



California Pacific Charter Schools

California Pacific Charter Schools

Regular Meeting of the Board of Directors

Published on October 6, 2023 at 3:51 PM PDT

Date and Time

Tuesday October 10, 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

Holiday Garden Inn, Room: Conservatory, 4200 Taylor St, San Diego, CA 92110
Fairfield Inn Rancho Cordova, Room: Meeting Facility, 10745 Gold Center Dr, Rancho Cordova, CA 95670

Join by telephone or via Zoom conferencing link below:

Dial by your location

(213) 338 8477 (Los Angeles)

(669) 900 6833 (San Jose)

Meeting ID: 995-6923-8473

<https://cal-pacs-org.zoom.us/j/99569238473>

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

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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	2 m
III. Approve Adopt/Agenda			5:04 PM
A. Agenda	Vote	Board President	2 m
It is recommended the Board of Directors adopt as presented, the agenda for the regular Board meeting of October 10, 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 5:06 PM

A. Minutes of the Regular Board Meeting held on September 12, 2023	Approve Minutes	Board President	2 m
Roll Call Vote:			
Kelly Wylie			
Dr. Shirley Peterson			
Tanya Rogers			
Bill Howard			
Jason McFaul			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

V. Board Governance 5:08 PM

A. Succession Planning	Discuss	Christine Feher	40 m
<p>Together with the Superintendent, the Board will discuss succession planning for the Board, Superintendent, and leadership team to support the mission and vision of the school now and for the future. By planning ahead for critical leadership positions, CalPac can remain resilient and operationally consistent, even if the school experiences unexpected leadership changes.</p>			

VI. 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.

VII. Correspondence/Proposals/Reports 5:48 PM

	Purpose	Presenter	Time
A. School Highlights, Presented by Christine Feher, CEO/Superintendent	Discuss	Christine Feher	5 m
B. Williams Settlement Findings for 2023-24 Site Visits from LACOE	Discuss	Christine Feher	2 m
C. Local Control and Accountability Plan for CalPac Sonoma (Revised)	Discuss	Christine Feher	2 m
D. Local Performance Data and Intervention	Discuss	Gretchen Chamberlain	15 m

This presentation will review the 23-24 fall administration of CPCS local performance data, including Renaissance STAR reading and math results. This data supports administration in making informed decision about individual and classroom/grade level instructional adjustments to meet the needs of all students. The presentation will also review planned interventions to support struggling learners and improve academic outcomes for all students. By diligently reporting and analyzing this data, the school ensures its commitment to delivering a high-quality online education and continually seeks to enhance its offerings for the benefit of its students.

VIII. Consent

6:12 PM

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

A. Consent - Business/Financial Services		Board President	1 m
<ol style="list-style-type: none"> 1. Check Registers - September 2023 2. J.P. Morgan Statement - September 2023 3. Approval of Surplus of Electronic Devices 			
B. Consent - Personnel Services		Board President	1 m
<ol style="list-style-type: none"> 1. Approval of Certificated - Personnel Report 2. Approval of Classified Salary Plan 2023-2024 (Revision) 			
C. Consent - Policy Development		Board President	1 m

	Purpose	Presenter	Time
Approval of existing board policies revised by staff for the 2023-24 school year.			

Board Policies: Revised

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

Employee Handbook

FMLA and CFRA Policy

6000 Series - Instruction

6040-CPCS Local Assessment Policy

Consent items listed under A to C 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 _____

IX. Business/Financial Services

6:15 PM

- | | | | |
|---|------|-----------------|-----|
| <p>A. Approval of The National Center for Urban School Transformation (NCUST) Contract</p> | Vote | Christine Feher | 5 m |
|---|------|-----------------|-----|

It is recommended the Board approve The National Center for Urban School Transformation (NCUST) contract for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Fiscal Impact: \$14,700

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$ 7,350.00

California Pacific Charter - San Diego (#1758) \$ 4,704.00

California Pacific Charter - Sonoma (#2037) \$ 2,646.00

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 ECC Technology Services Lease (Renewal) Vote Christine Feher 5 m

It is recommended the Board approve the 5-year lease with ECC Technology Services for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).

Total Fiscal Impact: \$23,820.00

Yearly Fiscal Impact: \$4,764.00

(Allocation split may vary dependent on actual enrollment)

California Pacific Charter - Los Angeles (#1751) \$11,910.00

California Pacific Charter - San Diego (#1758) \$ 7,622.40

California Pacific Charter - Sonoma (#2037) \$ 4,284.60

Roll Call Vote:

Kelly Wylie

Dr. Shirley Peterson

Tanya Rogers

Bill Howard

Jason McFaul

Moved by _____

Seconded by _____

Ayes _____

Nays _____

Absent _____

X. Calendar

The next scheduled meeting will be held on November 14, 2023.

XI. Comments 6:25 PM

- A.** Board Comments 5 m

- B.** CEO/Superintendent Comments 5 m

XII. Closing Items 6:35 PM

	Purpose	Presenter	Time
A. Adjourn Meeting	Vote	Board President	2 m
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 held on September 12, 2023

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board Meeting held on September 12, 2023
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the Board of Directors on September 12, 2023

APPROVED



California Pacific Charter Schools

California Pacific Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

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(669) 900 6833 (San Jose)

Meeting ID: 992-9875-3606

<https://cal-pacs-org.zoom.us/j/99298753606>

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Directors Present

J. McFaul, K. Wylie (remote), S. Peterson

Directors Absent

W. Howard

Guests Present

C. Amador (remote), C. Feher, D. Carlos, G. Chamberlain (remote), S. Green, T. Rogers (remote)

I. Opening Items

A. Call the Meeting to Order

K. Wylie called a meeting of the board of directors of California Pacific Charter Schools to order on Tuesday Sep 12, 2023 at 5:02 PM.

B. Record Attendance

Director T. Rogers announced during the roll call the need to participate by teleconference due to emergency circumstances. Director T. Rogers described the emergency circumstances and identified that there were no additional adults at her location. Director T. Rogers participated as a non-voting member of the public.

II. Approve Adopt/Agenda

A. Agenda

S. Peterson made a motion to Approve the Agenda with an Amendment.

J. McFaul seconded the motion.

Amendment: Approval of The National Center for Urban School Transformation (NCUST) Contract has been tabled and will be brought forth during the October 10, 2023 meeting.

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

Roll Call

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

III. Approve Minutes

A. Approval of the Minutes of the Board of Directors Study Session held on August 8, 2023

S. Peterson made a motion to approve the minutes from Board of Directors Study Session on 08-08-23.

J. McFaul seconded the motion.

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

Roll Call

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

B. Approval of the Minutes of the Regular Meeting of the Board of Directors held on August 8, 2023

J. McFaul made a motion to approve the minutes from Regular Meeting of the Board of Directors on 08-08-23.

S. Peterson seconded the motion.

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

Roll Call

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

C. Approval of the Minutes of the Special Meeting of the Board of Directors held on August 17, 2023

K. Wylie made a motion to approve the minutes from Special Meeting of the Board of Directors on 08-17-23.

S. Peterson seconded the motion.

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

Roll Call

K. Wylie Aye
S. Peterson Aye
W. Howard Absent

Roll Call

J. McFaul Aye

IV. Adjourn to Closed Session

A. Closed Session

S. Peterson made a motion to Adjourn to Closed Session.

J. McFaul seconded the motion.

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

Roll Call

S. Peterson Aye

K. Wylie Aye

J. McFaul Aye

W. Howard Absent

V. Reconvene Regular Meeting

A. Report out any action taken in closed session.

Motion to Reconvene Regular Meeting.

6:08 am

No action to report

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

Roll Call

K. Wylie Aye

J. McFaul Aye

S. Peterson Aye

W. Howard Absent

VI. Consent

A. Consent - Business/Financial Services

B. Consent - Education/Student Services

C. Consent - Personnel Services

D. Consent - Policy Development

J. McFaul made a motion to Approve all items in Consent.

S. Peterson seconded the motion.

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

Roll Call

W. Howard Absent

S. Peterson Aye

Roll Call

K. Wylie Aye
J. McFaul Aye

VII. Business/Financial Services

A. Approval of the Unaudited Actuals Financial Report 2022-2023

S. Peterson made a motion to Approve the Unaudited Actuals Financial Report 2022-2023.

J. McFaul seconded the motion.

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

Roll Call

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

B. Approval of the Education Protection Account (EPA) Expenditure Summary Revisions

J. McFaul made a motion to Approve the Education Protection Account (EPA) Expenditure Summary Revisions.

S. Peterson seconded the motion.

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

Roll Call

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

VIII. Education/Student Services

A. Renaissance Subscription (Renewal) - Amendment

S. Peterson made a motion to Renaissance Subscription (Renewal) - Amendment.

J. McFaul seconded the motion.

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

Roll Call

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

IX. Closing Items

A.

