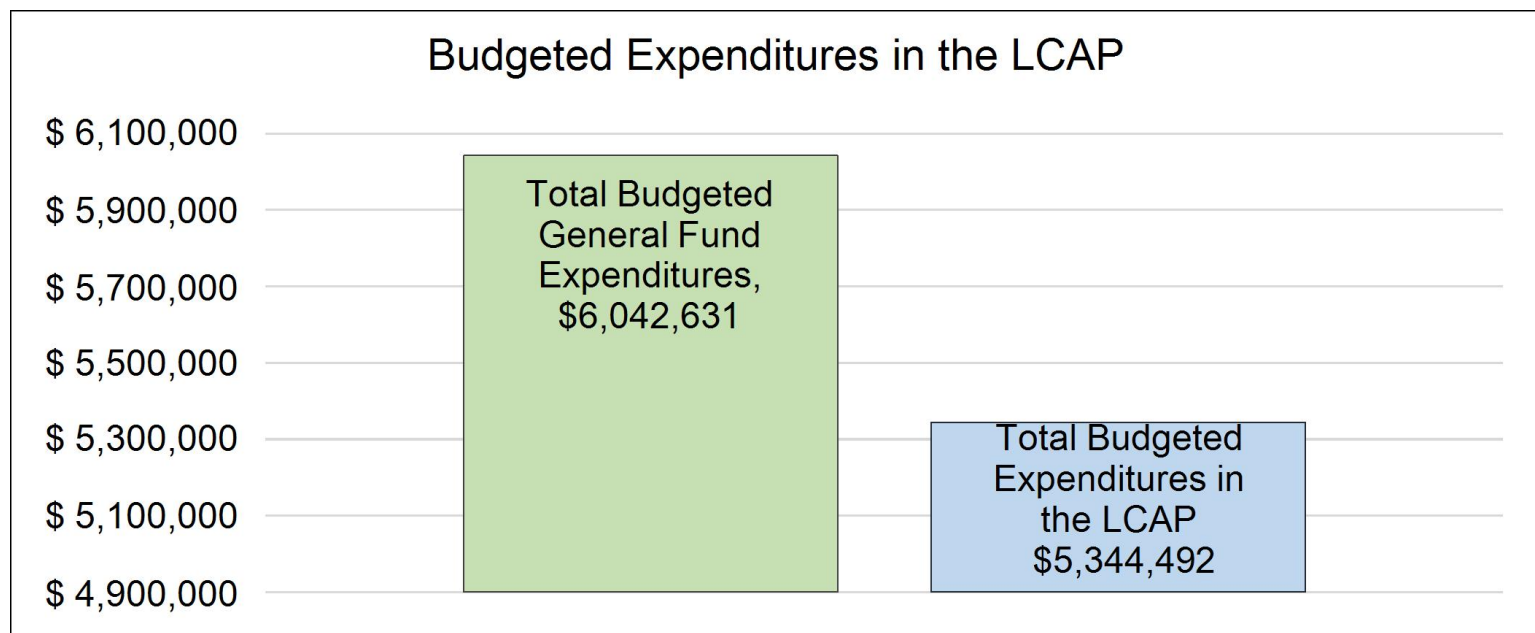


This chart shows the total general purpose revenue California Pacific Charter - Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Pacific Charter - Los Angeles is \$6,168,397, of which \$5,206,936 is Local Control Funding Formula (LCFF), \$706,266 is other state funds, \$ is local funds, and \$255,195 is federal funds. Of the \$5,206,936 in LCFF Funds, \$583,603 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much California Pacific Charter - Los Angeles plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Pacific Charter - Los Angeles plans to spend \$6,042,631 for the 2023-24 school year. Of that amount, \$5,344,492 is tied to actions/services in the LCAP and \$698,139 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

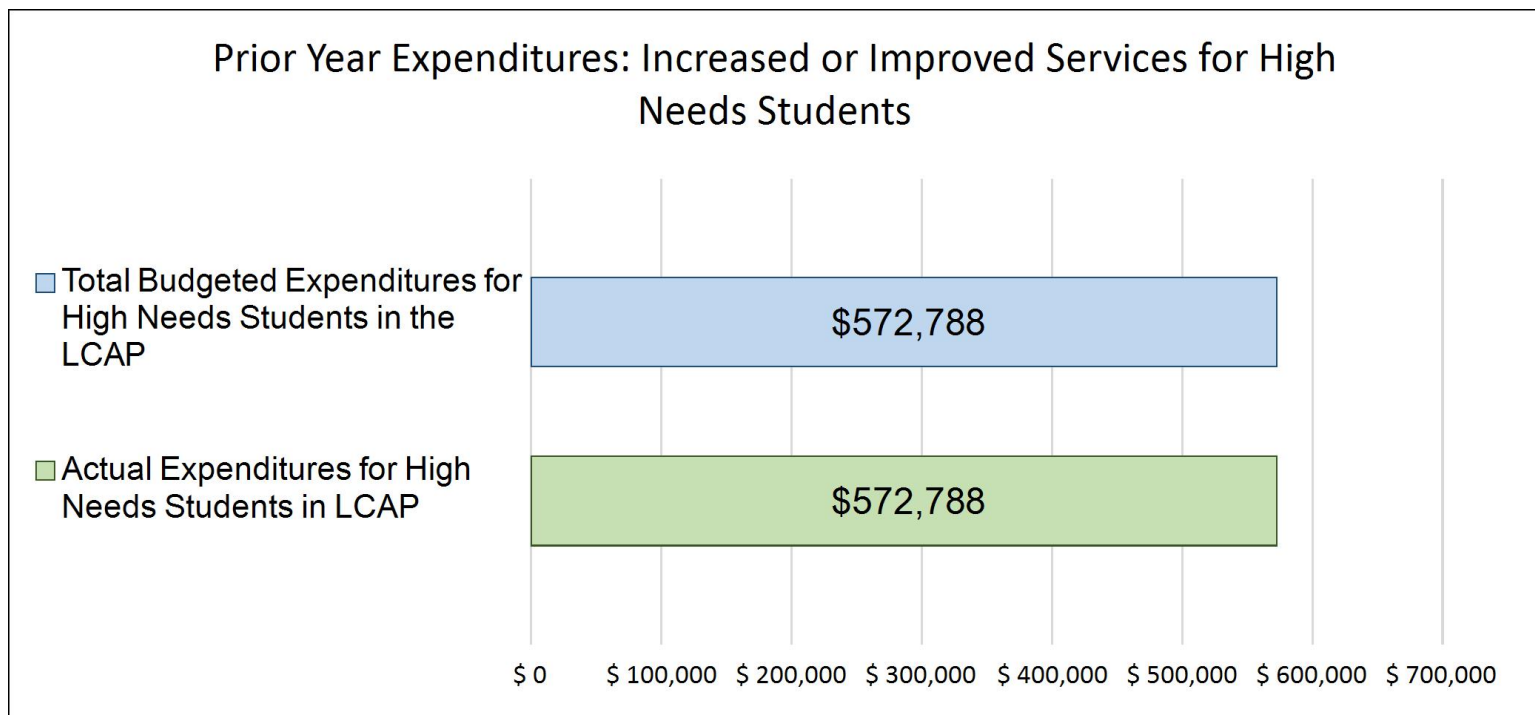
Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Pacific Charter - Los Angeles is projecting it will receive \$583,603 based on the enrollment of foster youth, English learner, and low-income students. California Pacific Charter - Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. California Pacific Charter - Los Angeles plans to spend \$583,603 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what California Pacific Charter - Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Pacific Charter - Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, California Pacific Charter - Los Angeles's LCAP budgeted \$572,788 for planned actions to increase or improve services for high needs students. California Pacific Charter - Los Angeles actually spent \$572,788 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Pacific Charter - Los Angeles	Christine Feher Superintendent	cfeher@cal-pacs.org 855-225-7227

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Pacific Charter- Los Angeles

Mission Statement

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

Vision

California Pacific Charter Schools, in partnership with our community, will:

Foster an enriching school environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive, responsible, ethical, creative, and compassionate members of society.

Forge strong, positive connections with students so they can build confidence, achieve independence, meet current and future challenges, develop social awareness, civic responsibility, and personal growth.

Provide our graduates with a foundation that will enable them to be college and career prepared and to succeed in their post secondary endeavors.

Our CORE VALUES: CalPac C.A.R.E.S.

COMMUNITY: We believe in a community of stakeholders who provide a supportive and inclusive environment to build student confidence and success.

ACCESSIBLE: We believe each student is unique and deserves a flexible and personalized learning program to meet their individual needs.

RIGOROUS: We believe in hiring highly qualified teachers and staff and providing rigorous and relevant curriculum designed for a community of diverse learners.

ENGAGING: We believe in empowering well-rounded and innovative students to develop 21st century skills and to engage fully in a global society.

SUPPORTIVE: We believe in supporting the whole student through allocation of resources, frequent guidance, empathy, compassion, and encouragement to help them reach their full potential.

About California Pacific Charter - Los Angeles

CPC-LA is an independent study charter school with its main office in Costa Mesa, California. The school is chartered through Acton Agua Dulce School District in Los Angeles County. Students in this school reside in Los Angeles, Orange, San Bernardino, Ventura, and Kern counties.

Demographics

SB98 held 20-21 enrollment to the 2019-20 date of February 29, 2020 ADA. This held the number of students that California Pacific Charter Los Angeles could be funded for at 282 ADA, however, at P2 of the 2020-21SY, CPC-LA was at 295 ADA .

For the 2021-22 school year, CPC-LA met projected ADA. Second interim budget projections were 324.72 and P2 ADA was 332.01, exceeding the projection.

For the 2022-23 school year, CPC-SD met projected ADA. Second interim budget projections were 362.04ADA and P2 ADA was 369.98, exceeding the predictions.

CPC-LA serves a diverse community of students and parents.

For the 2020-21 school year, this included the enrollment of 64.6% socioeconomically disadvantaged, 4.5% English Learners, and 13.9% Special Education student populations.

In 2021-22 this included the enrollment of 61.3% socioeconomically disadvantaged, 5% English Learners, and 17.2% Special Education student populations.

For the 2022-23 school year, this included the enrollment of 66.7% socio-economically disadvantaged, 3.7% English Learners, and 20.2% Special Education student populations.

Core Curriculum, Personalized Learning Plans, and Attendance

CPCS offers a rigorous and comprehensive online, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum. Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide synchronous live sessions in accordance with AB130 and provide guided work time and academic support in virtual classrooms throughout the week. CPCS utilizes Edgenuity (6-12) and Accelerate (TK-5) online curriculum to deliver quality, CA common core standards aligned online content with highly qualified teachers. Students can access their courses 24/7, working at home at their own pace.

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments

CPCS has adopted the local diagnostic assessment tool through NWEA Maps. Students take diagnostic assessments at the beginning and end of each school year to evaluate academic growth and achievement. Students identified as having learning gaps are supported through the MTSS process and provided with targeted support and monitoring to address the identified skills gaps. Students in grades K-8 who assess two or more grade levels behind their same aged peers participate in the M.A.R.S. (Math and Reading Success) program. They engage in a personalized learning plan with support from Edmentum supplementary curriculum and work closely with an intervention teacher who provides targeted small group instruction and 1:1 support.

Accomplishments

CPCS remained open through the COVID-19 pandemic, mitigating learning loss and improving services and accessibility for its students and families, including students participating in special education. CPCS offers a safe and inclusive learning environment and has a very high overall satisfaction rating among stakeholders, including faculty, students, and parents. CPCS is making gains in academic achievement (including EL progress) and has significantly increased the percentage of students graduating with their 4 yr cohort. CPCS has expanded the course catalog to offer several new electives such as African American History (a-g approved), CTE Intro to Design, Visual, & Media Arts, and Intro to Careers in Education (a-g approved). CPCS is setting high standards in the area of graduating students who are college and career ready as evidenced through students graduating with A-G requirements met and/or who have completed a CTE pathway.

Western Association of Schools and Colleges (WASC) Accreditation

CPCS participated in a WASC self-study process that resulted in a 6 year accreditation for our school. WASC accreditation assures our school community that the school's purposes are appropriate and being accomplished through a viable program and that California Pacific Charter School is a trustworthy institution for student learning and is committed to ongoing improvement. Accreditation validates the integrity of our programs and transcripts.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Continuity of Instruction and Parent/Student Engagement

CPCS did not have to close or reduce instructional minutes during the COVID-19 pandemic. Because of this, students did not lose access to curriculum or instruction during the 20-21 or 21-22 school year. According to data collected through stakeholder surveys, 100% of staff and teachers agree that the school implemented planned actions to promote a high ADA and positive school climate. This includes supporting

student social emotional learning and frequent contact with parents to support students struggling with attendance. Stakeholders continue to express that CalPac effectively engages students and provides a safe, welcoming, and inclusive school climate. Parents agree that the school communicates community resources that are available to their family via the school's website, email, phone/text, Parent Square messaging, and IEP meetings. 98.3% of parents responded that when working with their child's homeroom teacher, school staff, and administrations, they feel that their input is valued. 96.6% of parents indicated that they feel satisfied with the school in providing input opportunities for them to participate in the school and in their child's education. 100% of parents stated that they overall, are satisfied with their child's school. 97.8% of students responded that they agree that their teacher is available to help them and support them with their school work. 100% of students agree that their teacher helps them to set goals to be successful in school. 99.5% of students stated that their teacher cares about their education and helps them to succeed. 95.1% of students stated that if they have a problem, they know they have someone at school that they can talk to for support and 96.2% of students stated that overall, they are satisfied with their school.

Special Education

Students in the CPCS special education program continued to receive services per their IEP. Since CPCS is non-classroom based, most students (90%) were receiving virtual services. Any student with face-to-face services were offered virtual services or compensatory education via an IEP meeting with all team member input. The SPED teams have also engaged in virtual testing, where appropriate, to continue to meet annual and triennial timelines. pandemic, CPC-LA conducts assessments and provides related services either in person or virtually, whichever is the best means to support the child.

Academics and Assessment

CPCS was able to plan and organize students to participate in CAASPP and ELPAC testing virtually in the 20-21 and 21-22 school year. Enterprised student chromebooks with secure browsers were purchased and disseminated quickly. Participation rates in state testing at CPCS were higher than in any previous year meeting the goal of 95% participation in order to be able to utilize the assessment data as verifiable data for charter renewable purposes. .

Completion Rates

The percentage of students completing courses to mastery continue to increase. Eventhough at CPCS, students can pass classes and received credit for grade of "D", a metric has been added to track the percentage of students completing courses with a grade of "C" or higher to support high academic achievement, A-G completion and college and career readiness.

EL Progress

Due to the implementation of new ELD curriculum and the assigning of ELD coordinators at the K-8 and high school levels, CPC-LA anticipates continued increases in the area of EL progress.

Graduation Rates

CPCS was previously in Comprehensive Support and Improvement (CSI) for having a graduation rate in the very low category. Graduation rate for 2020-21 was 72.9%. Graduation rate for the 2021-22 school year was 82.4%. CPC-LA has exited CSI due to increasing the graduation rate. CPCS maintains a 0% suspension and expulsion rate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

State and Local Assessments (Participation and Achievement)

California Pacific Charter School recognizes that to help all students achieve, interpreting multiple sources of student data, including CAASPP results, provides us with information to ensure effective data-based decision making. Due to the nature of our independent study and online charter, to meet the state required 95% participation rate, we encourage participation in CAASPP testing by preparing students with standards aligned instruction, highly qualified teacher support, live online test prep sessions as well as and providing testing sites that are safe, secure and convenient. The participation rates of our student groups were: English Learners- (number too small to be reportable), students with disabilities, 76% and socio-economically disadvantaged students, 87%. The PIR process with the local SELPA helped to identify root causes of students with disabilities who had previously not participated in state testing. CPCS Performance Indicator (PIR) participation rate did not meet the 95% for all students with disabilities. As a result, a PIR plan was written and submitted with the 2020-21 LCAP. The PIR team consisted of the following: SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers. The improvement strategies are outlined in the PIR plan and will be monitored and evaluated for progress by the PIR team and monitored during the LCAP Annual Review process. LCAP 1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the 69.77% participation rate of SWDs in ELA and 74.42% Mathematics CAASPP tests. Additionally, SELPA identified CPC-LA for CIM (compliance and improvement monitoring) for SPP 11: Timely Eligibility Evaluation. Action 1.7 will be modified to include CIM (compliance and improvement monitoring). The school psychologist and school psychologist interns will work to complete assessments in order to ensure initial and triennial IEPs are held according to the required timelines. An initial root cause analysis has identified that CPC-LA enrolled new students in the 2021-22 school year from prior school districts with existing overdue assessments and or evaluations. CPC is working diligently to ensure timely assessments and evaluation meetings for students with IEPs.

CPCS participated in the virtual administration of CAASPP and ELPAC. CPC-LA was able to meet 95% participation in both local and state assessments. Prior year CAASPP results indicated a need for focused interventions to improve academic achievement on state assessments. Due to the COVID-19 pandemic, no CAASPP testing was administered in the 2019-20 SY. CAASPP baseline was set with 2020-21 results.

CAASPP ELA 2020-21 (Baseline)

All Students:

* Met or exceeded 95% participation.