Adjourn Meeting

J. McFaul made a motion to Adjourn the Meeting.

S. Peterson seconded the motion.

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

Roll Call

W. Howard Absent

S. Peterson Aye

J. McFaul Aye

K. Wylie Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:43 PM.

Respectfully Submitted,

K. Wylie

Documents used during the meeting

- COMPILED_-_CPCS_Draft_Board_Evaluation_2022-23_Revised_8.4.23.pdf
- COMPILED_-_CPCS_Draft_Board_Evaluation_2022-23_Redline_8.4.23.pdf
- August 23-24 LA School Highlights.pdf
- August 23-24 SD School Highlights.pdf
- August 23-24 SO School Highlights.pdf
- Guerneville SD 23-24 Budget Review.pdf
- CalPac-LA Check Register August 2023.pdf
- CalPac-SD Check Register August 2023.pdf
- CalPac-SO Check Register August 2023.pdf
- J.P. Morgan Statement August 31 2023.pdf
- BUS CPCS Consent Items 3-4.docx - Google Docs.pdf
- Boardworks 23-24.pdf
- Y.A.L.E. Academy Contract 23-24.pdf
- Surplus of Electronic Devices 9.12.23.pdf
- CalPac Parent Student Handbook August 2023 - Revised.pdf
- CalPac Parent Student Handbook August 2023_redline_9.12.23.pdf
- Online Teacher Board Approval Sept 2023.pdf
- Special Education Program Specialist Board Approval September 2023.pdf
- BUS Policy Revisions 9.12.23 - Google Docs.pdf
- CPCS - 4145 Professional Development Reimbursement Policy_redline_9.12.23.pdf

- CPCS - 4145 Professional Development Reimbursement Policy_revised_9.12.23.pdf
 - CPCS - 4170-4170E Injury and Illness Prevention Policy and Plan_redline_08.31.23.pdf
 - CPCS - 4170-4170E Injury and Illness Prevention Policy and Plan_revised_09.12.23.pdf
 - 2022-23 California Pacific Charter Unaudited Actuals.pdf
 - CPCS 22-23 Unaudited Actuals Presentation.pdf
 - EPA_Expenditure_Summary__1751_California_Pacific_Charter_School-LA_-_REVISIED.pdf
 - EPA_Expenditure_Summary__2037_California_Pacific_Charter_School-Sonoma_-_REVISIED.pdf
 - EPA_Expenditure_Summary__1758_California_Pacific_Charter_School-SD_-_REVISIED.pdf
 - Renaissance 2023-24.pdf
 - Renaissance Q3015198 8.18.23.pdf
-

FOR MORE INFORMATION

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

Coversheet

Succession Planning

Section: V. Board Governance
Item: A. Succession Planning
Purpose: Discuss
Submitted by:
Related Material: Succession Planning (Oct 2023).pdf



Succession Planning

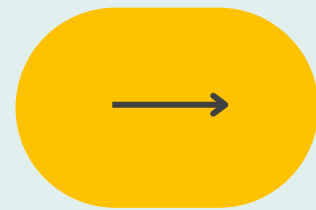
**CALIFORNIA PACIFIC CHARTER SCHOOLS
& SUSTAINABILITY PLANNING**



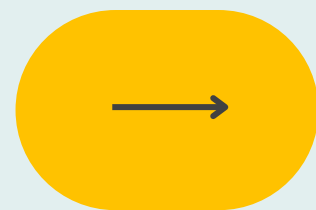
**California Pacific
Charter Schools**



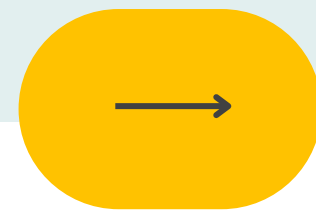
Agenda



Board Member's Terms & Limits



Superintendent Succession Plan



Leadership Team





Board Terms & Limits

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.



Board Terms & Limits

NAME	TITLE	INITIAL TERM DATES	1ST TERM LENGTH	2ND TERM LENGTH	TO DO: RENEWAL TERM DATE
Tanya Rogers	Clerk	2021	5 Year - Sept 14, 2021	Dec '27 - 2YR	Sept 14, 2026
Bill Howard	Member	2021	5 Year - Dec 7, 2021	Dec '29 - 3YR	Dec 7, 2026
Jason McFaul	Member	2021	5 Year - Dec 7, 2021	Dec '29 - 3YR	Dec 7, 2026
Dr. Shirley Peterson	Vice President	2020	5 Year - Oct 8, 2020	Dec '27 - 3YR	Oct 5, 2025
Kelly Wylie	President	2019	5 Year - Feb 19, 2019	Dec '25 - 1YR	Feb 19, 2024



Superintendent Succession Plan

3 year contract 2022 – 2025

What are the Superintendent's long-term career aspirations, and does their vision align with the school district's strategic goals?

Understanding the Superintendent's future plans can help gauge their commitment to the organization and potential willingness to continue in the role.

How can the board develop and maintain a talent pipeline within the district?

Exploring ways to identify and cultivate internal candidates with the necessary skills and qualifications can ensure a smooth transition in case the current Superintendent departs.

What are the critical leadership competencies required for the Superintendent role, and how can the board assess potential candidates against these criteria?

Clearly defining the essential qualities and experiences needed for the position will help the board evaluate potential successors objectively.

By addressing these questions, the school board can proactively prepare for potential leadership changes, maintain stability in the organization, and ensure that the district's mission and vision continue to be upheld effectively.



Superintendent Succession Plan

Cabinet



CHRISTINE FEHER

Superintendent



ERICKA ZEMMER

Asst Superintendent



DR. VANGIE AKRIDGE

Dir of Special Education



CORRIE AMADOR

Dir of Human Resources



SHANNON GREEN

Dir of Fiscal Services



GRETCHEN CHAMBERLAIN

Asst Dir of Data & Assessments



DANIELLE CARBONETTA

Asst Dir of Admissions, Records and Guidance



DAISY CARLOS

Executive Asst



Superintendent Succession Plan

Site Admin



CHRISTINE FEHER

Superintendent



ERICKA ZEMMER

Asst Superintendent



DR. VANGIE AKRIDGE

Dir of Special Education



ERIN RINEBERG

Asst Director of K-8



TYLER PHIPPS

Asst Director of HS



S U C C E S S I O N P L A N N I N G

Discussion





Thank You!

cal-pacs.org

Coversheet

School Highlights, Presented by Christine Feher, CEO/Superintendent

Section: VII. Correspondence/Proposals/Reports
Item: A. School Highlights, Presented by Christine Feher, CEO/Superintendent
Purpose: Discuss
Submitted by:
Related Material: September 23-24 LA School Highlights.pdf
September 23-24 SD School Highlights.pdf
September 23-24 SO School Highlights.pdf

CPCS Los Angeles School Highlights

SEPTEMBER

ROOTED
Growing Together

2023 - 2024

Current Enrollment

433

Program Highlights

CalPac had a very exciting first full month of school! Enrollment has wrapped up and program initiatives, live session classes, virtual learning hub, and special events are well underway. We have finished administering the local assessment (STAR) to students, held initial goal setting meetings with all families. There was a wonderful parent turn out for both the TK-8 and highschool Back to School Nights which were held on September 27. Fall Club Rush was held for all grade levels. We are excited to see what the rest of the school year has in store!

All staff have completed the annual review of personnel board policies, the employee handbook, and the mandated state and federal notices. Staff are on track for completion of the annual mandatory training by October 13.





Los Angeles

SEPTEMBER 2023

While we recruit for one additional Special Education Instructional Assistant, we are pleased to report that we were able to fill all of our certificated positions. New hires engaged with the administrative team in a comprehensive new hire orientation in order to start the school year strong.

A Williams Act monitoring visit was conducted by LACOE with the main office on September 22. The facilities are in excellent condition and all students have access to curriculum and materials.



Student Achievement

Family Goal Setting Meetings

At the start of the school year, students participated in the Renaissance STAR local assessment in the areas of reading and math. Using this data, teachers met with each student and family. The benchmark data from these assessments will be instrumental in establishing growth goals with students, identifying students requiring intervention support, and monitoring student progress toward CAASPP readiness.

Back to School Night

On September 27, CalPac welcomed parents to the 2023-24 school year with TK-8 and highschool back to school night events. The events were well attended by CalPac education partners. Teachers and administrators introduced staff and school-wide initiatives for the school year and held a Q & A session.

Club Rush

Club Rush had an amazing turnout this year with over 150 students participating on Zoom. Students were led through a presentation by Mr. Phipps who reviewed what makes a great club at CalPac as well as being offered the opportunity to hear directly from club leaders and members from past years. Students joined a Nearpod to share new club ideas as well as sign up for clubs. Students who missed Club Rush will still have an opportunity to join a club of their choosing through the end of this week. For the Fall, it is anticipated that there will be 5 club offerings for





Los Angeles

SEPTEMBER 2023

grades K-6 and 7 club offerings for grades 7-12. Each club will be supervised by a CalPac staff member.



Professional Development

Mandatory Annual Training

Staff are wrapping up mandatory annual training through Vector Solutions this month and next.

Freckle Staff Support Sessions

Freckle is the companion curriculum for the Renaissance STAR test. Teachers can assign lessons to students that personalize their academic learning path and are tailored to meet their skill gaps according to STAR test results. Freckle staff training and drop in support sessions were offered.

Staff Goal Setting Meetings

Administrators are holding 1:1 staff goal setting meetings with direct reports to focus on professional, program-operational, and personal goals for the 2023-24 school year. The focus this year is in the areas of "C" for Community and "R" for Rigor of CalPac's core values, CalPac C.A.R.E.S. Staff goals will be tied to the standards of the profession and schoolwide SMART goals.

Other PD Opportunities

Each week, in the staff newsletter, staff are informed of professional development opportunities through various organizations such as county offices of education as well as provided with articles and webinar opportunities on best practices in education.



Smart Goals

For the 2023-24 school year CalPac is focused on increasing the percentage of students who graduate college and career prepared, reducing chronic absenteeism, increasing student





Los Angeles

SEPTEMBER 2023

achievement in the area of math on state assessments, and strengthening student retention as a means of improving the school's stability rate.

Pictures & Videos

Back to School Night



[Back to School Night Slide Deck](#)

Staff Goal Setting Meetings



[Staff Goal Setting Slide Deck](#)





Los Angeles

SEPTEMBER 2023

Club Rush

WANT IN ON THE FUN?
JOIN THE CLUB

CalPac Club Rush
Fall 2023-24



Family Goal Setting Meetings

CalPac CARES About Student Growth
Goal Setting Conference for [Student Name]



[Family Goal Setting Meeting Slides](#)





Los Angeles

SEPTEMBER 2023



Future Projects

- WASC Visit
- College Week
- Pumpkin Patch Field Trips
- NASA Virtual Field Trip K-12
- CSUF Campus Tour
- Dia de los Muertos Virtual Event
- Y.A.L.E. Academy: Induction into Manhood
- AI in Action 101 Session
- NCUST Book Study



CPCS San Diego School Highlights

SEPTEMBER

ROOTED
Growing Together

2023 - 2024

Current Enrollment

281

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San Diego

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Other PD Opportunities

Each week, in the staff newsletter, staff are informed of professional development opportunities through various organizations such as county offices of education as well as provided with articles and webinar opportunities on best practices in education.

Smart Goals

For the 2023-24 school year CalPac is focused on increasing the percentage of students who graduate college and career prepared, reducing chronic absenteeism, increasing student achievement in the area of math on state assessments, and strengthening student retention as a means of improving the school’s stability rate.





San Diego

SEPTEMBER 2023



Back to School Night



[Back to School Night Slide Deck](#)

Staff Goal Setting Meetings



[Staff Goal Setting Slide Deck](#)





San Diego

SEPTEMBER 2023

Club Rush



Family Goal Setting Meetings



CalPac CARES About Student Growth

Goal Setting Conference for [Student Name]



[Family Goal Setting Meeting Slides](#)





San Diego

SEPTEMBER 2023

Future Projects

- WASC Visit
- College Week
- Pumpkin Patch Field Trips
- NASA Virtual Field Trip K-12
- CSUF Campus Tour
- Dia de los Muertos Virtual Event
- Y.A.L.E. Academy: Induction into Manhood
- AI in Action 101 Session
- NCUST Book Study



CPCS Sonoma School Highlights

SEPTEMBER

ROOTED
Growing Together

2023 - 2024

Current Enrollment

153

Program Highlights

CalPac had a very exciting first full month of school! Enrollment has wrapped up and program initiatives, live session classes, virtual learning hub, and special events are well underway. Our first Northern California park day was held on September 22nd and our CPC-SO families had so much fun! We have finished administering the local assessment (STAR) to students, held initial goal setting meetings with all families. There was a wonderful parent turn out for both the TK-8 and highschool Back to School Nights which were held on September 27. Fall Club Rush was held for all grade levels. We are excited to see what the rest of the school year has in store!

All staff have completed the annual review of personnel board policies, the employee handbook, and the mandated state and federal notices. Staff are on track for completion of the annual mandatory training by October 13.

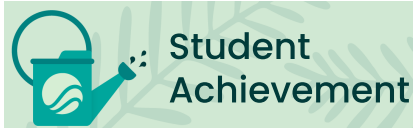




Sonoma

SEPTEMBER 2023

While we recruit for one additional Special Education Instructional Assistant, we are pleased to report that we were able to fill all of our certificated positions. New hires engaged with the administrative team in a comprehensive new hire orientation in order to start the school year strong.



Student Achievement

Family Goal Setting Meetings

At the start of the school year, students participated in the Renaissance STAR local assessment in the areas of reading and math. Using this data, teachers met with each student and family. The benchmark data from these assessments will be instrumental in establishing growth goals with students, identifying students requiring intervention support, and monitoring student progress toward CAASPP readiness.

Back to School Night

On September 27, CalPac welcomed parents to the 2023-24 school year with TK-8 and highschool back to school night events. The events were well attended by CalPac education partners. Teachers and administrators introduced staff and school-wide initiatives for the school year and held a Q & A session.

Club Rush

Club Rush had an amazing turnout this year with over 150 students participating on Zoom. Students were led through a presentation by Mr. Phipps who reviewed what makes a great club at CalPac as well as being offered the opportunity to hear directly from club leaders and members from past years. Students joined a Nearpod to share new club ideas as well as sign up for clubs. Students who missed Club Rush will still have an opportunity to join a club of their choosing through the end of this week. For the Fall, it is anticipated that there will be 5 club offerings for grades K-6 and 7 club offerings for grades 7-12. Each club will be supervised by a CalPac staff member.





Sonoma

SEPTEMBER 2023

Professional Development

Mandatory Annual Training

Staff are wrapping up mandatory annual training through Vector Solutions this month and next.

Freckle Staff Support Sessions

Freckle is the companion curriculum for the Renaissance STAR test. Teachers can assign lessons to students that personalize their academic learning path and are tailored to meet their skill gaps according to STAR test results. Freckle staff training and drop in support sessions were offered.

Staff Goal Setting Meetings

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Sonoma

SEPTEMBER 2023

Pictures & Videos

Northern California Park Day



Back to School Night



[Back to School Night Slide Deck](#)





Sonoma

SEPTEMBER 2023

Staff Goal Setting Meetings



SMART Goal Setting

Staff Name



[Staff Goal Setting Slide Deck](#)

Club Rush



CalPac Club Rush

Fall 2023-24






Sonoma

SEPTEMBER 2023

Family Goal Setting Meetings



CalPac CARES About Student Growth

Goal Setting Conference for [Student Name]



[Family Goal Setting Meeting Slides](#)

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- NCUST Book Study



Coversheet

Williams Settlement Findings for 2023-24 Site Visits from LACOE

Section: VII. Correspondence/Proposals/Reports
Item: B. Williams Settlement Findings for 2023-24 Site Visits from LACOE
Purpose: Discuss
Submitted by: Christine Feher
Related Material: Williams Report from LACOE 10.3.23.pdf

BACKGROUND:

California Education Code Section 1240 and Assembly Bill 599 require the County Offices of Education staff to visit county schools identified as Comprehensive Support and Improvement (CSI), including California Pacific Charter - Los Angeles (CalPac - LA). The Los Angeles Office of Education reviewed the school based on its graduation rate status in 2019 and Comprehensive School Improvement designation. CalPac-LA received exemplary facility visit reviews from the Los Angeles Office of Educators.



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators

October 3, 2023

*Via First Class Mail and E-mail:
cfeher@cal-pacs.org*

Debra Duardo
Superintendent

Los Angeles County
Board of Education

Yvonne Chan
President

Stanley L. Johnson, Jr.
Vice President

James Cross

Andrea Foggy-Paxton

Betty Forrester

Theresa Montaña

Monte E. Perez

Ms. Kelly Wylie
Chair of the Board
Ms. Christine Feher
Chief Executive Officer
California Pacific Charter-Los Angeles
940 South Coast Drive
Costa Mesa, CA 92626

Notice of Sufficiency of Instructional Materials for: California Pacific Charter-Los Angeles

Dear Chair of the Board Wylie and Chief Executive Officer Feher:

California Education Code 1240 requires county superintendents to visit Williams-monitored schools to determine if there are sufficient standards-aligned instructional materials in specified areas.

“Sufficient” textbooks or instructional materials is defined as each pupil, including English Learners, having a standards-aligned local board approved textbook or instructional materials, or both, to use in class and to take home for each course in the following areas: mathematics, science, history-social science, English language arts, including the English language development component of an adopted program and the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12. This provision does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format if each pupil, at a minimum, has and can access the same materials in the class and at home, as all other pupils in the same class or course in the school district and can use and access them at home.

The Los Angeles County Office of Education (LACOE) acknowledges your Local Education Agency’s administrators and the school site staff for ensuring that all students have access to instructional materials. An Instructional Materials review team from LACOE visited California Pacific Charter-Los Angeles, on September 22, 2023. This letter is to inform you that LACOE determined a sufficiency of instructional materials exists in each of the specified classes visited during the review.

Ms. Kelly Wylie, Chair of the Board
Ms. Christine Feher, Chief Executive Officer
California Pacific Charter-Los Angeles
October 3, 2023
Page 2

Visiting the school site was a positive experience, we appreciate the hospitality and support of the staff that assisted throughout this year's review process. Thank you for your continued support of all students.