48% of students met or exceeded the standard

16% exceeded the standard

32.1% met the standard

22.1% nearly met

29.8% standard not met

CAASPP Math 2020-21 (Baseline)

All Students:

17% of students met or exceeded the standard.
7.6% exceeded the standard
9.2% met the standard
28.2% nearly met
55% standard not met

CAASPP ELA 2021-22

All Students:

*Met or exceeded 95% participation
35% of students met or exceeded the standard.
14.3% exceeded the standard
20.7% met the standard
21.4% nearly met
43.6% standard not met

CAASPP MATH 2021-22

*Met or exceeded 95% participation

All Students:

21% of students met or exceeded the standard.
10% exceeded the standard
11.4% met the standard
31.4% nearly met
47.1% standard not met

Steps CPCS will take to promote participation, preparedness, and high academic achievement include:

- 1) Increasing accountability and participation by proctoring local and state assessments
- 2) Enterprised chromebooks and sent to students with the downloaded secure testing browser so that students could participate in CAASPP and ELPAC via the remote option in a secure format.
- 3) Use the PLC process to generate solutions to increasing test readiness and launching a CAASPP test preparation campaign to focus on test readiness, and encouraging all student to participate in local and state assessments.
- 4) Administrators have conversations with all families who choose to opt out of state testing and explain to them how beneficial their participation in testing is to the school in helping us to achieve a 95% participation rate.
- 5) Hire a K-8 intervention teacher and launch the Math and Reading Success Program (M.A.R.S.) to support learning acceleration for students performing below grade level as compared to their same aged peers.
- 6) Increase student support with morning roll call, WIN (What I Need) time and targeted academic tutoring.

CPCS Graduation Rate

Student graduation from high school is an important indicator of school success and one of the most significant indicators of student college and career readiness. CPCS was in Comprehensive Support and Improvement (CSI) for having a graduation rate in the very low category. CPCS was able to increase graduation rates in 2020-21 to 72.9% and to 82.4% in 2021-22, a significant increase from the prior years. Achieving high cohort graduation rates can be challenging for due to the school's low stability rate and due to the number of 11th and 12th grade students that enroll who are credit deficient. When severely credit deficient students enroll in our high school they are often not on track to graduate within the four year cohort parameters. These students typically enroll in our credit recovery program option with a goal of catching up on required coursework. By creating a safe and supportive school climate, with guidance and mentorship from skilled and caring teachers and counselors, strategies designed to accelerate learning and boost graduation rates are provided.

Steps we will take to promote student graduation:

- 1) 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.
- 2) Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting college and career readiness.
- 3) Review student transcripts to provide students the opportunity to make up missed credits.
- 4) Offer opportunities to accelerate learning by participating in the Credit Recovery and Foundations programs designed to help credit deficient high school students get back on track and graduate with their 4 yr cohort.
- 5) Assigned a designated 12th grade counselor and homeroom teacher to all students credit deficient and at risk for not graduating on time.
- 6) Hire a Highschool Engagement Coordinator to hold empathy interviews to identify root causes for credit deficient students, students not attending or making adequate academic progress to establish success plans and offer additional supports such as mental health support and academic counseling.
- 7) Offer a summer bridge program and hire a high school engagement coordinator in order to support credit deficient high school students to make up credits, accelerate learning, and graduate with their 4 yr cohort.
- 8) Hire paraprofessionals and academic tutors to support students not making adequate academic progress in order to increase student engagement and learning and course completion rates.
- 9) Authorizer approved charter revision to include the ability to offer a 160 credit (reduced credit) diploma pathway for students that have less than 120 credits entering their 12th grade year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1 Student Learner Outcomes

Metrics:

- Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)
- NWEA local assessments

- ELPAC

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and intervention practices that produce outcomes
- Hire HS engagement coordinator, paraprofessionals, and tutors to support learning recovery and accelerated learning
- Adopt State Board of Education (SBE) approved diagnostic to support verifiable data (NWEA Maps)
- K-8 intervention teacher will support M.A.R.S Math and Reading Success Program with 1:1 and small group academic support

Goal 2 Positive School Climate and High ADA

Metrics:

- Attendance Rates/Chronic Absenteeism
- Stakeholder/Education Partner Connectedness Survey Results
- Stability Rate

Major Actions:

- Credit Recovery Options
- Maintaining Highly Qualified teachers and classified staff
- Hold Adequate progress, truancy, and SARB meetings and support for students not attending school or making adequate academic progress

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Education Partner Participation Survey Results
- Education Partner Safety and Satisfaction Survey Results

Major Actions:

- Meaningful and transparent communication
- Parent input opportunities
- Parent training and workshops
- EL Master Plan training (ELD placement, EL progress, Reclassification)
- Translated notices, reports, statements
- Partner with Care Solace to support families with mental health needs
- Launch Parent University to provide important resources to parents

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- Drop Out Rates
- College/Career Prepared Rates

Major Actions:

- College and Career Readiness Program- "Plan Your Path" initiative
- Monitor and Support Middle to High School transition to improve Graduation Rates
- Career Technical Opportunities and Career Pathway Opportunities
- AVID and/or AVID enrichment opportunities
- CAASPP/Exam Preparation
- HS Engagement coordinator will hold empathy interviews and develop success plans for credit deficient high school students
- Partnerships with Community College Districts to offer high school students concurrent enrollment
- 160 credit diploma pathway option for students entering their 12th grade year with less than 120 credits
- FAFSA completion/ opt out requirement

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

CPC-LA has been exited from CSI.

Monitoring and Evaluating Effectiveness

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

CPC-LA has been exited from CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

California Pacific Charter Schools has elicited education partner feedback through surveys and online meetings with administrators, teachers, staff, students and parents. CPCS solicited input, recommendations, comments, and suggestions from all education partners regarding the specific actions and expenditures proposed to be included in the LCAP. Proposed future goals, actions items, programs, partnerships, and other input and feedback were discussed with faculty and staff at the April and May staff meetings as well as the March, April and May PLC meetings. Proposed future goals, actions items, programs, partnerships, and other education partner input and feedback were discussed with parents and students at the October 2022, January 2023, and April 2023 School Site Council (SSC) meetings. The School Site Council serves as the Parent Advisory Committee. Translated information was provided for CPCS parents who speak a language other than English. Education partners are invited to the June 2023 public hearing to provide input. The superintendent consulted with its special education local plan area administrator(s) to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs. The governing board adopted the LCAP in a public meeting on June 20, 2023. Education partner input and feedback were integral to the development of the LCAP.

A summary of the feedback provided by specific educational partners.

Students

In 2022-23, students were surveyed and asked to identify programs, services, or initiatives that were enjoyable or helpful to them. Out of 182 student survey responses, 61% of students mentioned virtual learning hub, 26.4% of students noted the summer learning opportunities, 16.5% of students said social and emotional learning resources, 16.5% acknowledged Career and Technical Education Pathways, 25.8% identified enrichment and elective classes, 14.8% noted individual or group counseling, and 8.2% said M.A.R.S academic intervention. Students were asked in what ways their school helped to prepare them for their post secondary plans. 75% of students identified opportunities to develop content knowledge and academic skills, time management skills, study skills, and self discipline as positive outcomes. Students also mentioned college and career readiness initiatives, FAFSA completion support, 4 year plan development, community college concurrent enrollment, A-G coursework, standardized test preparation, and CTE as highlights. High school students were asked about their next steps after graduating CalPac. 46.2% of students indicated they have plans to attend a 4 year university, 44.1% of students said they planned to enroll in a 2 year college, 25.9% indicated that they have plans to enroll in a technical or trade school, 7% have plans to enter the military services, and 18.9% wish to obtain employment and prefer not to enroll in further education after high school.

Parents

Out of 60 parent survey responses, parents were asked the types of supplemental learning and services that support their child's academic and development needs. Parents identified access to their child's teacher (88.3%), K-6 school supply box (26.7%), Virtual Learning Hub (70%), Homeroom check-in meetings (86.7%), Social Emotional Learning Curriculum (28.3%), Care Solace referrals (10%), M.A.R.S. Academic support (25%), pathful College and Career Resources (11.7%), State testing preparation (41.7%), summer school (38.3%), credit recovery programs (46.7%), virtual field trips and events (56.7%), in-person field trips (50%), Virtual College tours/career presentations (21.7%), makerspace and STEM events (13.3%), and virtual clubs (38.3%) as contributing to their child's academic and developmental needs. Parents were asked which initiatives or programs their children enjoyed or found helpful this school year. 71.7% of parents said

Virtual Learning Hub, 23.3% said Summer School, and 20% of parents named K-6 enrichment classes, individual or group counseling, and social emotional curriculum as the most highly rated initiatives or programs.

School Site Council

At the October SSC Meeting, students and parents expressed that they would like additional opportunities for tutoring, academic support and virtual study hall and wanted a summer learning acceleration program.

Staff

Through participation in the staff PLC process, the focus group for chronic absenteeism indicated a need for increased support for high school students who were not attending school consistently. CPC-LA also identified low school stability rate as a factor negatively impacting multiple dashboard areas.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following aspects of the LCAP were influenced by specific education partner input:

Enterprised chromebooks will be provided to all students (LCAP 2.3), a summer bridge learning and credit recovery program will be offered. Additional virtual learning hubs and study halls will be available with academic tutors and special education paraprofessionals to provide additional academic support for students. Elective options will be increased to expand elective curriculum opportunities (LCAP 4.3) including financial literacy, culturally inclusive curriculum, and CTE electives and CTE Pathways (LCAP 4.1). A high school engagement coordinator will support attendance and academic progress for chronically absent and credit deficient high school students (LCAP 2.5,4.6).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Broad Goal
 With a focus on supporting our students to achieve, the goal and actions/services focuses on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions are important to the success of our students and preventing learning gaps. NWEA Maps, Edmentum, CAASPP, and end of course assessments are all metrics we monitor to ensure students are on track to make academic growth and progress.

Goal 1 Addresses the following State Priorities:
Conditions of Learning
 State Priority 1) Basic: Student access to standards-aligned instructional materials, Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate
 State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning
 State Priority 7) Course Access: Adopted course of study grades 1-6 ELA, Mathematics, Social Sciences, Science, VAPA, Health, Career Technical Education, Other studies prescribed by the governing board

Pupil Outcomes
 State Priority 4) Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient.
 State Priority 8) Pupil Outcomes: Adopted course of study grades 7 - 12 ELA, Mathematics, Social Sciences, Science, Foreign Language, VAPA, Applied Arts, Health, Career Technical Education, Advanced Placement, Other studies prescribed by the governing board.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CAASPP ELA (current local assessment data)</p>	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data</p> <p>Edmentum Diagnostic Results (Reading) 2019-20 66.6% of students tested at or above grade level. Exceeded the standard (33.3%), Standard met (33.3%) and 33.3% of students tested below grade level. CPCS-LA saw increases at the achievement bands. There was an increase of 26.7% in students that moved from not met to met and an increase of 13.3% from students who met to students who exceed the standard.</p>	<p>CAASPP ELA 2020-21 (Baseline) All Students: 48% of students met or exceeded the standard 16% exceeded the standard 32.1% met the standard 22.1% nearly met 29.8% standard not met</p> <p>ELs- 0% met or exceed the standard SWD- 27% met or exceeded standard HY- 100% met or exceeded the standard SED- 42% met or exceeded the standard</p> <p>White- 48% met or exceeded Hispanic- 49% met or exceeded African American- 50% met or exceeded Two or more- 40% met or exceeded the standard</p>	<p>CAASPP ELA 2021-22 All Students: *Met or exceeded 95% participation 35% of students met or exceeded the standard. 14.3% exceeded the standard 20.7% met the standard 21.4% nearly met 43.6% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 12% met or exceeded the standard HY- Not enough data SED- 30% met or exceeded the standard</p> <p>White- 41% met or exceeded Hispanic- 31% met or exceeded African American- 25% met or exceeded</p>		<p>Increase the combined percentage of students meeting and exceeding the standard by 2% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Asian-56% met or exceeded the standard Two or more- 45% met or exceeded the standard		
CAASPP Math (current local assessment data)	<p>Due to the COVID-19 pandemic, no CAASSP testing was administered in the 2019-20 SY. CAASPP baseline will be set by 20-21 results.</p> <p>Local assessment data</p> <p>Edmentum Diagnostic Results (Math) 2019-20 16.7% of students tested at or above grade level. Exceeded the standard (0%), Standard met (16.7%) and 83.3% of students tested below grade level. CPCS-LA saw increases at the achievement bands. There was an increase of 23.3% in students that moved</p>	<p>CAASPP Math 2020-21 (Baseline) All Students: 17% of students met or exceeded the standard. 7.6% exceeded the standard 9.2% met the standard 28.2% nearly met 55% standard not met</p> <p>ELs- 0% met or exceeded the standard SWD- 0% met or exceeded the standard HY- 0% met or exceeded the standard SED- 16% met or exceeded the standard White- 25% met or exceeded</p>	<p>CAASPP MATH 2021-22 *Met or exceeded 95% participation All Students: 21% of students met or exceeded the standard. 10% exceeded the standard 11.4% met the standard 31.4% nearly met 47.1% standard not met</p> <p>ELs- 17% met or exceeded the standard SWD- 16% met or exceeded the standard HY- Not enough data SED- 18% met or exceeded the standard</p>		Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	from not met to met the standard.	Hispanic- 15% met or exceeded African American- 0% met or exceeded Two or more- 30% met or exceeded the standard	White- 24% met or exceeded Hispanic- 14% met or exceeded African American- 25% met or exceeded Asian- 33% met or exceeded the standard Two or more- 40% met or exceeded the standard		
Disaggregated local assessment data to support student groups	2019-20: local assessment data Edmentum Diagnostic Results (READING) ALL students 43.3% tested at or above grade level ELs 66.7% at or above grade level EO 40.8% at or above grade level Socio Econ 38.6% at or above grade level SWD Not available Homeless Youth 33.3% at or above grade level African American 33.3% at or above grade level	NWEA MAPS 2021-22 (Baseline) FALL administration ELA All Students: 42.8% meet or exceed the standard 19.4% exceeding the standard 23.4% meeting the standard 19.8% approaching the standard 15.5% below 21.8% far below MATH All Students: 36.1% meet or exceed the standard	NWEA 2021-22 SPRING Administration ELA All Students: 38.8% meet or exceed the standard 20.7% exceeding the standard 18.1% meeting the standard 19.8% approaching the standard 16.4% below 25% far below MATH All Students: 36.4% meet or exceed the standard 19.9% exceeding the standard		Increase the combined percentage of students meeting and exceeding the standard by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic 38.5% at or above grade level White 43.9% at or above grade level Edmentum Diagnostic Results (MATH) ALL students 14.2% tested at or above grade level ELs 57.1% at or above grade level EO 12.1% at or above grade level Socio Econ 11.3% at or above grade level SWD Not available Homeless Youth 0% at or above grade level African American 0% at or above grade level Hispanic 9.3% at or above grade level White 20.9% at or above grade level	16.9% exceeding the standard 19.2% meeting the standard 18.4% approaching the standard 18.8% below 26.8% far below	16.5% meeting the standard 16% approaching the standard 19.5% below 28.1% far below NWEA 2022-23 FALL administration ELA All Students: 45.3% meet or exceed the standard 25.4% exceeding the standard 19.9% meeting the standard 15.6% approaching the standard 17.8% below 21.4% far below MATH All Students: 44% meet or exceed the standard 22.7% exceeding the standard 21.3% meeting the standard 13.7% approaching the standard 16.2% below 26% far below		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency Assessments for California (ELPAC)	A baseline will be developed from 20-21 results	ELPAC Baseline 2020-21 Out of 9 students tested: Level 1- 1 (11%) Level 2- 1 (11%) Level 3- 5 (56%) Level 4 -2 (22%)	ELPAC 2021-22 Out of 15 students tested: Level 1- 2 (13.3%) Level 2- 3 (20%) Level 3- 5 (33.3%) Level 4 -5 (33.3%) 45.5% of students progressed at least 1 ELPI level.		At least 50% of students improve in at least 1 ELPI level each year. Increase rate of students RFEP by 2% each year.
Course completion rates (% of students passing classes with a grade of 60% or higher and 70% or higher)	Completion Rates From Fall 2019 to Fall 2020, the elementary program (grades K-6) saw an increase of 14.44% in students who were able to complete classes at a mastery level. The middle school program (grades 7-8) saw an increase of 6.14% in completion rates. High school completion rates for the traditional program increased by 3.9%, and in the credit recovery program, completion rates increased by 10.47%.	Completion Rates Fall 2021 Elementary School 88.47% completion at grade of 60% or higher (14.44% increase from Fall 2020) 88.47% completion at grade of 70% or higher (14.44% increase from Fall 2020) Middle School 73.83% completion at 60% or higher (5.69% increase from Fall 2020) 62.62% completion at 70% or higher (11.15% increase from Fall 2020) High School	Completion Rates SPRING 2022 Elementary School 92% completion at grade of 60% or higher (2% increase from Spring 2021) 85% completion at grade of 70% or higher (2% increase from Spring 2021) Middle School 79% completion at 60% or higher (4% increase from Spring 2021) 62% completion at 70% or higher (~stayed the same) High School		Maintain course completion rates at 90% or higher in each academic discipline. Increase the percentage of students passing classes with a grade of 70% or higher by 2% each year to support A-G completion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Traditional Program 93.47% completion at grade of 60% or higher 86.02% completion rate at 70% or higher Credit Recovery Program 84.36% completion at grade of 60% or higher 77.59% completion at grade of 70% or higher Foundations Program 99.15% completion at grade of 70% or higher</p>	<p>94% of students are completing classes with grade of 60% or higher (~stayed the same) 79% of students are completing classes with a score of 70% or higher (increase of 5%) Fall 2022 Elementary School 89.7% completion at grade of 60% or higher (1.5% increase from Fall 2021) 82% completion at grade of 70% or higher (6% decrease from Fall 2021) Middle School 80% completion at 60% or higher (16% increase from Fall 2021) 63% completion at 70% or higher (9% increase from Fall 2021) High School</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>87% of students are completing classes with grade of 60% or higher</p> <p>80% of students are completing classes with a score of 70% or higher</p>		
<p>LCFF Evaluation Rubric levels</p>	<p>Implementation of the academic content and performance standards adopted by the State Board</p> <p>Programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</p> <p>Broad course of study</p> <p>Facilities in good repair</p> <p>Percentage of properly credentialed teachers</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>	<p>All areas are considered “Met” and can be found on our website in our Local Indicator Report and SARC</p>		<p>Status of "Met" for all Local Indicators in the CA Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student access to standards-aligned instructional materials				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Performance	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done. Oversight and monitoring provided by Executive Director, Director, Assistant Directors, Guidance Department, high school engagement coordinator, credentialed teachers, and K-8 intervention teacher. (All Students) (WASC) (CSI) (Title 1)	\$0.00	No
1.2	Academic Support for Student Groups	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. (LI, FY, EL, SWD) (WASC) (PIR)	\$0.00	No Yes
1.3	Access to Learning Materials and a Broad Course of Study	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC) <ul style="list-style-type: none"> Online courses, credit recovery, core programs, advanced placement courses, CTE pathways 	\$481,280.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Supplemental curriculum and materials supporting common core standards • Extended School year • ELD Curriculum • Digital curriculum aligned to common core • Virtual Learning Hubs and Academic Tutoring • Summer Bridge Program 		
1.4	Professional Development	<p>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.</p> <p>Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)</p>	\$0.00	No
1.5	EL Progress	<p>1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core and Social-Emotional Learning (SEL). (ALL, EL, SWD, FY, LI) (WASC) (PIR)</p>	\$139,450.00	Yes
1.6	Student Learning Outcomes	<p>1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.</p> <p>(WASC) (All Students)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	SPED PIR and CIM	1.7 Review of the Performance Indicator Review plan will be monitored for progress of the planned strategies/activities to improve the participation rate of SWDs in ELA and Mathematics CAASPP tests and post secondary outcomes. The school psychologist and school psychologist interns will work to complete assessments in order to ensure initial and triennial IEPs are held according to the required timelines. (SWD) (PIR) (CIM).	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of the actions.