Sincerely,



Debra Duardo, M.S.W., Ed.D.
Superintendent

DD/FJ:ct

c: Dr. Eric Sahakian, Superintendent, Acton-Agua Dulce Unified School District
Ruben Valles, Chief Academic Officer, LACOE
Dina Wilson, Director III, Accountability, Support and Monitoring (ASM), LACOE
Astrid Gonzalez, Director I, ASM, LACOE

Coversheet

Local Control and Accountability Plan for CalPac Sonoma (Revised)

Section: VII. Correspondence/Proposals/Reports
Item: C. Local Control and Accountability Plan for CalPac Sonoma (Revised)
Purpose: Discuss
Submitted by: Christine Feher
Related Material: 2023_Local_Control_and_Accountability_Plan_CPC-SO.pdf

BACKGROUND:

Local Control and Accountability Plan (LCAP) for CalPac - SO was updated from the original to include requested revisions from the district. The revisions were not considered to be material and do not require approval. The revised LCAP was provided to Guerneville School District in September and has been updated on the CalPac Website.



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

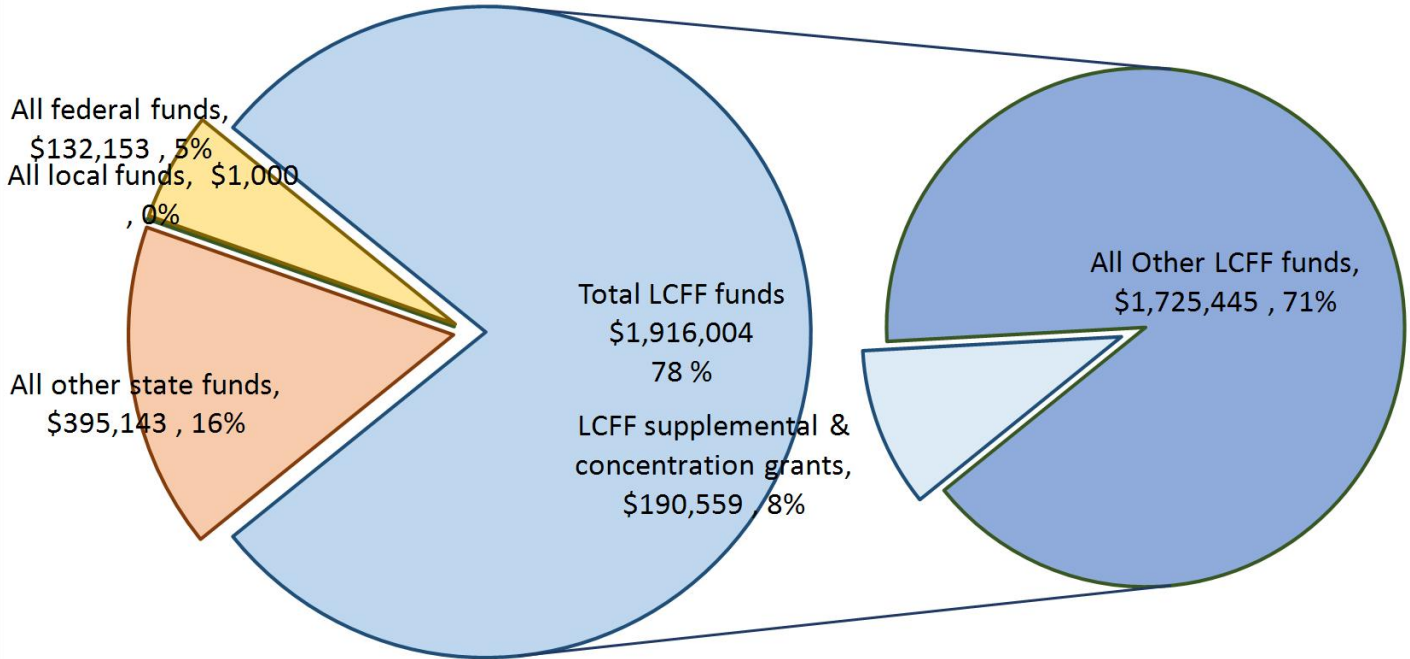
Superintendent

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

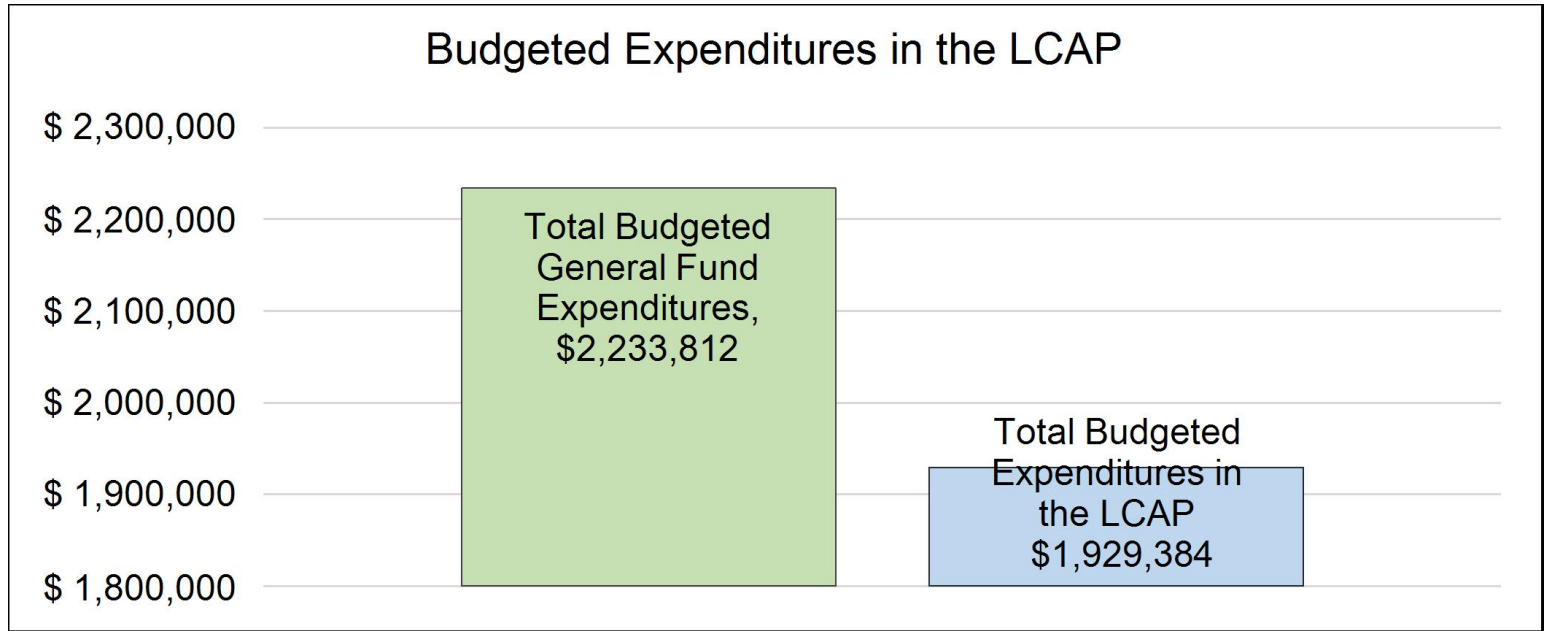


This chart shows the total general purpose revenue California Pacific Charter - Sonoma expects to receive in the coming year from all sources.

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:

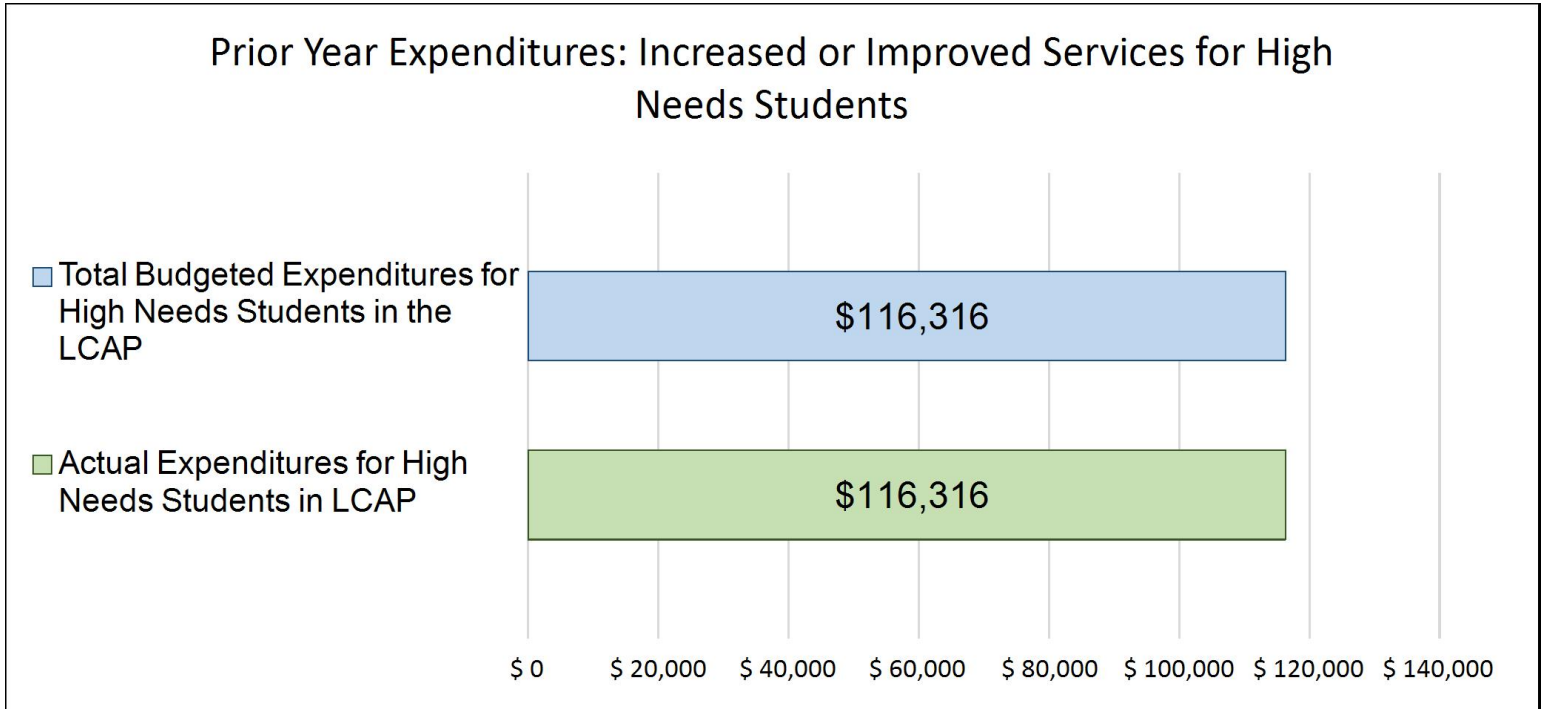
Expenditures not in the LCAP include general operational expenses for the school such as rent, and salaries for support positions such as the Computer Support Technician and Accounting.

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 2012-22 or 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 years meeting the goal of 95% participation in order to be able to utilize the assessment data as verifiable data for charter renewable purposes.

CAASPP ELA

CPC-SO saw a 5% overall increase in achievement scores on CAASPP ELA from 2021-2022. 48% of students met or exceeded the standard in 2020-21 and 53% of students met or exceeded the standard in 2021-22.

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. English Learner Reclassification rates are higher than the state average. Designated and integrated language supports continue to be a focus for English learners as well as preparation for the ELPAC.

Graduation Rates

The graduation rate for 2020-21 was 88.5% and in the 2021-22 school year was 86.4%.

Suspension and Expulsion Rates

CPCS maintains 0% suspension and expulsion rates.

Local Indicators

CPC-SO maintains the "Standard Met" Level on CA Dashboard Local Indicators

Planned Actions for maintenance and building upon successes:

CPC-SO will continue to monitor and analyze CA Dashboard data to identify trends and areas for improvement. The school will maintain a focus on collecting and reporting college and career preparedness data to track and enhance student outcomes.

The school will maintain a strong emphasis on uninterrupted instruction and parent/student engagement. The school will continue promoting a positive school climate, social emotional learning, and regular communication with parents and will keep providing information on community resources and seek ongoing input from parents and students to ensure high education partner satisfaction.

CPC-SO will sustain support for special education students by adhering to IEPs. The school will maintain flexibility in service delivery methods and assessment processes to meet individual student needs effectively.

The school will continue to facilitate virtual state and local testing and ensure access to necessary technology resources for students. The school plans to maintain high participation rates in state testing to gather verifiable assessment data for charter renewal purposes.

CAASPP ELA: Continue efforts to improve achievement scores in CAASPP ELA, aiming for continuous growth in student performance.

Completion Rates: CPC-SO will focus on increasing 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.

Graduation Rates: The school will maintain a strong commitment to supporting students in graduating on time, with a focus on strategies to continue to increase the graduation rate.

Suspension and Expulsion Rates: The school will continue promoting a positive and inclusive school environment to maintain 0% suspension and expulsion rates.

Local Indicators: The school will sustain efforts to meet the "Standard Met" level on CA Dashboard Local Indicators, ensuring continued success in these areas.

Overall, CPC-SO will maintain a data-driven approach, adapt to changing circumstances, and prioritize the well-being and academic success of all students and their families.

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 2021-22 or 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) Due to the SED student group performance being lower than all students, CPC-SO plans to utilize Title 1 (SWP) funds to 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) Math achievement scores (including CAASPP) will be a focus for improvement for the 2023-24 school year. The school is adopting SMART goals in this area and will be a program-operational goal for all staff. Goal setting meetings will held with teachers, students, and families to discuss the support that each student needs in order to grow in the area of Math achievement. Teachers will be utilizing data available through CERS and interim block assessments to identify specific domains and CA Common Core standards where students need to improve. Additionally, CPC-sO will be changing the local assessment platform from NWEA to Renaissance STAR. Students will be engaging in personalized learning pathways in Freckle, a curriculum support program, to provide targeted instruction in math in an effort to increase academic achievement in the area of Math.
- 7) 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. The superintendent responded, in writing, to any comments from the SSC which serves as the school's PAC. 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 LEA notified members of the public of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP. 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 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-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:

Enterprise 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>Grade 11 ELA/EAP: All 11th graders: 62% met or exceeded the standard Level 4- 30.8% Level 3- 30.8% Level 2- 30.8% Level 1- 7.7%</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</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</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>tested below grade level. 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>HY- 0% met or exceeded the standard SED- 16% met or exceeded the standard</p> <p>White- 25% met or exceeded Hispanic- 15% met or exceeded African American- 0% met or exceeded 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 Hispanic- 39% met or exceeded African American- 25% met or exceeded (4 students) Asian- 67% met or exceeded the standard (3 students) Two or more- 40% met or exceeded the standard</p> <p>Grade 11 Math/EAP: All 11th graders: 25% met or exceeded the standard Level 4- 8.3% Level 3- 16.7% Level 2- 33.3% Level 1- 41.7%</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</p>	<p>NWEA MAPS 2021-22 (Baseline)</p> <p>FALL administration ELA All Students: 56.7% 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 33.3% EO 48.6% at or above grade level 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	36.7% exceeding the standard 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	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: 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		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American 25% at or above grade level Hispanic 18.2% at or above grade level White 32.8% at or above grade level</p>		<p>14.3% far below</p> <p>MATH 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</p>		
<p>English Language Proficiency Assessments for California (ELPAC)</p>	<p>Due to the COVID-19 pandemic, no ELPAC testing was administered in the 2019-20 SY. Baseline will be set by 20-21 results.</p>	<p>ELPAC Baseline 2020-21 Out of 1 student tested: Level 1- 0 Level 2- 0 Level 3- 1 (100%) Level 4 -0</p>	<p>ELPAC 2021-22 Out of 4 students tested: Level 1- 0 Level 2- 1 (25%) Level 3- 2 (50%) Level 4 -1 (25%)</p> <p>RFEP rate- **(not enough data)**- less than 10 students. Manually calculated to be 25% (25% of students recived a score of 4 on ELPAC)</p> <p>% of students progressed at least 1 ELPI level. -**(not</p>		<p>At least 50% of students improve in at least 1 ELPI level each year. Increase rate of stuents RFEP by 2% each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			enough data)**- less than 10 students.		
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 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 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	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 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%)		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>76.46% completion at grade of 60% or higher</p> <p>77.27% completion at grade of 70% or higher</p> <p>Foundations Program</p> <p>100% completion at grade of 70% or higher</p>	<p>Fall 2022</p> <p>Elementary School</p> <p>89.7% completion at grade of 60% or higher</p> <p>(1.5% increase from Fall 2021)</p> <p>82% completion at grade of 70% or higher</p> <p>(6% decrease from Fall 2021)</p> <p>Middle School</p> <p>80% completion at 60% or higher</p> <p>(16% increase from Fall 2021)</p> <p>63% completion at 70% or higher</p> <p>(9% increase from Fall 2021)</p> <p>High School</p> <p>87% of students are completing classes with grade of 60% or higher (2% increase from Fall 2021)</p> <p>80% of students are completing classes with a score of 70% or higher (6% increase from Fall 2021)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Student access to standards-aligned instructional materials</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>Teacher Mis-assignments- 0</p> <p>Vacant Teacher Positions- 0</p> <p>% of students without access of their own copies of stands aligned instructional materials for use at school and at home- 0</p> <p>Number of Williams Complaints-0</p> <p>Instrances where facilities do not meet the "good repair" standard- 0 (CalPac is exclusively a virtual school and does not operate any learning centers or facilities for student use).</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
<p>CAST (Science) Grades 5, 8, and 11</p>			<p>CAST SCIENCE 2021-22 All Students (grades 5, 8, and 11): (36 students tested) 44.5% of students met or exceeded the standard. 13.9% exceeded the standard 30.6% met the standard 41.7% nearly met the standard 13.1% standard not met</p> <p>ELs- <10 students, data not available SWD- <10 students, data not available HY- <10 students, data not available SED- 31.8% met or exceeded the standard (22 students)</p> <p>White- 50% met or exceeded (20 students) Hispanic- <10 students, data not available</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			African American- <10 students, data not available Asian- <10 students, data not available Two or more- <10 students, data not available		

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
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)	\$178,901.00	No

Action #	Title	Description	Total Funds	Contributing
		<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 		
1.4	Professional Development	<p>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.</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 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)</p>	\$49,929.00	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. (WASC) (All Students)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

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 reclassification rate of English Learners (25%) which is higher than the state average. Teacher professional development opportunities and goal setting activities were effective in positively increasing academic outcomes such as course completion rates (students in high school finishing with a grade of C or higher increased by 5%), and standardized tests scores (CAASPP ELA percentage of students meeting or exceeding the standard increased by 5%).