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

There were no significant differences between budgeted expenditures and actual expenditures, including on planner percentages of improved services and estimated percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Designated and integrated language supports were effective in positively impacting the percentage of English Learners who progressed at least 1 ELPI level. Teacher professional development opportunities and goal setting activities were effective in positively increasing academic outcomes such as course completion rates, standardized tests scores, and student learning outcomes.

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

Action 1.4 Will be modified to include professional development on interim CAASPP assessments through CERS.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure the success of ALL students including English Learners, other unduplicated student groups, and students with disabilities.

An explanation of why the LEA has developed this goal.

Maintenance Goal

CPCS recognizes that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance.

Goal 2 Addresses the following State Priorities:

Conditions of Learning

State Priority 1) Basic: Qualified/Effective teachers, Professional Learning, Facilities in good repair as it relates to culture and climate
 State Priority 2) State Standards: Implementation of state adopted academic content and performance standards for all pupils, including English learners, aligned assessments, curriculum, professional learning

Pupil Outcomes

State Priority 4) Pupil Achievement

Assessment, curriculum, instruction, equity in education by narrowing the achievement gap by recognizing, respecting and attending to the diverse needs of the students they serve with the ability to differentiate instruction, services and resource distribution to respond to the diverse needs of their students so that all students are able to learn and thrive.

Engagement

State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates, Middle School
 Culture and climate: physical, environmental and social aspects of school to keep students motivated to learn and stay in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019-20 There was no dashboard data for chronic absenteeism for the 19-20 school year, however, internal reports indicate that CPC-LA has a chronic absenteeism rate of 35.9%. Hold harmless ADA was enacted for the 19-20 school year at the date of February 29, 2020, ADA of 282.	2020-21 CPC-LA had a chronic absenteeism rate of 24.3%, which is a 11.6% decrease over 2019-20. The school met projected ADA. Second interim budget projections were 324.72 and P2 ADA was 332.01, exceeding the projection.	2021-22 CPC-LA had a chronic absenteeism rate of 20.1%, which is a 4.2% decrease over 2020-21. The school met projected ADA. Second interim budget projections were 362.04 ADA and P2 ADA was 369.98, exceeding the projection.		Decrease Chronic Absenteeism by 2% each year
Expulsion Rate	0%	0%	0%		0% Expulsion Rate each year
Suspension Rate	0%	0%	0%		0% Suspension Rate each year
Stability Rate			CPC-LA 67.1% District 53.4% SD County 88.9% Statewide 89.8%		increase by 2% annually

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	school climate	2.1 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 (ALL) (WASC) (CSI)	\$0.00	No
2.2	staff assignments	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Follow-up training effectiveness survey included, results review/follow through. (All) (WASC)	\$4,167,343.00	No
2.3	Technology	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. (ALL) (WASC)	\$0.00	No
2.4	Parent Outreach	2.4 Frequent contact with parents in order to update them on student progress and notify them of events. (ALL)	\$0.00	No
2.5	Attendance Monitoring	2.5 Identify, monitor and support students who are struggling with regular attendance (ALL) (CSI)	\$0.00	No
2.6	Professional Development	2.6 Professional development in cultural awareness, implicit bias training, cultural competency (ALL) (WASC)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Training in Mental Health First Aid	2.7 Youth Mental Health first aid training and provide community-based mental health services through counselors and school psychologists (ALL) (WASC)	\$0.00	No
2.8	Suicide Prevention	2.8 Suicide Prevention intervention and post intervention through the adoption of board policies and annual staff training (ALL) (WASC)	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Use of Go Guardian and Go Guardian Beacon has had a positive impact on supporting students who are experiencing suicidal ideation and self harm. Attendance monitoring contributed the reducing the percentage of students who were chronically absent. Homeroom check-in meetings support a positive school climate and overall student satisfaction rate.

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

Stability rate has been added as a metric. In an effort to increase the school's stability rate, Action 2.4 has been modified to include "Frequent notifications and outreach regarding the renerollment process". (All Students)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support learning and achievement for ALL students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all education partners opportunities for input in decision making at the program and charter levels.

An explanation of why the LEA has developed this goal.

Maintenance Goal

Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establishing community partnerships.

Goal 3 Addresses the following State Priorities:

Engagement

State Priority 3) Parental Involvement: Effort to seek parent input, promotion of parent participation in programs for unduplicated students and special needs subgroups. Culture and Climate: Physical, environmental, and social aspects of school that have a profound impact on student experiences, behavior, and performance. Family and community engagement through systemic, integrated, and sustained engagement.

State Priority 5) Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates, Middle School Dropout Rates, High School Dropout Rates, High School Graduation Rates

State Priority 6) School Climate: Sense of Safety and School Connectedness. Equity: Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/Input Rates and Skakeholder Survey Results	Participants 101 parent responses. 98 student responses. Survey Results	Participants 88 parent responses. 38 student responses. Survey Results	Participants 60 parent responses. 182 student responses. Survey Results		Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>99% of parents feel satisfied with opportunities to provide input and participate in their child's education.</p> <p>96% of parents indicate that they feel their input is valued and respected.</p> <p>96.9% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>100% of students agree that their teacher cares about their education and helps them succeed.</p>	<p>96.6% of parents feel satisfied with opportunities to provide input and participate in their child's education.</p> <p>94.3% of parents indicate that they feel their input is valued.</p> <p>97.4% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>100% of students agree that their teacher cares about their education and helps them succeed.</p> <p>97.4% of students report that they feel safe at school.</p> <p>89.5% of students report that they know they have someone at school to talk to for support if they have a problem.</p>	<p>98.3% of parents feel satisfied with opportunities to provide input and participate in their child's education.</p> <p>98.3% of parents indicate that they feel their input is valued.</p> <p>99.5% of students agreed that their teacher is available to them when they need help and support with their schoolwork.</p> <p>99.3% of students agree that their teacher cares about their education and helps them succeed.</p> <p>98.4% of students report that they feel safe at school.</p> <p>95.1% of students report that they know they have someone at school to talk to for support if they have a problem.</p>		
Overall Satisfaction Rate- Stakeholder Survey Results	Overall Satisfaction Rate Survey Results	Overall Satisfaction Rate Survey Results	Overall Satisfaction Rate Survey Results		Maintain or increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of parents are satisfied with their child's school. 96.9% of students express an overall satisfaction with their school.	98.9% of parents are satisfied with their child's school. 97.4% of students express an overall satisfaction with their school.	100% of parents are satisfied with their child's school. 96.2% of students express an overall satisfaction with their school.		
Safety Plan Review and Training	The school safety plan was reviewed, updated, and discussed with the school faculty on March 2020.	The school safety plan was developed by the School Site Council in February 2022. The updated plan was subsequently shared with school staff and the school board.	The school safety plan was developed by the School Site Council in January 2023. The updated plan was subsequently shared with school staff and the school board.		Review and provide training on the Comprehensive School Safety Plan annually

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Partner Input	3.1 We will seek parent input and assess our level of education partner engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (ALL) (WASC)	\$12,100.00	No
3.2	Communication	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (ALL)	\$22,498.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Safe School Environment	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (ALL) (WASC)	\$0.00	No
3.4	Vendor Services	3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (ALL)	\$77,504.00	No
3.5	Safety Training	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)	\$0.00	No
3.6	Accessibility of Communication	3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. Documents, records sent as requested by clerical office staff.(EL)	\$288,503.00	Yes
3.7	School Management and Oversight	3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (ALL)	\$155,814.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Parent communication and providing opportunities for education partner input were effective in engaging education partners and contributed to a high overall satisfaction rate.

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

No changes will be made to planned goal, metric, or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Broad Goal

With a focus on supporting our students to achieve their goal of high school graduation, and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, College/Career Prepared and CTE participation are all metrics we monitor to ensure students are on track to graduation and to achieve their post graduation goals.

Goal 4 Addresses the following State Priorities:

Conditions of Learning

State Priority 1) Basic: Resources available to operate schools, Plan lessons, Deliver instruction, and Provide 21st-century learning opportunities. Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor.
 State Priority 2) State Standards: Curriculum, or course of study, is the content and plan for instruction. Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive. Assessment results are used to suggest which curriculum goals need to be addressed and how instructional strategies should be modified.
 State Priority 7) Course Access: Adopted course of study grades 1-6 ELA, Mathematics, Social Sciences, Science, VAPA, Health, Career Technical Education, Other studies prescribed by the governing board.

Pupil Outcomes

State Priority 8) Other Pupil Outcomes: Adopted course of study grades 7 - 12 ELA, Mathematics, Social Sciences, Science, Foreign Language, VAPA, Applied Arts, Health, Career Technical Education, Auto Driver Ed, Other studies prescribed by the governing board.

Engagement

State Priority 5) Pupil Engagement: High school graduation rates as it relates to culture and climate and how a positive school culture and a supportive learning environment helps students learn and thrive. Students are more likely to graduate when they are supported by schools, families and communities working together.
 State Priority 6) School Climate
 Pupil suspension rates, pupil expulsion rates, surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates	2019-20 (DATA QUEST) ALL 50% Graduated (4 Yr Adjusted Cohort Outcome) Homeless: Data not displayed Socioeconomically Disadvantaged: 45.6% graduated Hispanic: 46.5% graduated White: 51.7% graduated	2020-21 (DATAQUEST) ALL 72.9% Graduated (4 yr Adjusted Cohort Outcome) African American: <10, Data not displayed Hispanic: 68.8% graduated White: 60.9% graduated Homeless Youth: <10, Data not displayed SED: 62.5% graduated SWD: <10, Data not displayed	2021-22 (DATAQUEST) ALL 82.4% Graduated (4 yr Adjusted Cohort Outcome) Homeless Youth: <10, Data not displayed SED: 83.3% graduated SWD: 90.9% graduated African American: <10, Data not displayed Hispanic: 80% graduated White: 88% graduated		Increase by 2% each year once above 68%.
College/Career Prepared	College and Career Prepared (DATA QUEST) ALL 23.5% Prepared Hispanic 16.9% Prepared, 53.4% Approaching Prepared White 22.9% Prepared, 23.9% Approaching Prepared, Socioeconomic Disadvantaged 29.1%	College and Career Prepared (DATAQUEST) ALL 7.7% Prepared Additional Data not displayed	College and Career Prepared (DATAQUEST) *No Dashboard Data was reported or available on this metric for the 2022-23 school year. 2021-22 Pupils Enrolled in Courses		Increase by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Prepared, 50% Approaching Prepared</p>		<p>Required for UC/CSU Admission- 84.18%</p> <p>2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission- 24.29%</p> <p>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission- 15 (18.5%)</p> <p>Number of Pupils Participating in CTE - 47</p> <p>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma- 100%</p> <p>AP Exams- number and percent who scored a 3 or higher on at least two AP Exams</p> <p>Graduates Only 2- 2.5%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop Out Rate			Drop out rate (DATAQUEST) 9.5%		Decrease by 1% each year or maintain under 10%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Comprehensive CTE program	4.1 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; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies. (ALL) (WASC)	\$0.00	No
4.2	Middle School/High School Transition	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. (ALL) (WASC) (CSI)	\$0.00	No
4.3	High Quality Curriculum and Instruction	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. (ALL) (WASC)	\$0.00	No
4.4	AVID	4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (ALL) (WASC)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	State Testing Preparation	4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD) (PIR)	\$0.00	Yes
4.6	Transcript Review and Evaluation	4.6 Review student transcripts on a semester basis to ensure students have the opportunity to make up missed credits. (All Students)	\$0.00	No
4.7	Access to Advanced Placement Exams	4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	\$0.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Continued development and expansion of the CTE program contributed to increased participation in CTE pathways and pathway completion. Transcript review and evaluation combined with use of a student success tracker contributed to more students staying on track with earning credits and graduating within their 4 year cohort.

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

Action 4.6 Will be modified to include credit recovery initiatives. Drop out rate has been added as a metric.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
583,603	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.41%	0.00%	\$0.00	15.41%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Services for our low-income, English learners, and foster youth are evidence based interventions that were identified through a collaborative effort of the school Director, support staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the academic and graduation rates for our student groups. Through a collaborative effort, the school Director, Assistant Director and teachers identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing the SDCOE Multi-Tiered System of Support (MTSS), CDE MTSS and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provided guidance in identifying interventions that would support low socioeconomic, foster youth and English learners.

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and Edgenuity Data to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

1.5 Provide parent training, learning opportunities, and workshops on a variety of topics to provide assistance to parents and family members in understanding the challenging State academic standards, state and local assessments, and how to monitor their student’s progress to improve the achievement of their children. (LI, FY, EL, SWD) (CSI) (Title I)

2.4 We will identify, monitor and support students who are struggling with regular attendance (LI, FY, EL, SWD)

3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL)

3.7 School will maintain a School Site Council to participate in consultation for the development of the Parent and Family Engagement, CSI and Title I plans and policies. (LI, FY, EL,SWD)

4.2 A Guidance Counselor will monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (All) (LI, FY, EL, SWD)

4.4 The K-8 intervention teacher will identify struggling students and ensure that they receive necessary interventions that include the opportunity for test preparation. (All) (LI, FY, EL, SWD) (2021-2023)

The budgeted expenditures for actions identified as contributing to increasing and improved services are evidence-based recommendations for preventing dropout in secondary schools and increasing graduation rates of students identified as at-risk/at-promise.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions identified as contributing to increasing and improved services are actions/services identified as evidence-based recommendations for preventing dropout in secondary schools and increasing graduation rates of students identified as at-risk/at-promise. With the addition of a Guidance Counselor and K-8 intervention coordinator, the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see active student engagement resulting in regular student attendance, academic success, and a positive graduation rate. The CPCS strategic plan includes an assistant director of high school engagement, K-12 academic tutors, two K-8 academic intervention teachers, additional special education instructional aides, school psychologist interns, and an intake counselor to develop academic plans and contribute to an increase of students identified as college and career prepared. At the high school level, English Learners will be assigned to a homeroom teacher who is also an ELD coordinator to add continuity to instruction and further support Long Term English Learners as well. All students are provided with a school issue Chromebook device for completing assignments and hotspots are provided for students who need support with internet and connectivity.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:40