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 and Attendance	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. Attendance ADA was the result of an attendance percentage of 94.89%.		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.	0%	0%		0% Suspension Rate each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Maintain 0% Suspension Rate				
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

Action #	Title	Description	Total Funds	Contributing
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
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. All students identified through the system received outreach and mental health first aid. Attendance monitoring contributed to reducing the percentage of students who were chronically absent and yielded an almost 95% attendance average schoolwide. Homeroom check-in meetings support a positive school climate and overall student satisfaction rate as indicated in the education partner surveys. Students feel safe at school and state that their teacher supports their educational goals and that if they have a problem, there is an adult available at the school that they can go to for help.

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 re-enrollment 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 Skakeholder Survey	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
<p>Results including safety and school connectedness</p>	<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. 100% of staff indicated that the school implemented planned actions to promote a high ADA</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and positive school climate which includes supporting student social emotional learning and frequent contact with parents.		
Overall Satisfaction Rate- Stakeholder Survey Results	Overall Satisfaction Rate Survey Results 93.4% of parents are satisfied with their child's school. 97.7% of students express an overall satisfaction with their school.	Overall Satisfaction Rate Survey Results 100% of parents are satisfied with their child's school. 86.7% of students express an overall satisfaction with their school.	Overall Satisfaction Rate Survey Results 100% of parents are satisfied with their child's school. 96.2% of students express an overall satisfaction with their school.		Maintain or increase by 2% each year
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	\$4,356.00	No

Action #	Title	Description	Total Funds	Contributing
		parents have opportunities for participation and input. (WASC) (All Students)		
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
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

Action #	Title	Description	Total Funds	Contributing
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. 100% of parents indicated that they are satisfied with their child's school. Additionally, 96.2% of students express an overall satisfaction with their school.

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>Percent of Graduates who completed a CTE Pathway and completed courses required for UC/CSU admission (A-G) -1 (4.3%)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			AP Exams- number and percent who scored a 3 or higher on at least two AP Exams Graduates Only 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

Action #	Title	Description	Total Funds	Contributing
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
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. This is evidenced by the school's graduation percentage of 86.4% which is on par with the state average.

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 school administration, staff, business and finance department, 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, teachers identified best practices that yield positive results with their students; moreover, accessing the 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. The following LCAP schoolwide actions consider the needs, conditions, and circumstances of unduplicated pupils including foster youth, English Learners, and low-income students.

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). This action is intended to increase achievement for unduplicated pupils in course completion rates and on state and local assessments.

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) (Title I). This action is intended to increase parent engagement for unduplicated pupils in an effort to increase student achievement outcomes on state and local assessments.

2.4 We will identify, monitor and support students who are struggling with regular attendance (LI, FY, EL, SWD). This action is intended to

increase a sense of belonging for unduplicated pupils and to reduce the percentage of unduplicated pupils who are chronically absent.

3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL). This action is intended to increase parent engagement for English Learners in an effort to increase the reclassification rate of English Learners.

3.7 School will maintain a School Site Council to participate in consultation for the development of the Parent and Family Engagement, School Plan for Student Achievement (SPSA), School Safety Plan, LCAP, and Title I plans and policies. (LI, FY, EL,SWD). This action is intended to increase parent engagement for unduplicated pupils in an effort to increase input on school goals and resources allocation for unduplicated pupils.

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). This action item is intended to increase graduation rates for foster youth, low-income students, and English Learners.

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). This action is intended to increase achievement for unduplicated pupils in course completion rates and on state and local assessments.

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 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

Coversheet

Local Performance Data and Intervention

Section: VII. Correspondence/Proposals/Reports
Item: D. Local Performance Data and Intervention
Purpose: Discuss
Submitted by:
Related Material: 2023-24 Local Performance Data & Intervention.pdf



Local Performance Data & Intervention



California Pacific
Charter Schools



23/24 Renaissance STAR results

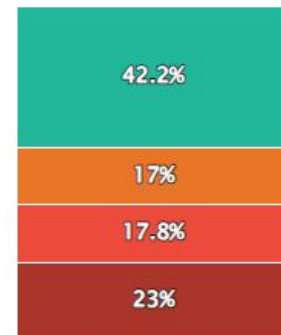




	Star Reading Students Assessed ↓↑	Star Reading Proficiency Rate (District Benchmark) ↓↑	Star Reading Proficiency Rate (State Benchmark) ↓↑
District Overall	627	42.1%	52.5%
California Pacific Charter - Los Angeles	312	37.8%	48.4%
California Pacific Charter - San Diego	207	42.5%	53.6%
California Pacific Charter - Sonoma	108	53.7%	62%

Star Reading Proficiency Rate (District Benchmark) [?]

Initial 2023-2024



- At/Above Benchmark
- On Watch
- Intervention
- Urgent Intervention

Star Reading Proficiency Rate (State Benchmark)
 Percent of students estimated to score at or above the state benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window

Star Reading Proficiency Rate (District Benchmark)
 Percent of students at or above the district benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window

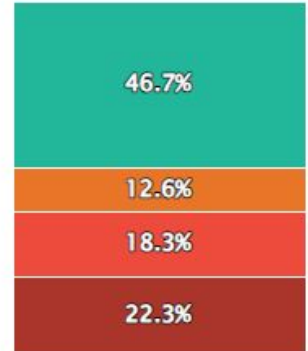
Benchmarks are grade-specific minimum performance levels that students are expected to reach by certain points of the year in order to meet end-of-year performance goals. A Percentile Rank (PR) of 40 is a **cut score** that serves as a proficiency benchmark; students whose test scores place them in a Percentile Rank of 40 or higher will likely meet end-of-year performance goals as defined by the state or local standards. Cut scores of PR 25 and PR 10 also serve as benchmarks—however, these benchmarks are used to help teachers determine appropriate instruction for different groups of students.



	Star Math Students Assessed ↓↑	Star Math Proficiency Rate (District Benchmark) ↓↑	Star Math Proficiency Rate (State Benchmark) ↓↑
---	676	46.4%	25.1%
California Pacific Charter - Los Angeles	343	47.2%	26.8%
California Pacific Charter - San Diego	218	46.3%	22.3%
California Pacific Charter - Sonoma	115	44.3%	25.4%

Star Math Proficiency Rate (District Benchmark) ②

Initial 2023-2024



- At/Above Benchmark
- On Watch
- Intervention
- Urgent Intervention



Consolidated Performance Overall- Reading

Report Summary

All Schools

School ▲	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
California Pacific Charter - Los Ar	93	31%	62	21%	88	29%	58	19%	301	94%	20	6%
California Pacific Charter - San D	51	25%	44	22%	67	33%	39	19%	201	93%	15	7%
California Pacific Charter - Sonor	23	22%	17	16%	32	31%	32	31%	104	94%	7	6%



Performance by School and Grade Level

CPCSLA

School

California Pacific Charter - Los Angeles

Grade	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade Pre-K	-	-	-	-	-	-	-	-	0	0%		100%
Grade K	-	-	-	-	-	-	-	-	0	0%		100%
Grade 1	-	-	-	-	-	-	-	-	0	0%		100%
Grade 2	6	22%	2	7%	5	19%	14	52%	27	84%	5	16%
Grade 3	1	7%	5	33%	4	27%	5	33%	15	83%	3	17%
Grade 4	6	35%	3	18%	3	18%	5	29%	17	100%	0	0%
Grade 5	10	50%	3	15%	4	20%	3	15%	20	95%	1	5%
Grade 6	12	44%	5	19%	6	22%	4	15%	27	90%	3	10%
Grade 7	12	41%	5	17%	9	31%	3	10%	29	94%	2	6%
Grade 8	12	40%	5	17%	10	33%	3	10%	30	97%	1	3%
Grade 9	12	31%	8	21%	13	33%	6	15%	39	100%	0	0%
Grade 10	7	14%	14	28%	18	36%	11	22%	50	93%	4	7%
Grade 11	15	32%	12	26%	16	34%	4	9%	47	98%	1	2%
All Students Summary	93	31%	62	21%	88	29%	58	19%	301	94%	20	6%