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:25

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,310,716.00	\$1,429,267.00		\$604,509.00	\$5,344,492.00	\$4,698,432.00	\$646,060.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Performance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Academic Support for Student Groups	Students with Disabilities English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	Access to Learning Materials and a Broad Course of Study	All	\$374,251.00	\$1,750.00	\$0.00	\$105,279.00	\$481,280.00
1	1.4	Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	EL Progress	English Learners Foster Youth Low Income	\$87,450.00	\$5,500.00	\$0.00	\$46,500.00	\$139,450.00
1	1.6	Student Learning Outcomes	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.7	SPED PIR and CIM	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	school climate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	staff assignments	All	\$2,370,100.00	\$1,344,513.00	\$0.00	\$452,730.00	\$4,167,343.00
2	2.3	Technology	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Parent Outreach	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Attendance Monitoring	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.6	Professional Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Training in Mental Health First Aid	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.8	Suicide Prevention	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Education Partner Input	All	\$12,100.00	\$0.00	\$0.00	\$0.00	\$12,100.00
3	3.2	Communication	All	\$22,498.00	\$0.00	\$0.00	\$0.00	\$22,498.00
3	3.3	Safe School Environment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Vendor Services	All	\$0.00	\$77,504.00	\$0.00	\$0.00	\$77,504.00
3	3.5	Safety Training	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	Accessibility of Communication	English Learners	\$288,503.00	\$0.00	\$0.00	\$0.00	\$288,503.00
3	3.7	School Management and Oversight	All	\$155,814.00	\$0.00	\$0.00	\$0.00	\$155,814.00
4	4.1	Comprehensive CTE program	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Middle School/High School Transition	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.3	High Quality Curriculum and Instruction	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.4	AVID	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.5	State Testing Preparation	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.6	Transcript Review and Evaluation	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.7	Access to Advanced Placement Exams	Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,786,854	583,603	15.41%	0.00%	15.41%	\$375,953.00	15.03%	24.96 %	Total:	\$375,953.00
								LEA-wide Total:	\$375,953.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Support for Student Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.5	EL Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,450.00	6.45%
3	3.6	Accessibility of Communication	Yes	LEA-wide	English Learners	All Schools	\$288,503.00	8.58%
4	4.5	State Testing Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.7	Access to Advanced Placement Exams	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,598,203.00	\$4,598,203.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Performance	No	\$0.00	
1	1.2	Academic Support for Student Groups	No Yes	\$0.00	
1	1.3	Access to Learning Materials and a Broad Course of Study	No	\$433,322.00	\$433,322.00
1	1.4	Professional Development	No	\$0.00	
1	1.5	EL Progress	Yes	\$88,243.00	\$88,243.00
1	1.6	Student Learning Outcomes	No	\$0.00	
1	1.7	SPED PIR and CIM	No	\$0.00	
2	2.1	school climate	No	\$0.00	
2	2.2	staff assignments	No	\$3,520,388.00	\$3,520,388.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Technology	No	\$0.00	
2	2.4	Parent Outreach	No	\$0.00	
2	2.5	Attendance Monitoring	No	\$0.00	
2	2.6	Professional Development	No	\$0.00	
2	2.7	Training in Mental Health First Aid	No	\$0.00	
2	2.8	Suicide Prevention	No	\$0.00	
3	3.1	Education Partner Input	No	\$7,667.00	\$7,667.00
3	3.2	Communication	No	\$19,869.00	\$19,869.00
3	3.3	Safe School Environment	No	\$0.00	
3	3.4	Vendor Services	No	\$91,178.00	\$91,178.00
3	3.5	Safety Training	No	\$0.00	
3	3.6	Accessibility of Communication	Yes	\$372,140.00	\$372,140.00
3	3.7	School Management and Oversight	No	\$65,396.00	\$65,396.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Comprehensive CTE program	No	\$0.00	
4	4.2	Middle School/High School Transition	No	\$0.00	
4	4.3	High Quality Curriculum and Instruction	No	\$0.00	
4	4.4	AVID	No	\$0.00	
4	4.5	State Testing Preparation	Yes	\$0.00	
4	4.6	Trasnscript Review and Evaluation	No	\$0.00	
4	4.7	Access to Advanced Placement Exams	Yes	\$0.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$431,163.00	\$431,163.00	\$0.00	15.03%	15.03%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support for Student Groups	Yes				
1	1.5	EL Progress	Yes	\$59,023.00	\$59,023.00	6.45%	6.45%
3	3.6	Accessibility of Communication	Yes	\$372,140.00	\$372,140.00	8.58%	8.58%
4	4.5	State Testing Preparation	Yes				
4	4.7	Access to Advanced Placement Exams	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,124,080		0.00%	0.00%	\$431,163.00	15.03%	28.83%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2022-23 LCAP Year 2 Outcomes



LCAP Components:

- Budget Overview for Parents
- Plan Summary: Reflections and Highlights
- CSI
- Engaging Education Partners
- Goals and Actions
- Goal Analysis with any changes
- Increased or Improved Services
- Expenditure Tables



GOAL 1

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

- Area
 - Academic Achievement
- Metrics
 - % participation in local and state assessments (95% required for verifiable data)
 - Growth metrics on local diagnostics (NWEA)
 - Growth Metrics on CAASPP
 - 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



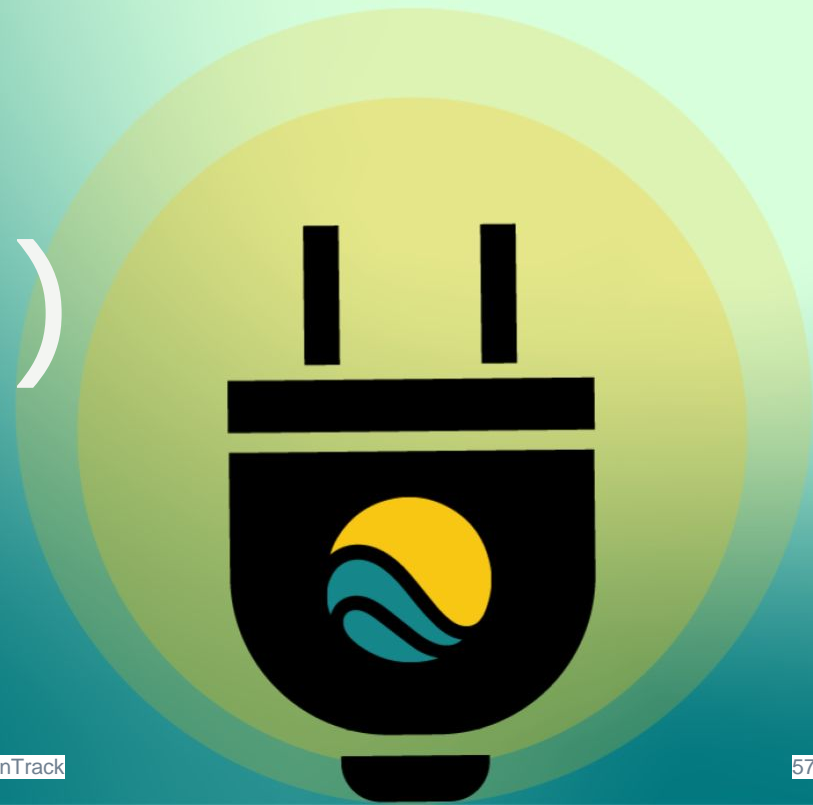
GOAL 1 Review

- Local Assessment Data
- State Assessment Data
- English Learner Progress
- Course Completion Rates

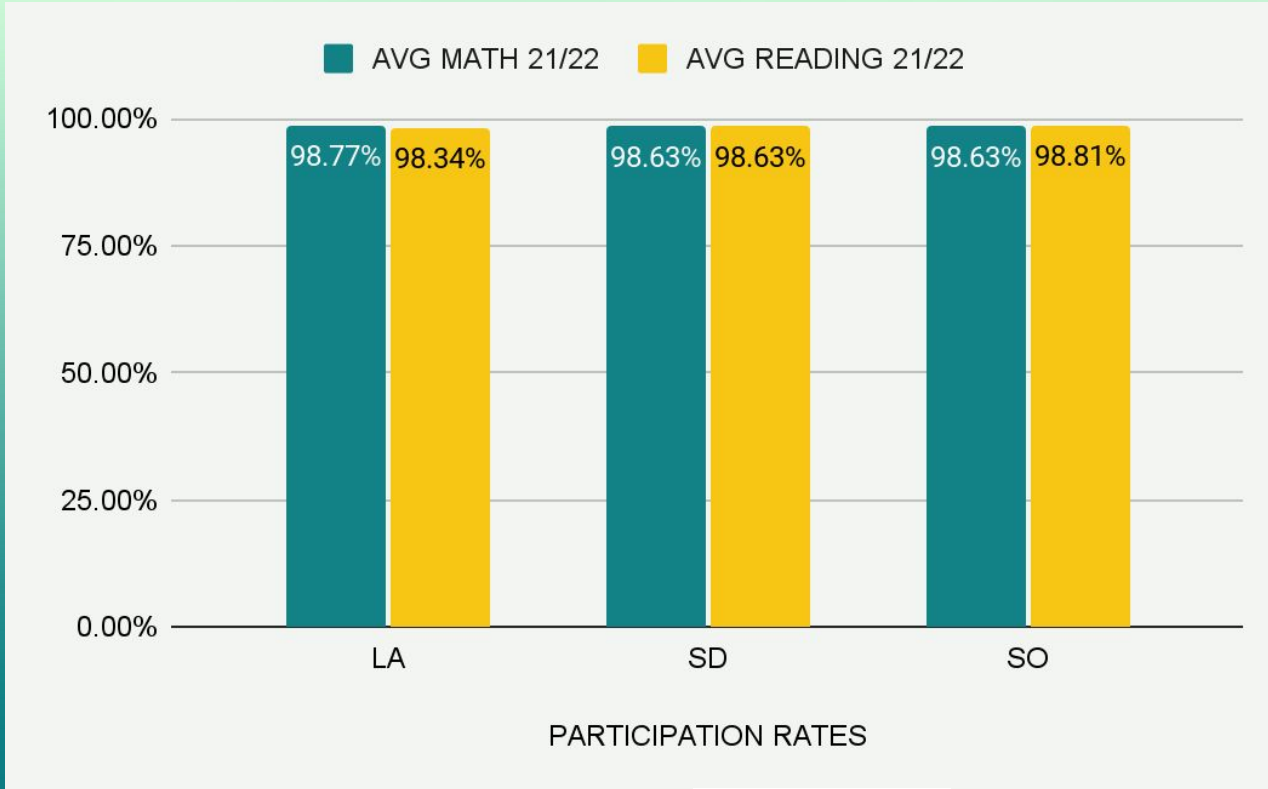


Local Assessment Data (NWEA)

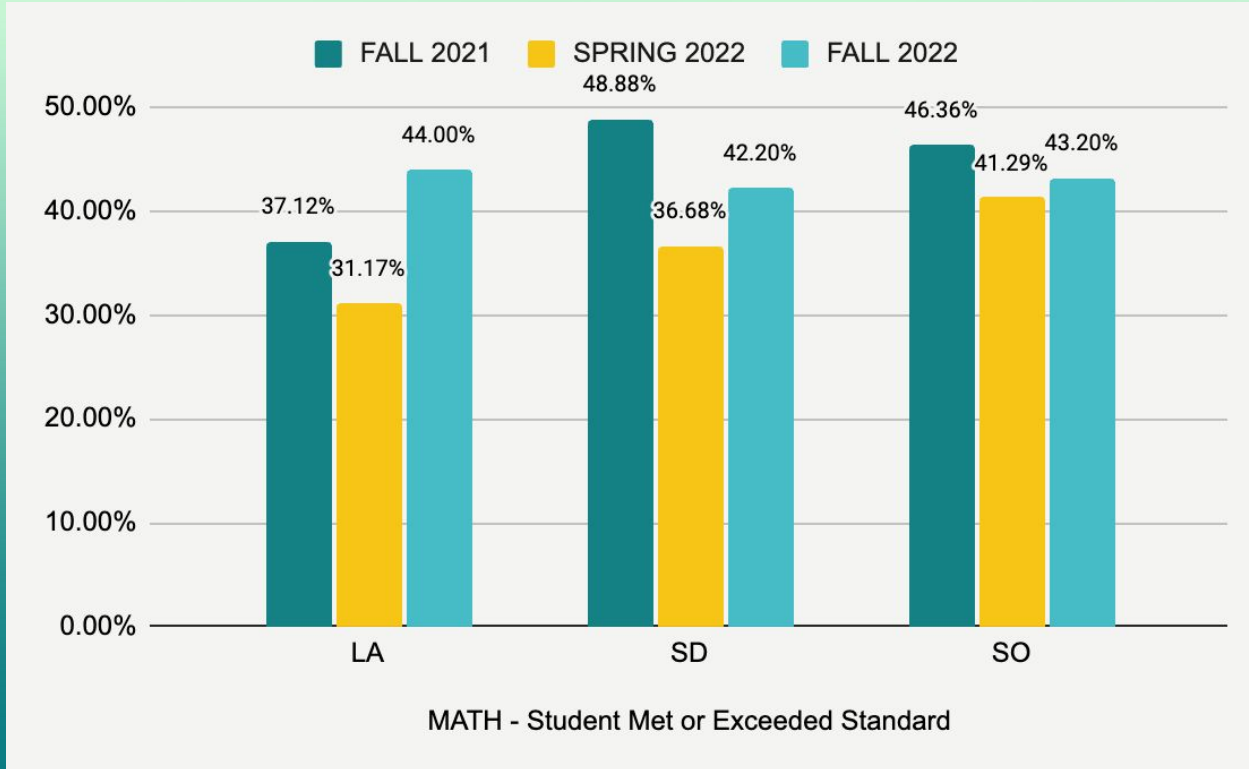
Baseline Data Year 2021-2022



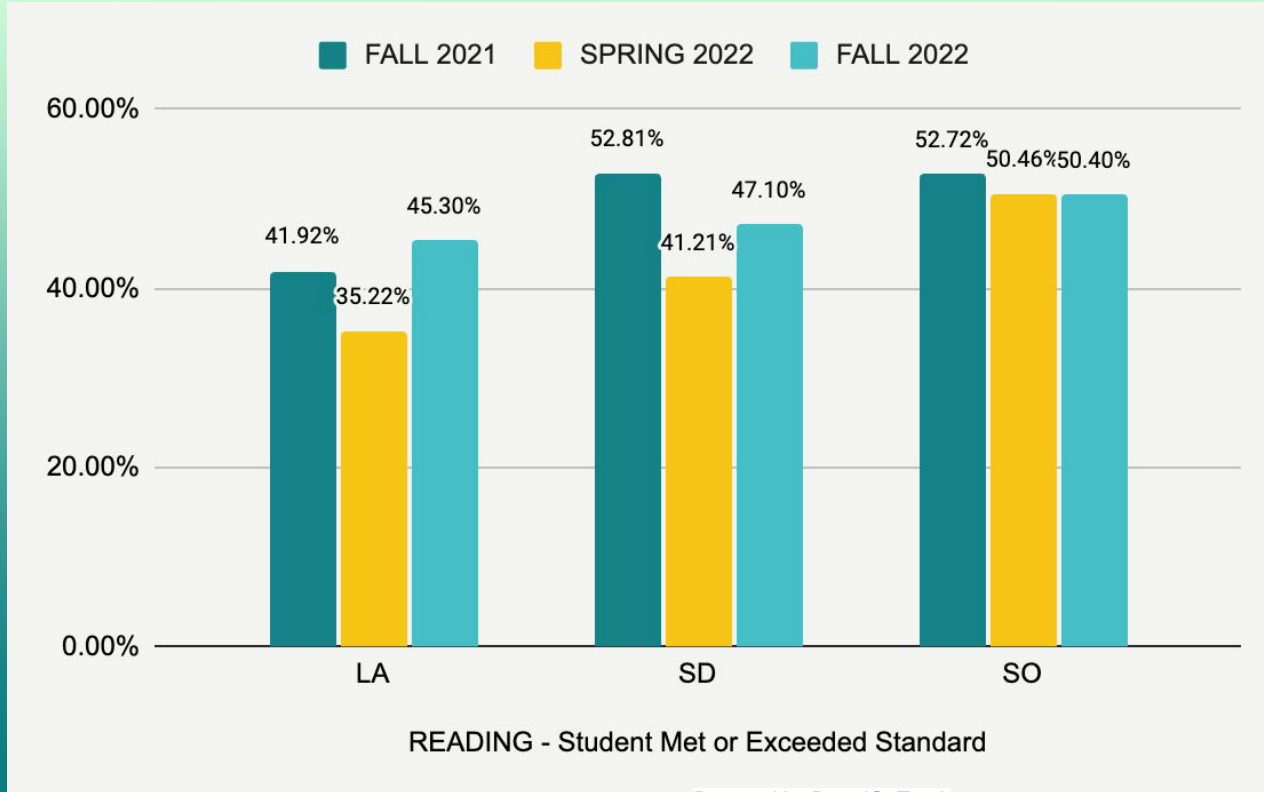
Participation Rates



NWEA Math Outcomes

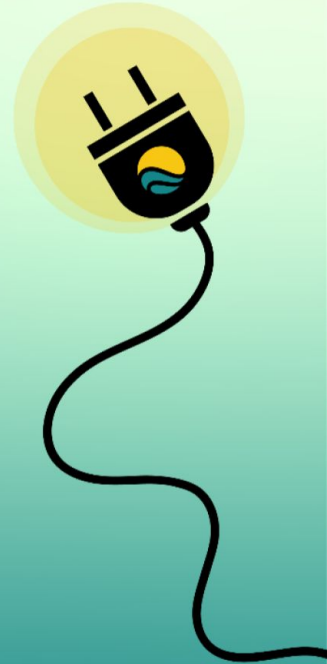


NWEA Reading Outcomes



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

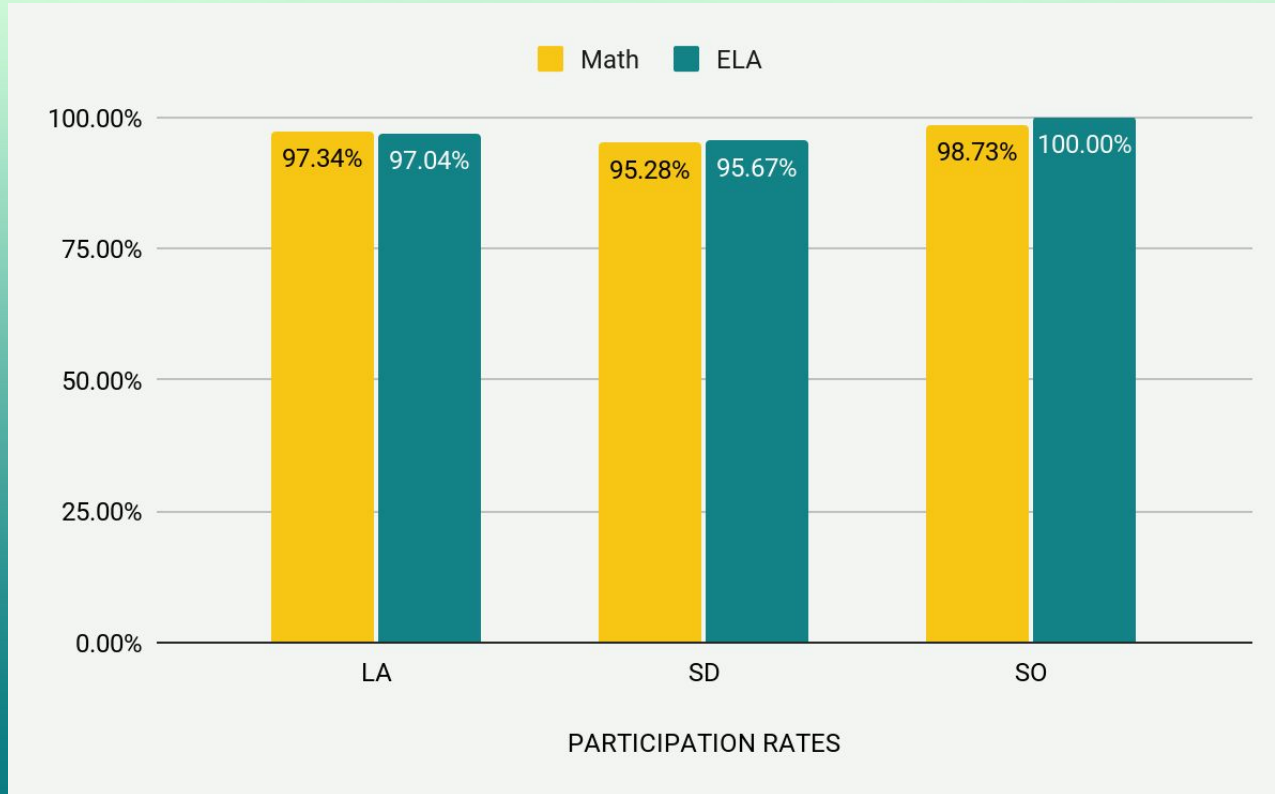


State Assessment Data

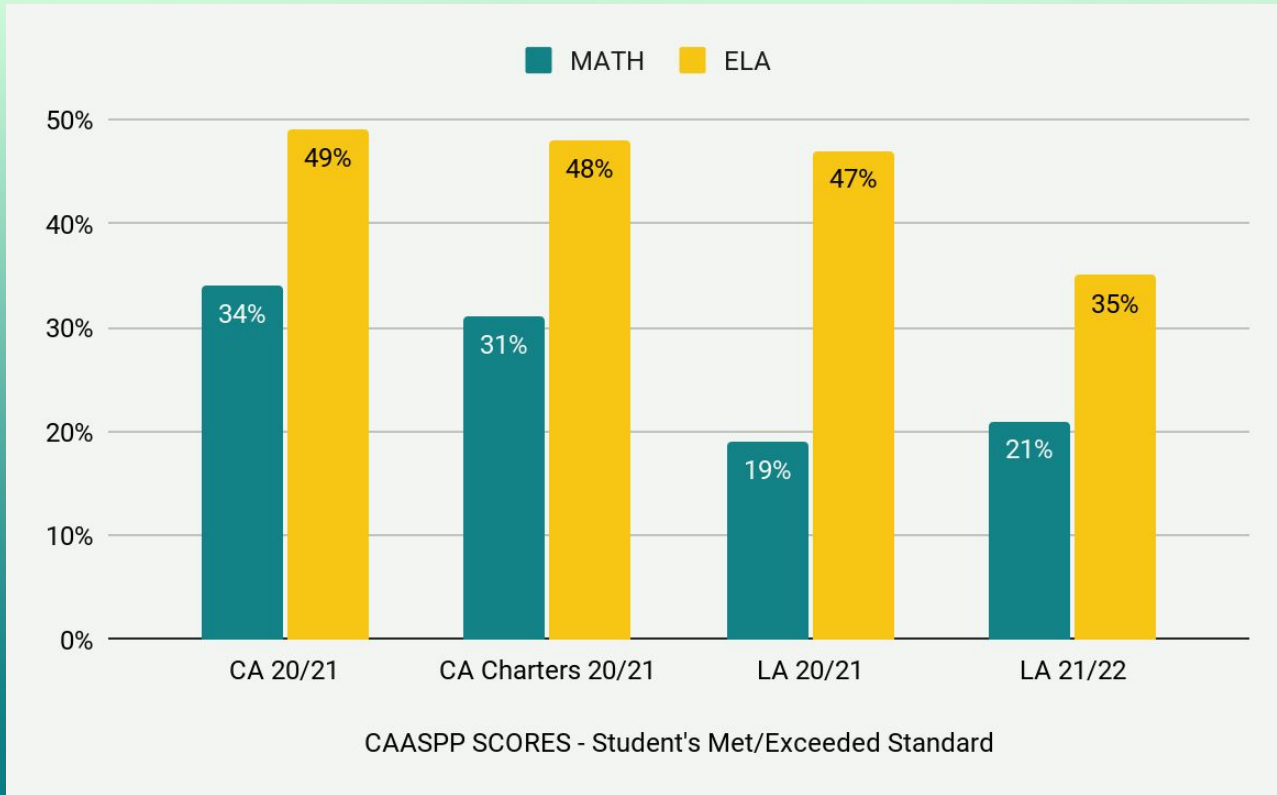
CAASPP Scores



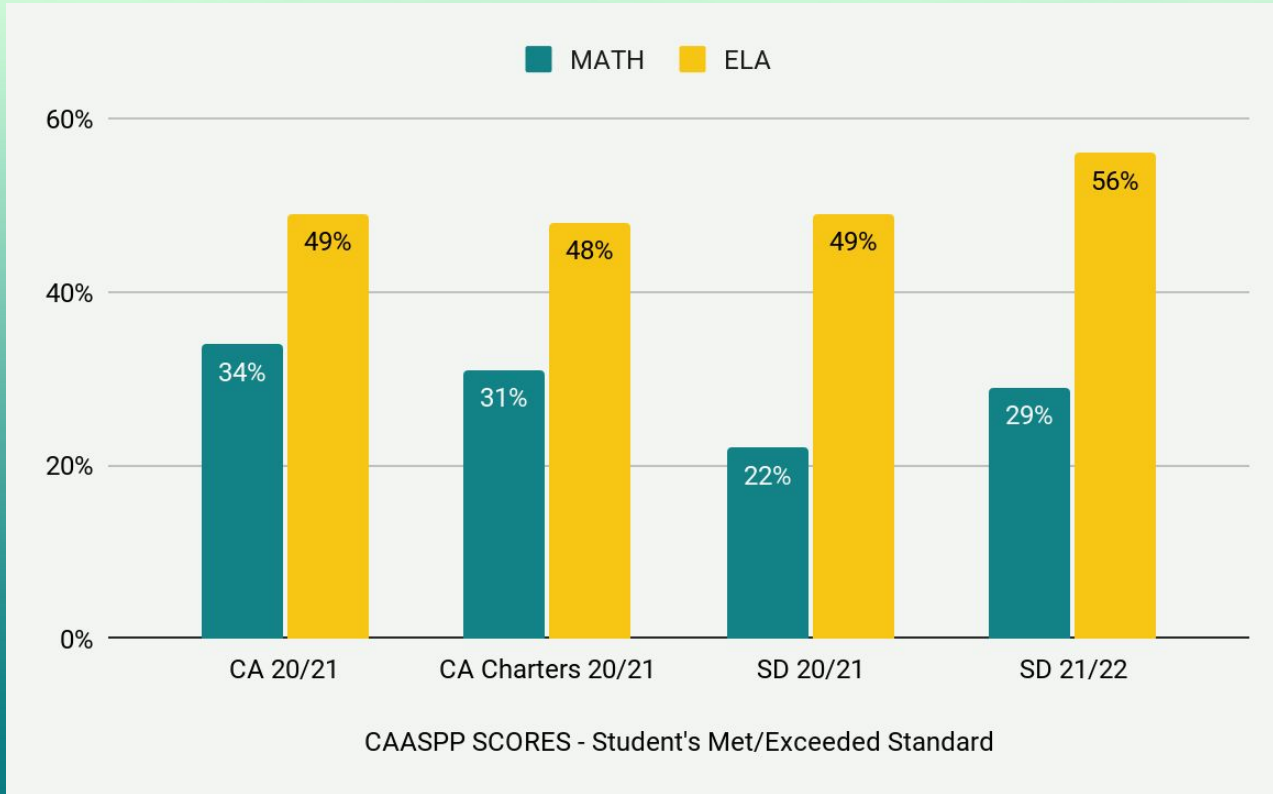
Participation Rates



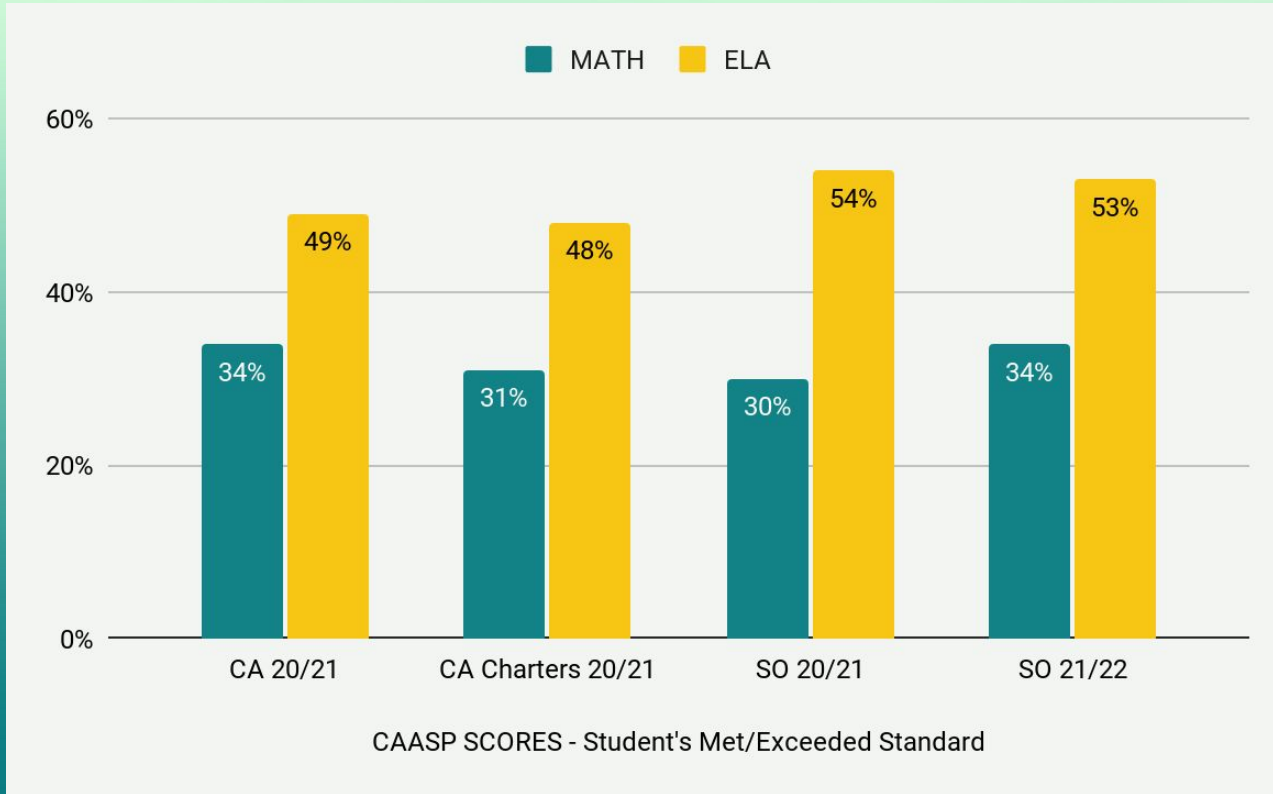
CPC-LA Outcomes



CPC-SD Outcomes



CPC-SO Outcomes



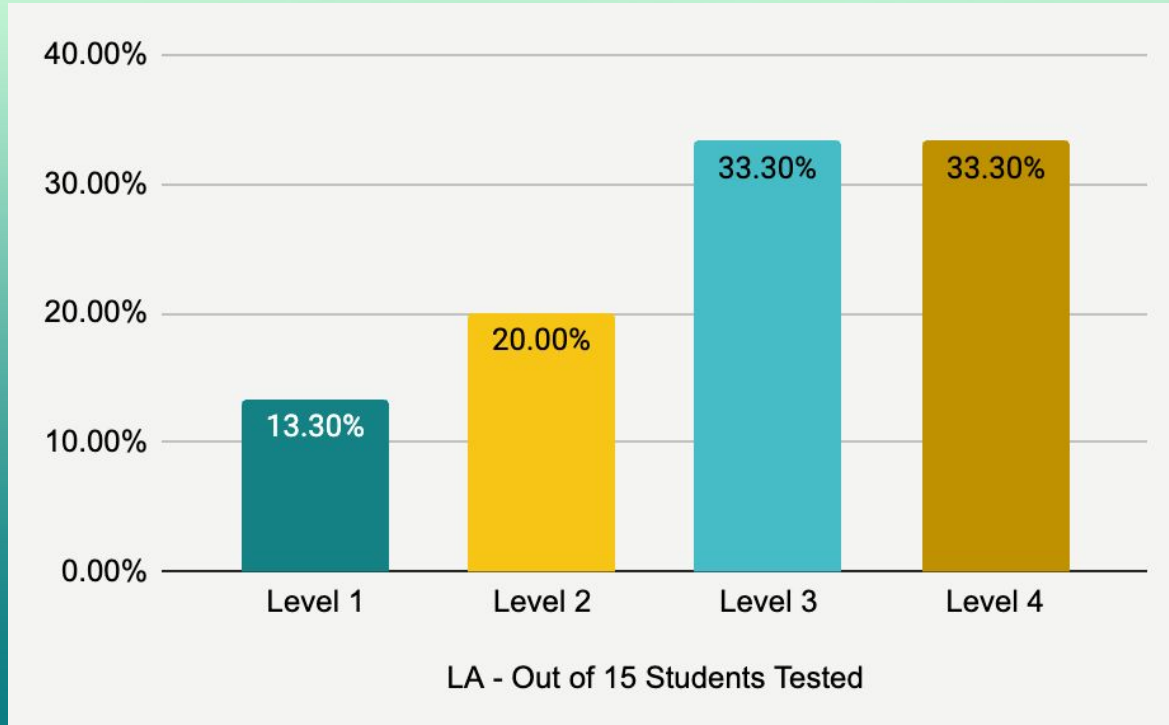
CAASPP REFLECTIONS

- Growth in ELA for San Diego and Sonoma from 2021 to 2022
- Growth in Math for all schools from 2021 to 2022 (this was a schoolwide initiative)
- ELA declined in the Los Angeles school. Needs further review
- Student groups who are underachieving need more intervention and support



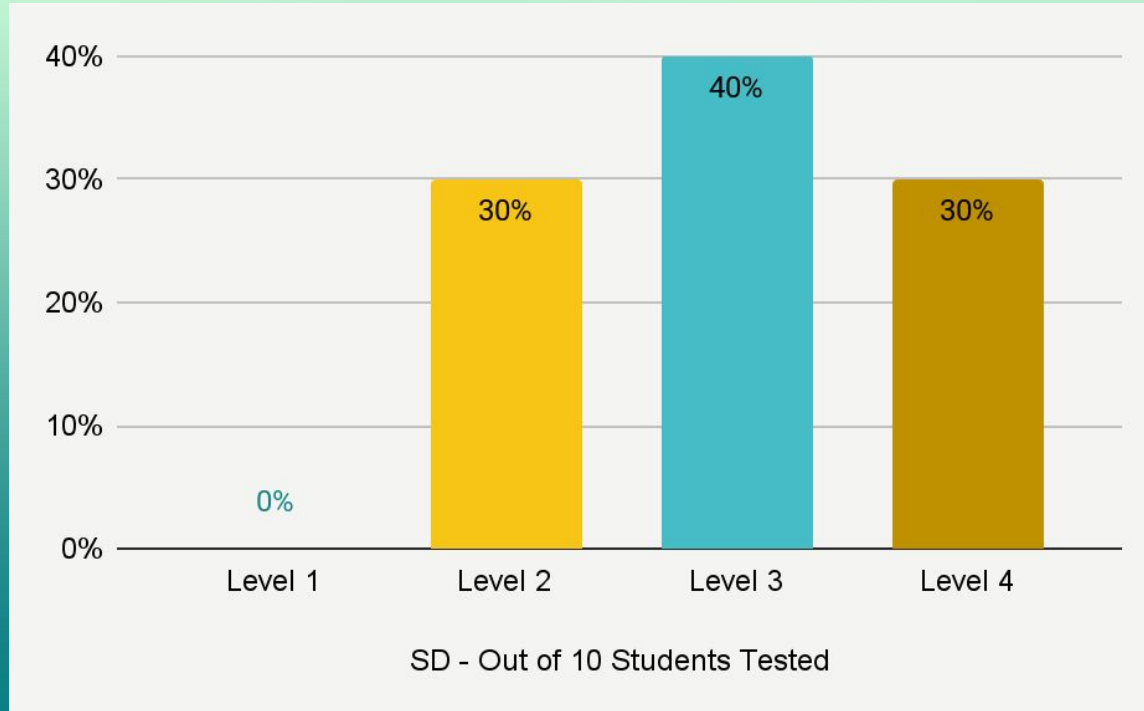
ELPAC - CPCS LA

45.5 % of students progressed at least 1 ELPI level.