Performance by School and Grade Level

CPCSSD

School

California Pacific Charter - San Diego

Grade	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade Pre-K	-	-	-	-	-	-	-	-	0	0%		100%
Grade K	-	-	-	-	-	-	-	-	0	0%		100%
Grade 1	-	-	-	-	-	-	-	-	0	0%		100%
Grade 2	5	42%	1	8%	3	25%	3	25%	12	92%	1	8%
Grade 3	4	50%	1	13%	2	25%	1	13%	8	100%	0	0%
Grade 4	1	25%	1	25%	0	0%	2	50%	4	67%	2	33%
Grade 5	4	33%	3	25%	2	17%	3	25%	12	100%	0	0%
Grade 6	4	33%	2	17%	4	33%	2	17%	12	92%	1	8%
Grade 7	9	39%	3	13%	7	30%	4	17%	23	100%	0	0%
Grade 8	4	24%	8	47%	3	18%	2	12%	17	100%	0	0%
Grade 9	3	13%	2	9%	11	48%	7	30%	23	88%	3	12%
Grade 10	7	25%	6	21%	15	54%	0	0%	28	88%	4	13%
Grade 11	10	16%	17	27%	20	32%	15	24%	62	94%	4	6%
All Students Summary	51	25%	44	22%	67	33%	39	19%	201	93%	15	7%



Performance by School and Grade Level

CPCSSO

School

California Pacific Charter - Sonoma

Grade ▲	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade Pre-K	-	-	-	-	-	-	-	-	0	0%		100%
Grade K	-	-	-	-	-	-	-	-	0	0%		100%
Grade 1	-	-	-	-	-	-	-	-	0	0%		100%
Grade 2	1	20%	0	0%	2	40%	2	40%	5	100%	0	0%
Grade 3	0	0%	1	33%	1	33%	1	33%	3	100%	0	0%
Grade 4	2	33%	0	0%	1	17%	3	50%	6	86%	1	14%
Grade 5	2	29%	2	29%	1	14%	2	29%	7	88%	1	13%
Grade 6	5	45%	2	18%	3	27%	1	9%	11	92%	1	8%
Grade 7	3	20%	4	27%	4	27%	4	27%	15	94%	1	6%
Grade 8	2	14%	2	14%	7	50%	3	21%	14	100%	0	0%
Grade 9	4	31%	2	15%	4	31%	3	23%	13	93%	1	7%
Grade 10	3	21%	2	14%	4	29%	5	36%	14	88%	2	13%
Grade 11	1	6%	2	13%	5	31%	8	50%	16	100%	0	0%
All Students Summary	23	22%	17	16%	32	31%	32	31%	104	94%	7	6%



Consolidated Performance Overall- Math

Report Summary

All Schools

School ▲	Less than Proficient				Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
California Pacific Charter - Los Ar	180	58%	52	17%	32	10%	46	15%	310	97%	11	3%
California Pacific Charter - San D	120	60%	39	20%	20	10%	21	11%	200	93%	16	7%
California Pacific Charter - Sonor	60	57%	20	19%	12	11%	14	13%	106	95%	5	5%



California Pacific Charter - Los Angeles

Grade ▲	Less than Proficient				Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade Pre-K	-	-	-	-	-	-	-	-	0	0%	100%	
Grade K	-	-	-	-	-	-	-	-	0	0%	100%	
Grade 1	-	-	-	-	-	-	-	-	0	0%	100%	
Grade 2	4	13%	5	17%	9	30%	12	40%	30	94%	2	6%
Grade 3	3	19%	2	13%	5	31%	6	38%	16	89%	2	11%
Grade 4	7	41%	4	24%	3	18%	3	18%	17	100%	0	0%
Grade 5	13	65%	3	15%	1	5%	3	15%	20	95%	1	5%
Grade 6	17	61%	4	14%	5	18%	2	7%	28	93%	2	7%
Grade 7	19	61%	9	29%	2	6%	1	3%	31	100%	0	0%
Grade 8	14	45%	10	32%	2	6%	5	16%	31	100%	0	0%
Grade 9	28	72%	4	10%	2	5%	5	13%	39	100%	0	0%
Grade 10	34	67%	8	16%	2	4%	7	14%	51	94%	3	6%
Grade 11	41	87%	3	6%	1	2%	2	4%	47	98%	1	2%
All Students Summary	180	58%	52	17%	32	10%	46	15%	310	97%	11	3%



California Pacific Charter - San Diego

Grade	Less than Proficient				Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade Pre-K	-	-	-	-	-	-	-	-	0	0%		100%
Grade K	-	-	-	-	-	-	-	-	0	0%		100%
Grade 1	-	-	-	-	-	-	-	-	0	0%		100%
Grade 2	3	25%	4	33%	1	8%	4	33%	12	92%	1	8%
Grade 3	5	63%	0	0%	2	25%	1	13%	8	100%	0	0%
Grade 4	3	50%	1	17%	1	17%	1	17%	6	100%	0	0%
Grade 5	6	50%	2	17%	2	17%	2	17%	12	100%	0	0%
Grade 6	7	58%	2	17%	2	17%	1	8%	12	92%	1	8%
Grade 7	16	73%	3	14%	0	0%	3	14%	22	96%	1	4%
Grade 8	6	35%	4	24%	2	12%	5	29%	17	100%	0	0%
Grade 9	12	52%	7	30%	3	13%	1	4%	23	88%	3	12%
Grade 10	20	71%	5	18%	2	7%	1	4%	28	88%	4	13%
Grade 11	42	70%	11	18%	5	8%	2	3%	60	91%	6	9%
All Students Summary	120	60%	39	20%	20	10%	21	11%	200	93%	16	7%

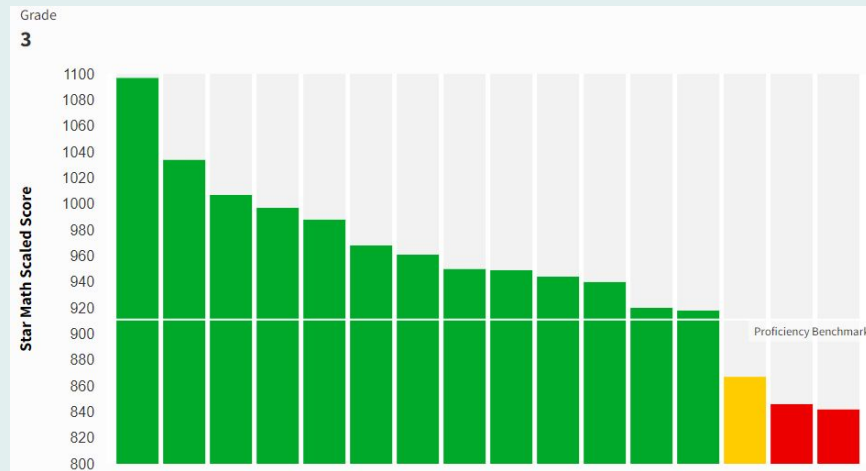
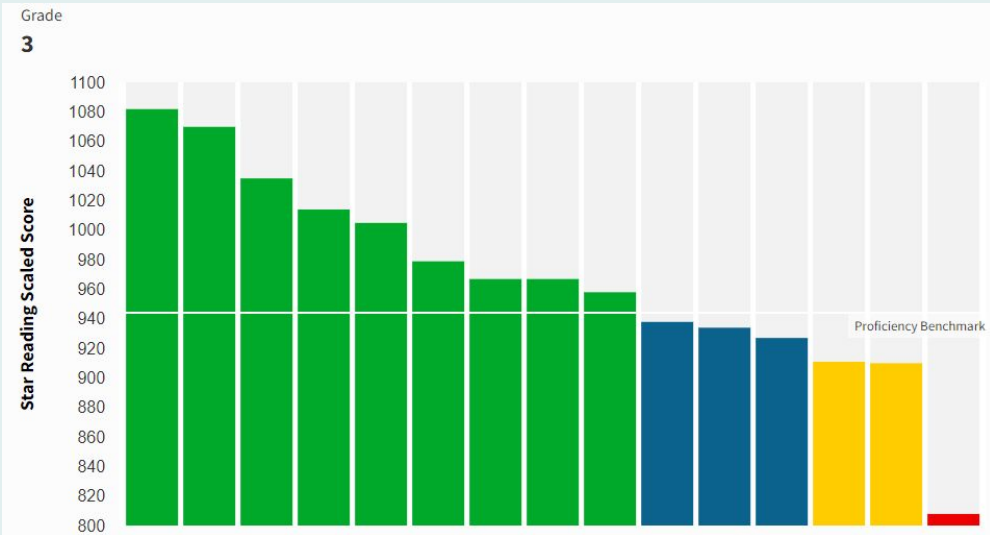


California Pacific Charter - Sonoma

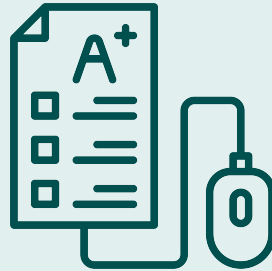
Grade ▲	Less than Proficient				Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade Pre-K	-	-	-	-	-	-	-	-	0	0%	100%	
Grade K	-	-	-	-	-	-	-	-	0	0%	100%	
Grade 1	-	-	-	-	-	-	-	-	0	0%	100%	
Grade 2	2	40%	1	20%	1	20%	1	20%	5	100%	0	0%
Grade 3	0	0%	1	33%	1	33%	1	33%	3	100%	0	0%
Grade 4	3	43%	2	29%	0	0%	2	29%	7	100%	0	0%
Grade 5	5	71%	2	29%	0	0%	0	0%	7	88%	1	13%
Grade 6	8	73%	2	18%	1	9%	0	0%	11	92%	1	8%
Grade 7	6	43%	6	43%	2	14%	0	0%	14	88%	2	13%
Grade 8	6	43%	3	21%	2	14%	3	21%	14	100%	0	0%
Grade 9	11	85%	0	0%	2	15%	0	0%	13	93%	1	7%
Grade 10	7	44%	3	19%	2	13%	4	25%	16	100%	0	0%
Grade 11	12	75%	0	0%	1	6%	3	19%	16	100%	0	0%
All Students Summary	60	57%	20	19%	12	11%	14	13%	106	95%	5	5%



Sample Grade Level Performance Summary Report- Grade 3



Freckle Usage Since the Start of School





Freckle Usage

Freckle Math Active Students [?]