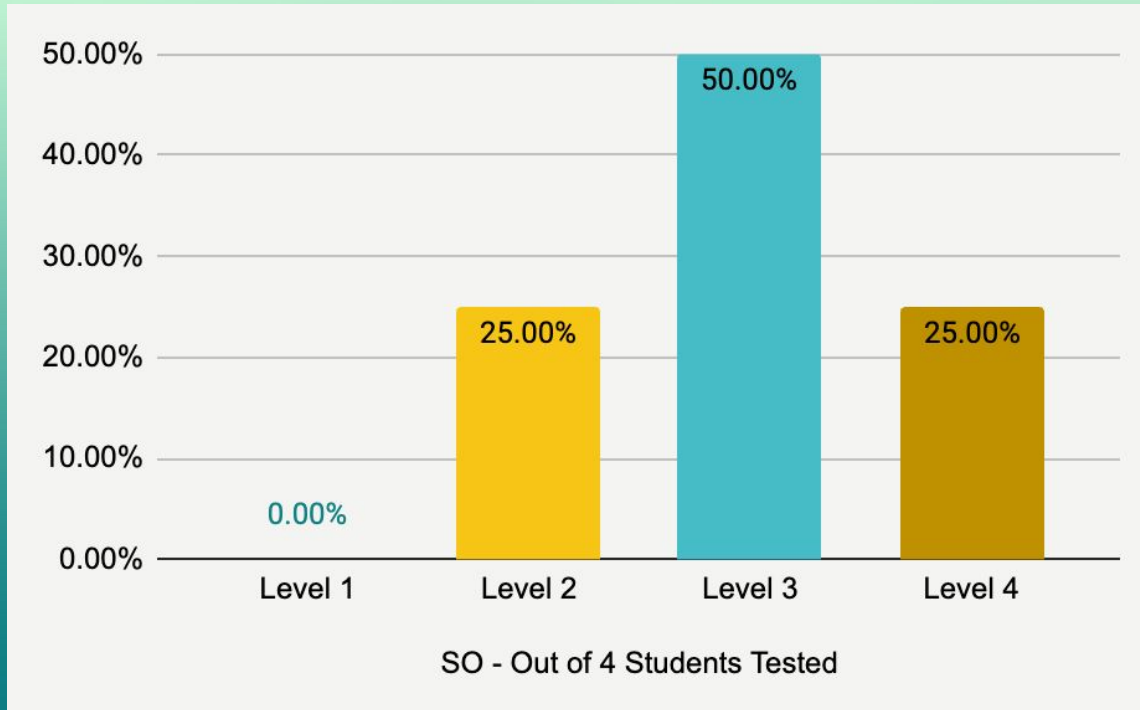
ELPAC - CPCS SD

54% of students progressed at least 1 ELPI level.

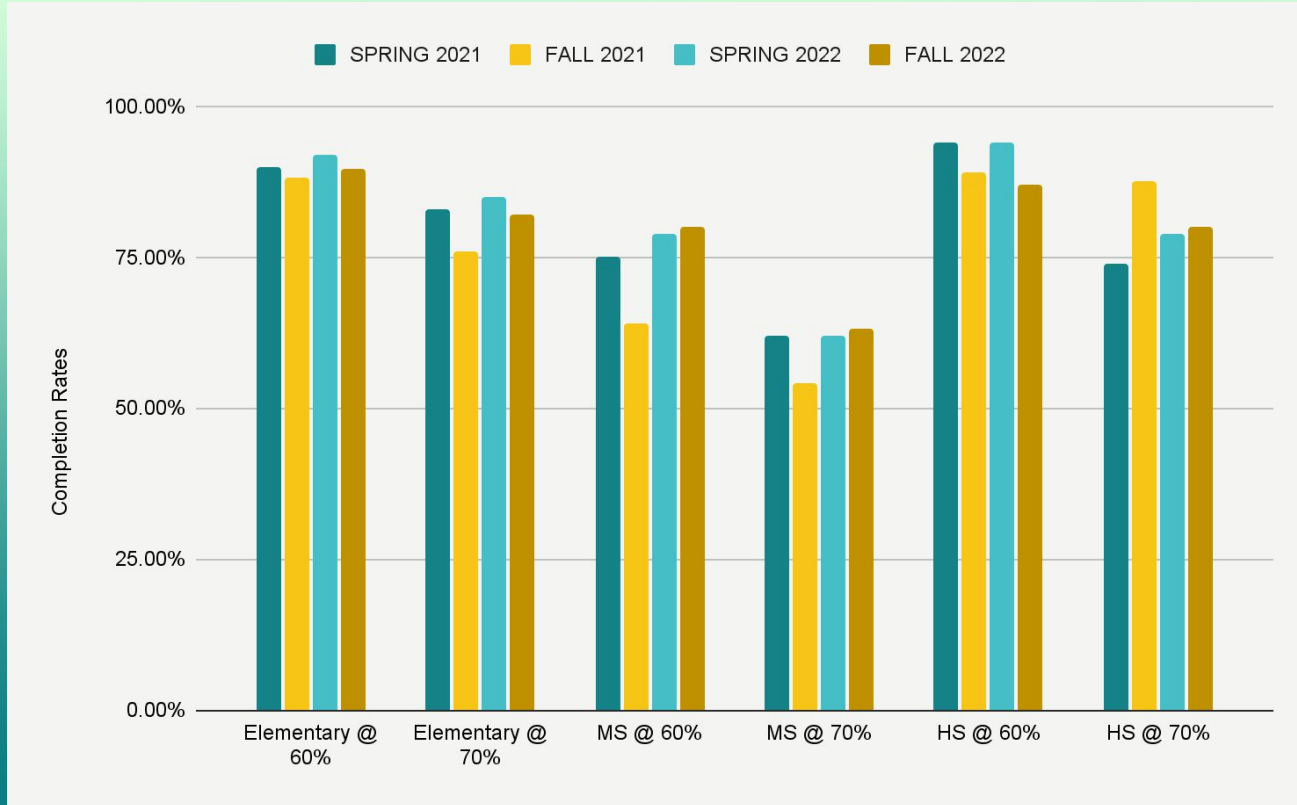


ELPAC - CPCS SO

% of students progressed at least 1 ELPI level: ** Not enough data <10 students tested**



Course Completion Rates



GOAL 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure the success of ALL students including English Learners, other unduplicated student groups, and students with disabilities.

- **Area:** ADA (attendance) and positive school climate
- **Metrics:**
 - Education Partner Perception Surveys
 - Chronic Absenteeism Rate
 - Suspension and Expulsion
 - Stability Rate (NEW)
- **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

- Education Partner Perception Surveys
- Chronic Absenteeism Rate
- Suspensions and Expulsions
- Stability Rate (NEW)



School Climate Survey

**** All three schools had a high ADA, exceeding SIB projections****

SD- 135 student responses

LA- 182 student responses

SO- 74 student responses

- **My teacher is available to me when I need help and supports me with my schoolwork**
 - **SD 98.5% LA 97.8% SO 100%**
- **My teacher cares about my education and helps me succeed**
 - **SD 99.3% LA 99.5% SO 98.6%**
- **My teacher helps me set goals to be successful in school**
 - **SD 95.6% LA 98.8% SO 95.9%**
- **I feel safe to meet with my teacher and discuss my school work**
 - **SD 97% LA 98.4% SO 95.9%**
- **If I have a problem, I know I have someone at school that I can talk to for support**
 - **SD 92.6% LA 95.1% SO 91.2%**



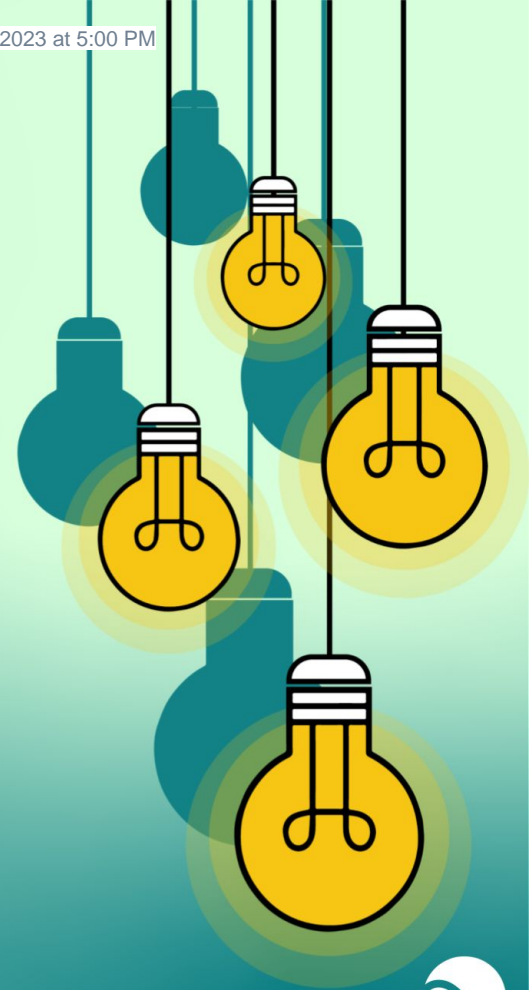
Suspension & Expulsion Rates

0%

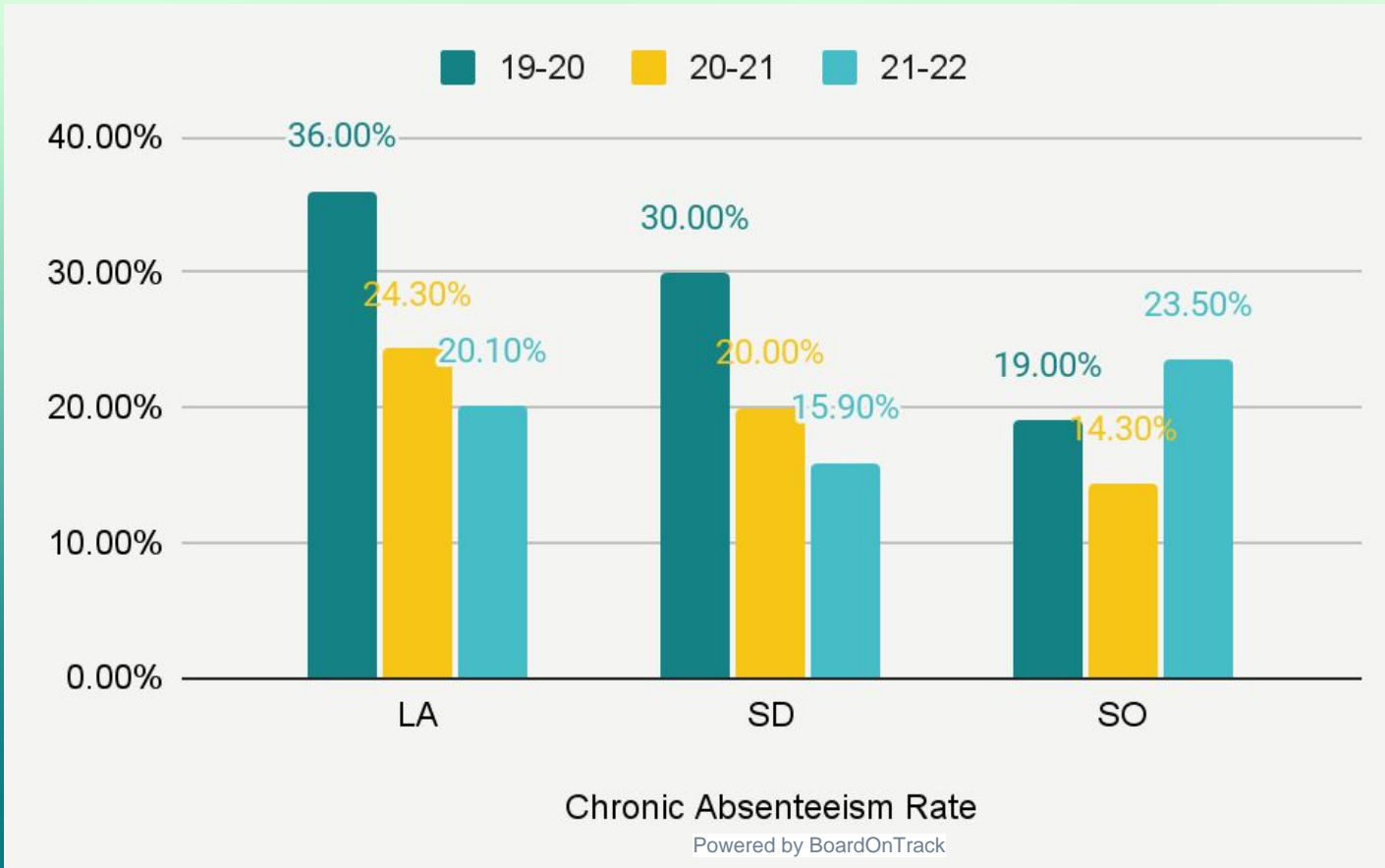
Suspension Rate

0%

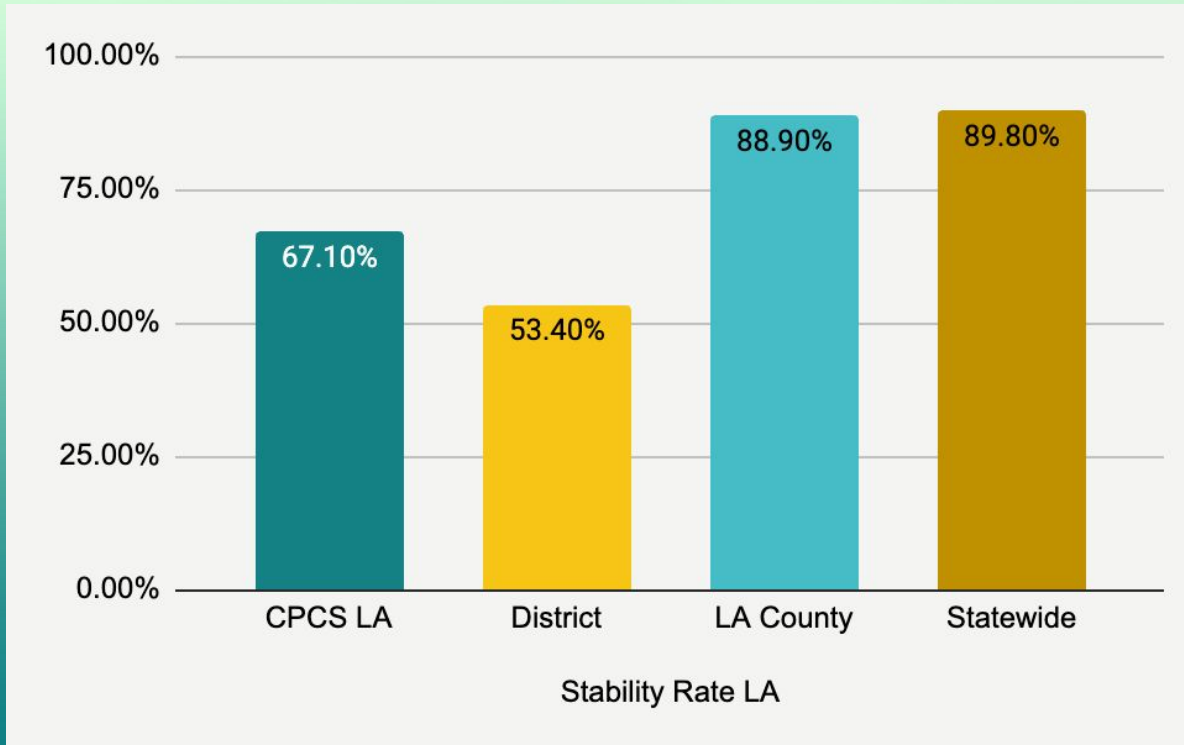
Expulsion Rate



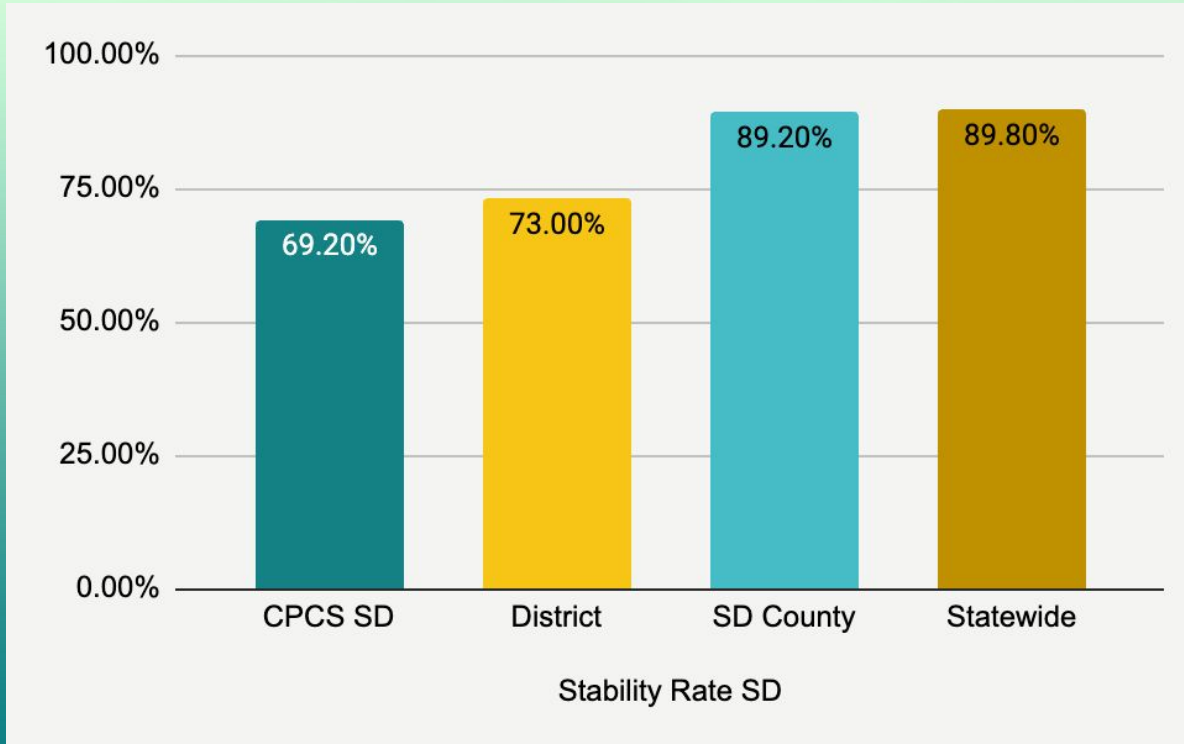
Chronic Absenteeism



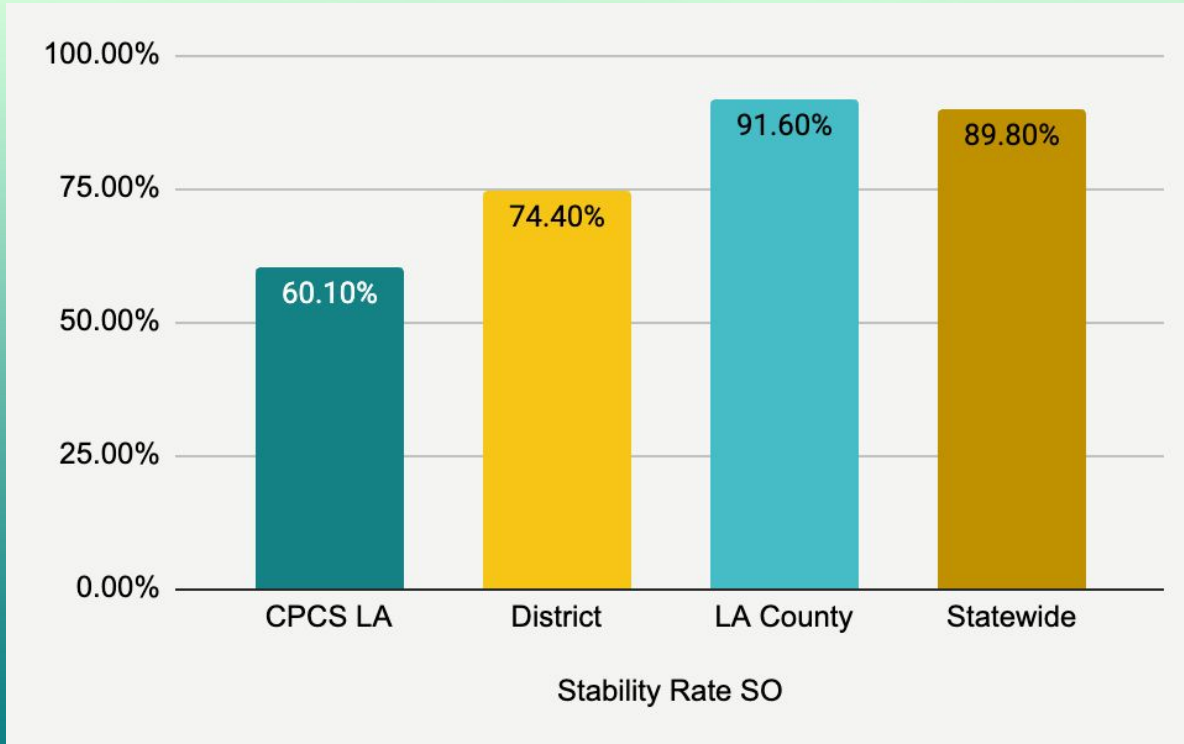
Stability Rates LA



Stability Rates SD



Stability Rates SO



GOAL 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support learning and achievement for ALL students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all education partners opportunities for input in decision making at the program and charter levels.

- **Area**
 - Family Engagement
- **Metrics**
 - Education Partner 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

- Education Partner Input
- Overall Satisfaction Rate
- School Safety Plan

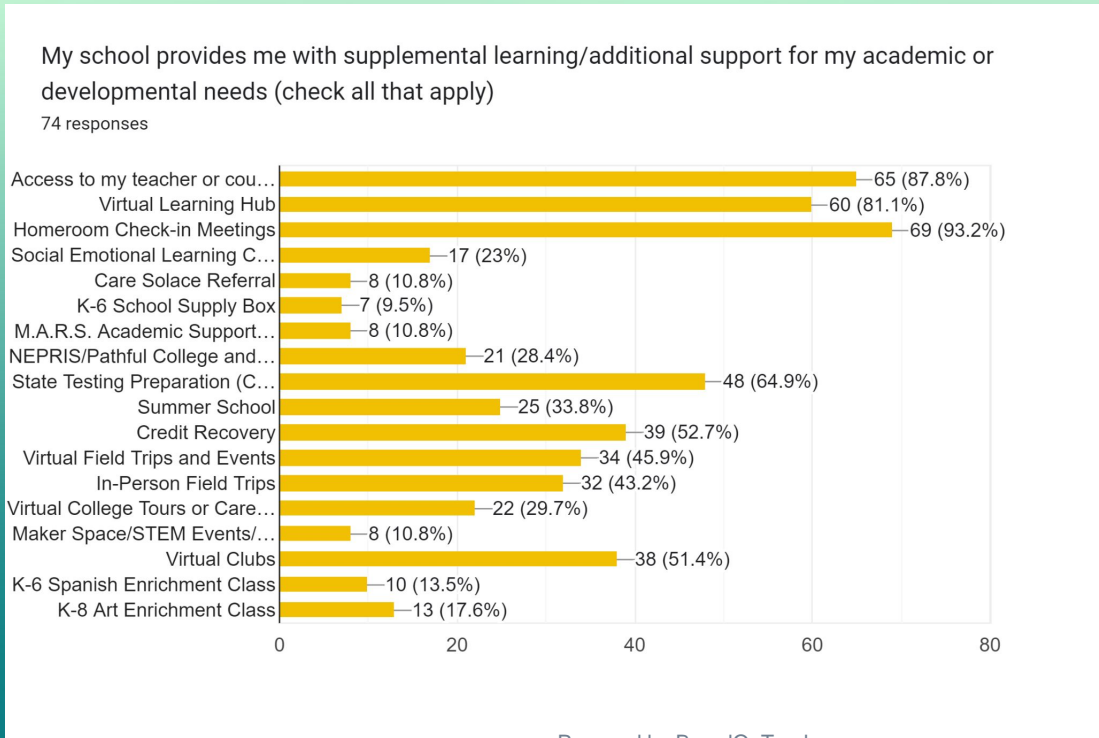


Education Partner Input (Students)



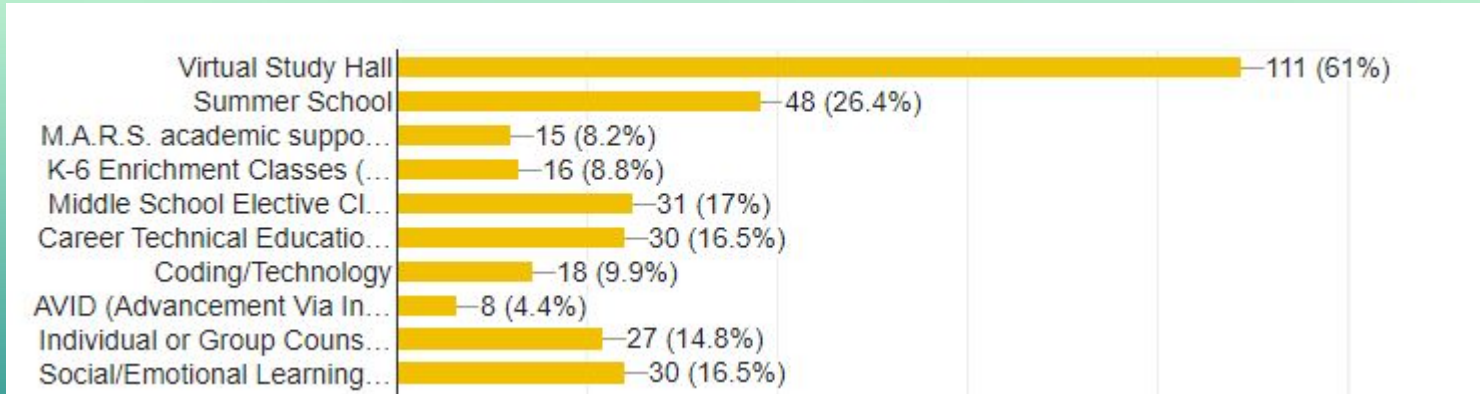
Student Participation:

- SD- 135 responses LA- 182 parent responses SO-74 parent responses



Education Partner Input (Students)

- Which initiatives or programs were enjoyable/helpful to you:



Education Partner Input (Parents)



Parent Participation:

- **SD- 55 responses LA- 60 parent responses SO-27 parent responses**

- **My child is engaged in their coursework and is able to complete assignments**
 - **SD 94.5% LA 96.7% SO 88.9%**

- **I am reminded by my child's teacher or school of any upcoming meetings, events, and deadlines. This allows me to be actively involved in my child's education.**
 - **SD 100% LA 98.3% SO 96.3%**

- **I participate in meetings with my child's teacher to discuss and set educational goals for my child**
 - **SD 85.5% LA 95% SO 96.3%**

- **When working with my child's homeroom teacher, school staff, and administration, I feel my input is valued**
 - **SD 96.4% LA 98.3% SO 100%**

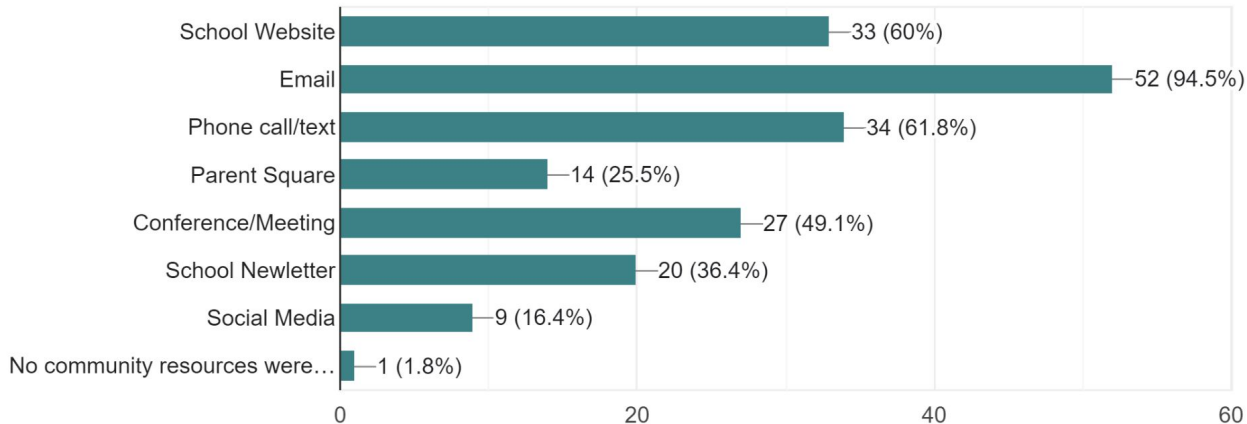


Education Partner Input (Parents)



My school communicates community resources that are available to me and my family via the following: (check all that apply)

55 responses

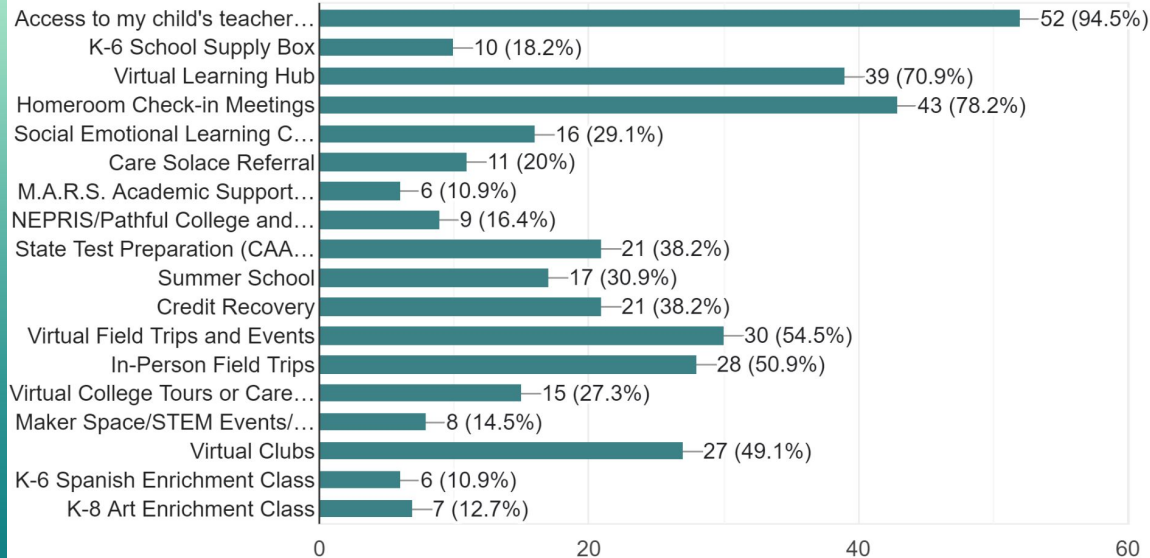


Education Partner Input (Parents)



My school provides my child with supplemental learning/additional support for my child's academic or developmental needs (check all that apply)

55 responses

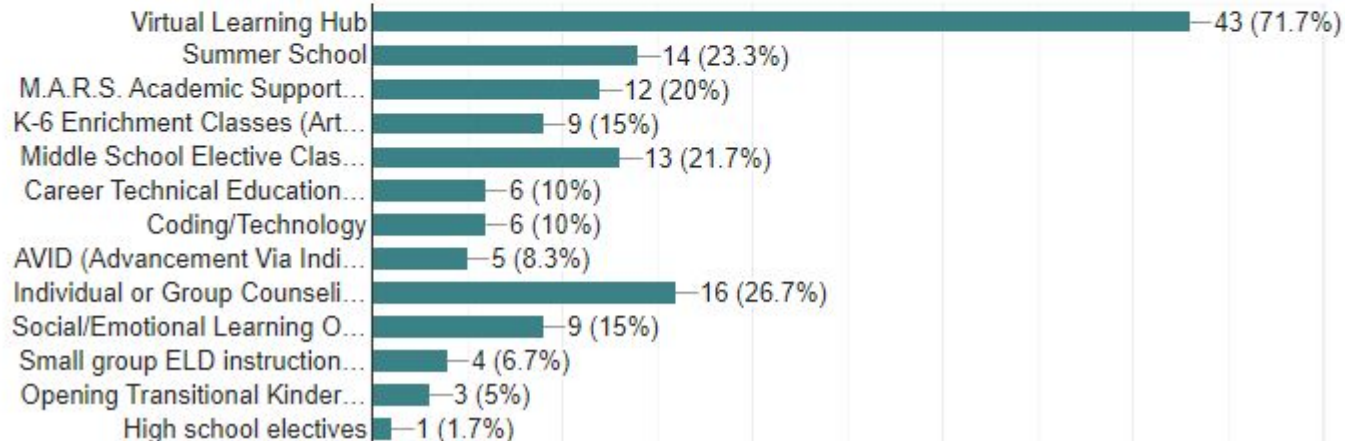


Education Partner Input (Parents)



Our school is interested in improving the student experience at CalPac. Which of the following initiatives or programs did your child enjoy or find helpful this school year. Please check all that apply.

60 responses

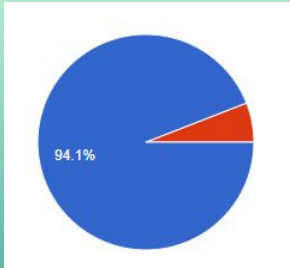


Overall Satisfaction Rate

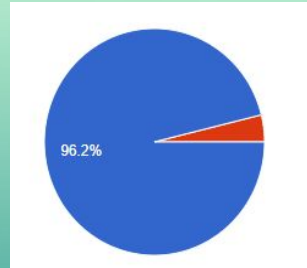


- Overall, I feel satisfied with my school/ my child's school:

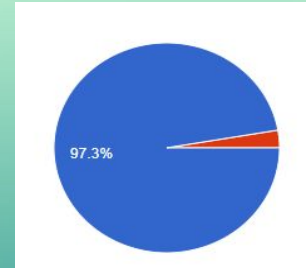
- Students



SD

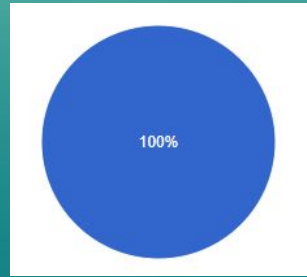
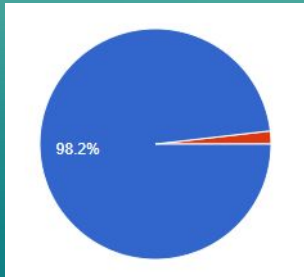


LA



SO

- Parents



School Safety Plan

- **The school safety plan was developed by the School Site Council in January 2023. The updated plan was subsequently shared with school staff and the school board.**



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
 - Drop Out Rate (NEW)
- **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)**
 - **Assistant Director HS Engagement**
 - **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**

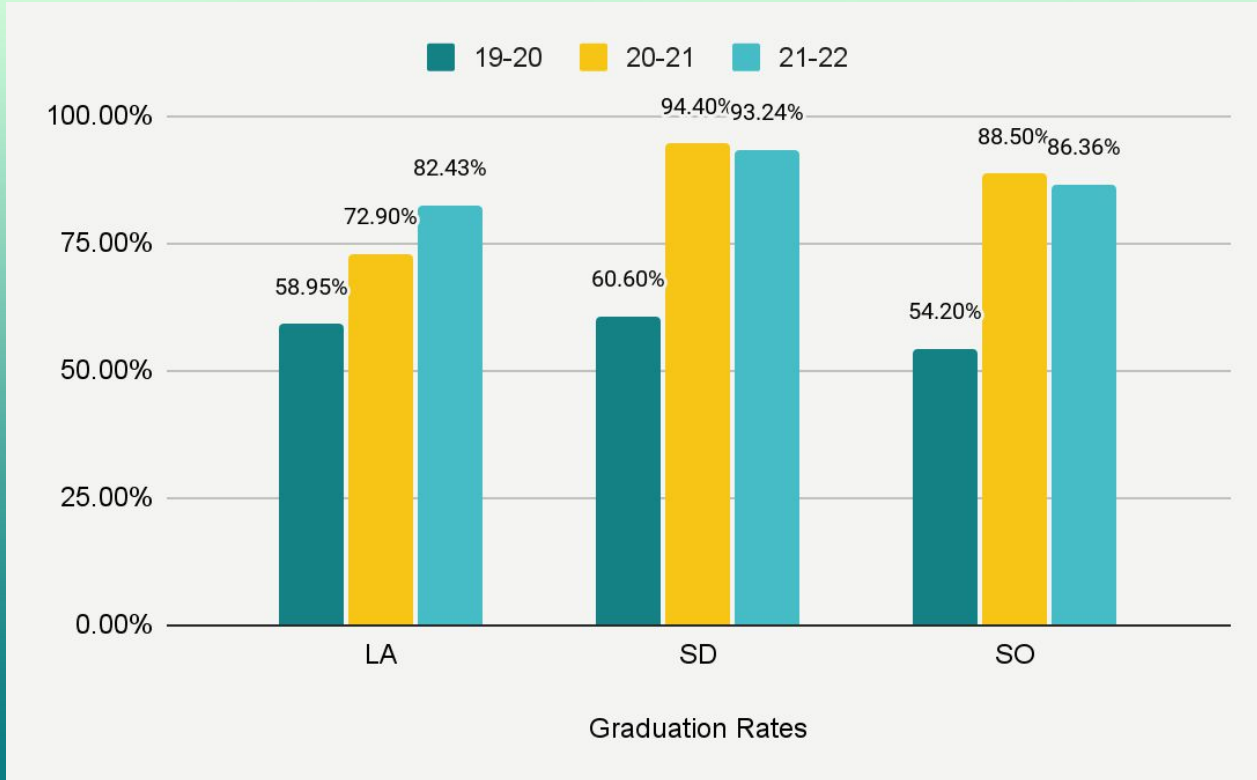


GOAL 4 Review

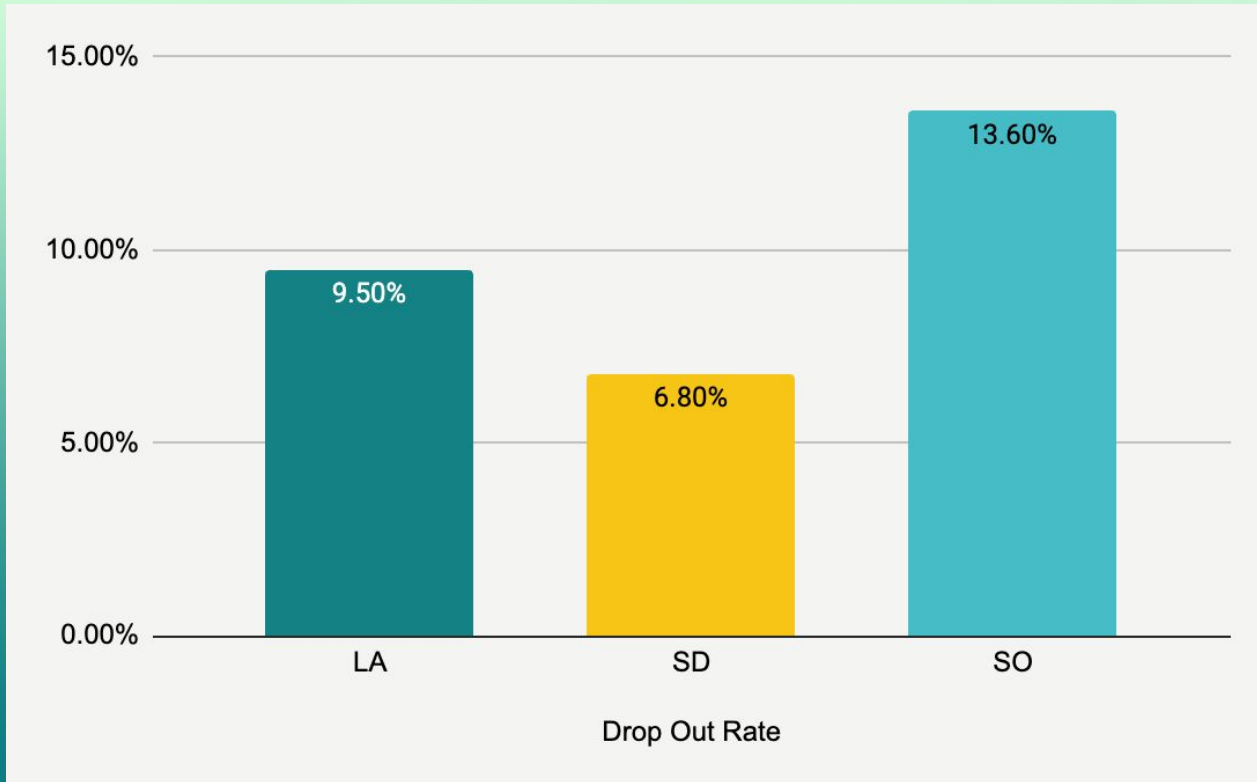
- Graduation Rates
- Drop Out Rates (NEW)
- College and Career Readiness Indicators



Graduation Rates

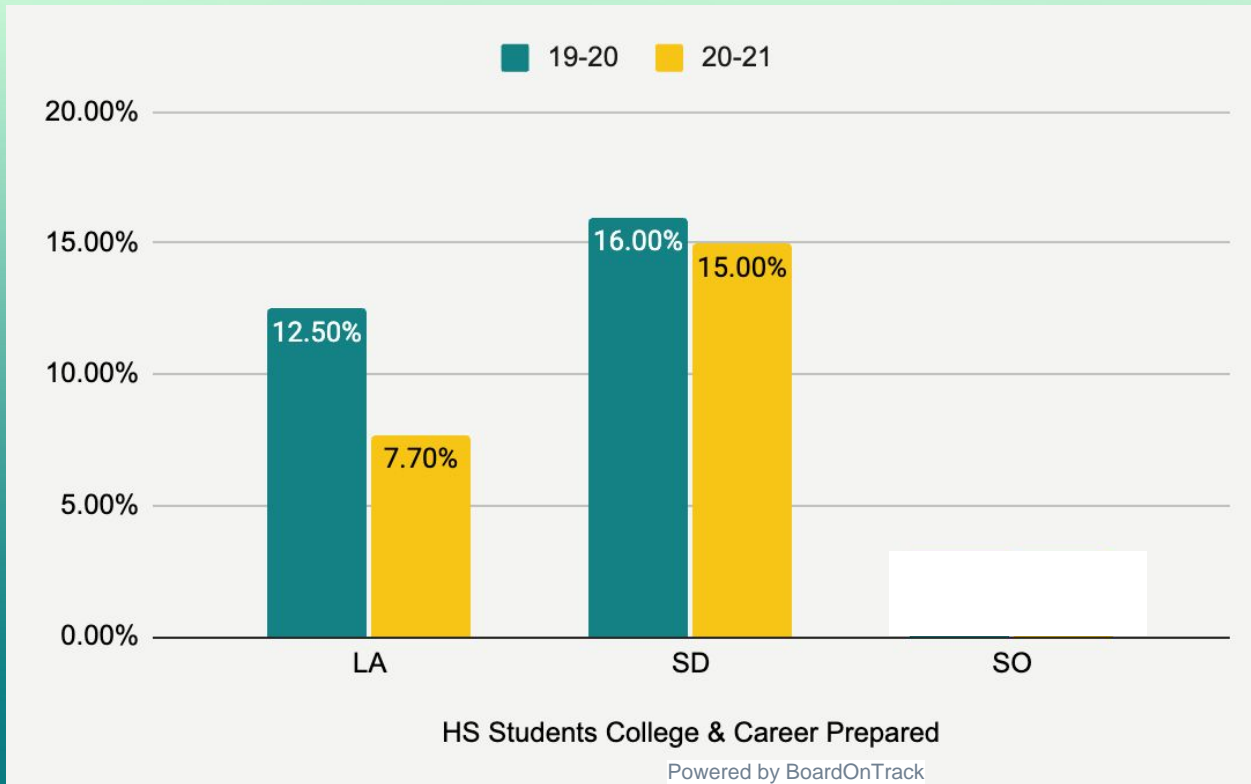


Drop Out Rate



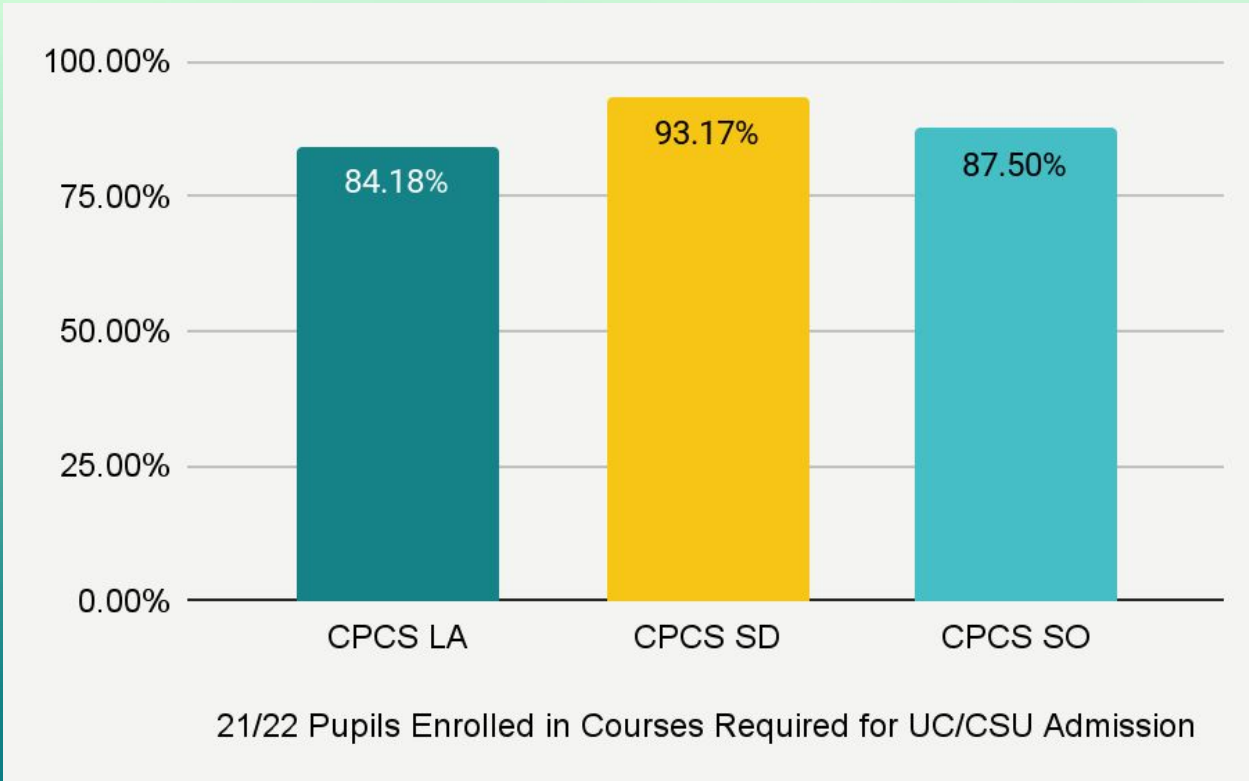
College and Career Prepared

** Previous Data- *No Dashboard Data was reported or available on this metric for the 2022-23 school year.



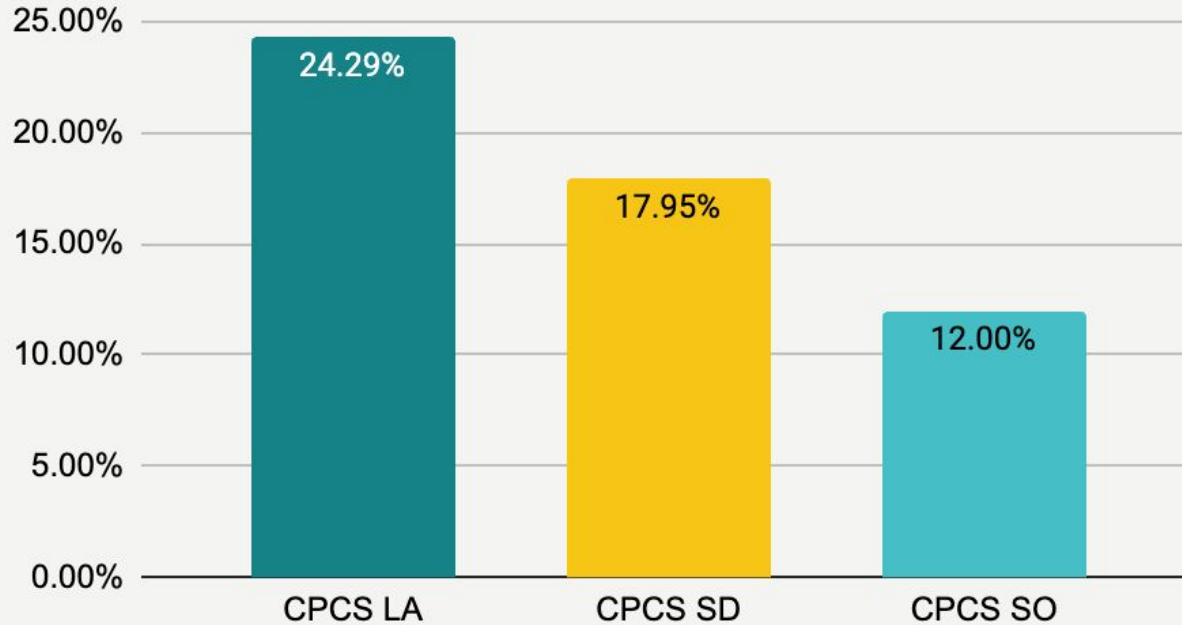
College & Career

2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission



College & Career

2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission



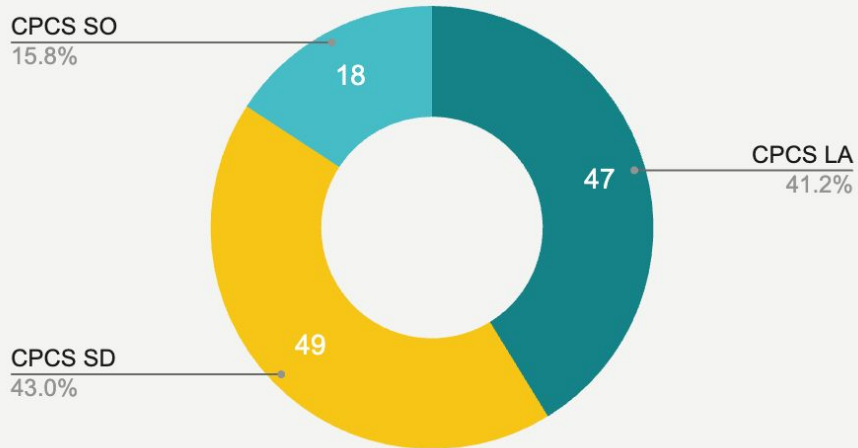
20/21 Graduates Who Completed All Courses Required for UC/CSU A...



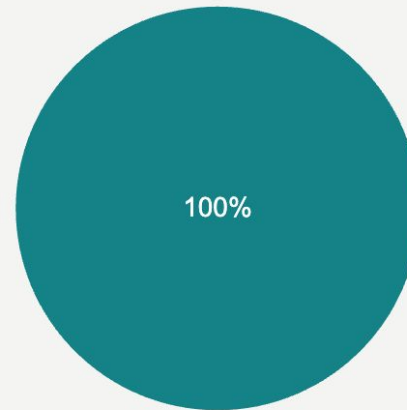
College & Career - CTE



Number of Pupils Participating in CTE



Pupils that Complete a CTE Program and Earn a High School Diploma





THANK YOU