Sep 4-Oct 1 2023-2024

581

581 students completed one or more Freckle Math sessions.

Freckle Math Average Minutes Practiced [?]



[?]

Sep 4-Oct 1 2023-2024

70

70 Average minutes spent practicing on Freckle Math during the last 28 days.

Freckle Math Accuracy [?]



Sep 4-Oct 1 2023-2024

38.9%

226 of 581 students correctly answered 80% or more of Freckle Math questions.

Freckle ELA Active Students [?]



Sep 4-Oct 1 2023-2024

433

433 students completed one or more Freckle ELA sessions.

Freckle ELA Average Minutes Practiced [?]



[?]

Sep 4-Oct 1 2023-2024

43

43 Average minutes spent practicing on Freckle ELA during the last 28 days.

Freckle ELA Accuracy [?]



Sep 4-Oct 1 2023-2024

27.7%

120 of 433 students correctly answered 80% or more of Freckle ELA questions.



Freckle Usage Overview: September

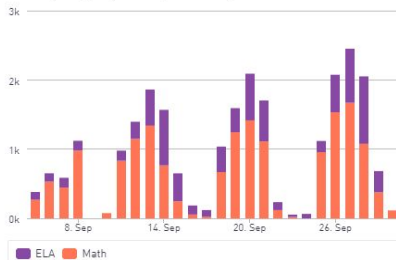
4,803 so

total sessions across all subjects

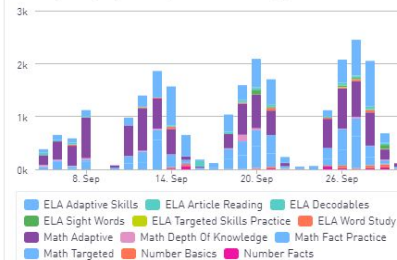
24.8k

total minutes spent practicing
across all subjects

① Daily Usage by Time Spent in Subjects



① Daily Usage by Time Spent in Practice Types



7,936

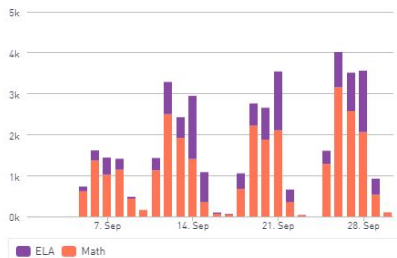
LA

41.6k

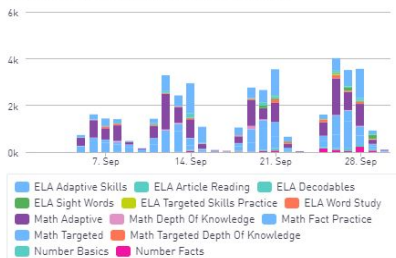
total sessions across all subjects

total minutes spent practicing
across all subjects

① Daily Usage by Time Spent in Subjects



① Daily Usage by Time Spent in Practice Types



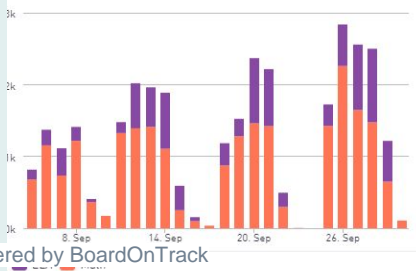
5,917 SD

total sessions across all subjects

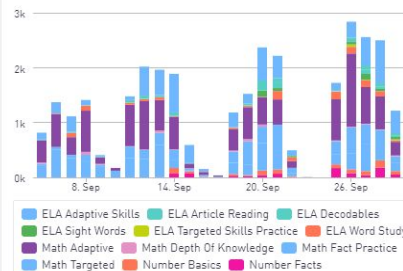
32.1k

total minutes spent practicing
across all subjects

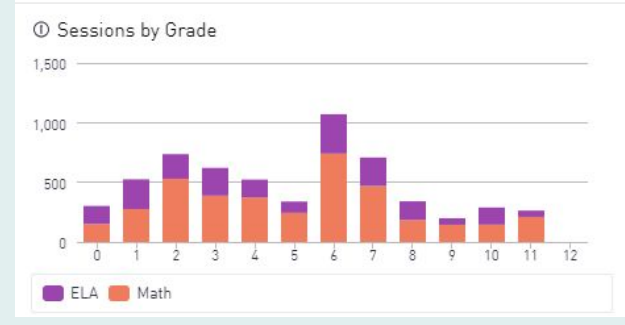
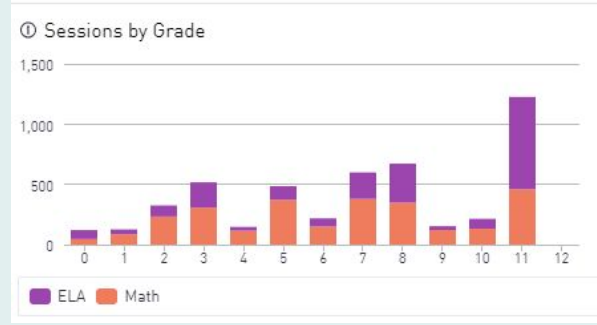
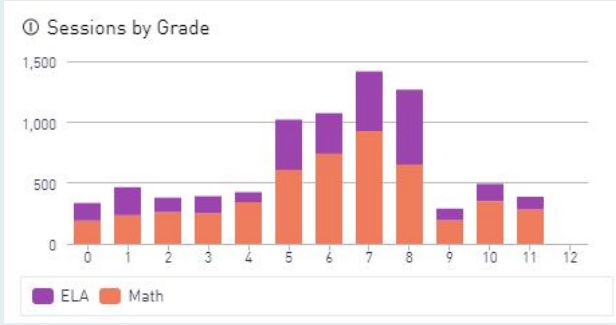
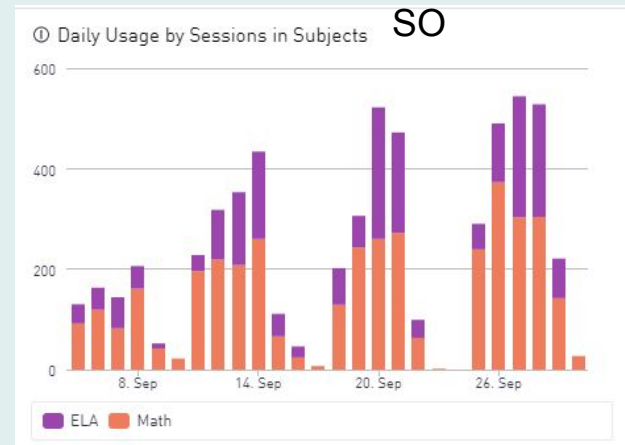
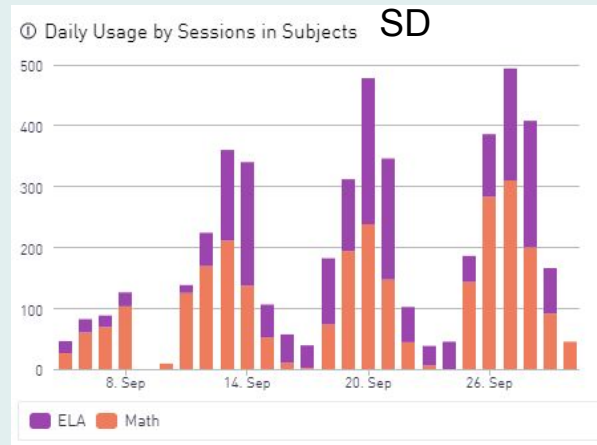
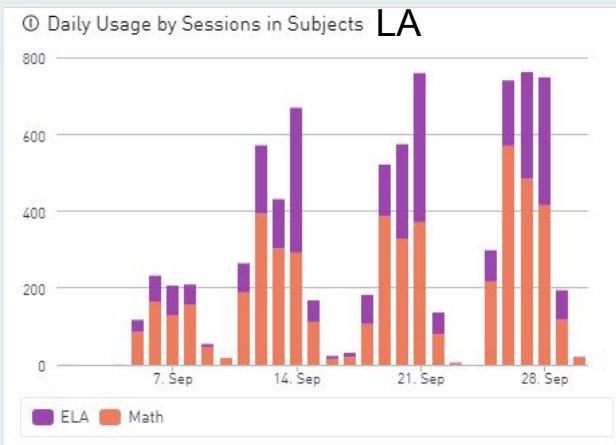
① Daily Usage by Time Spent in Subjects



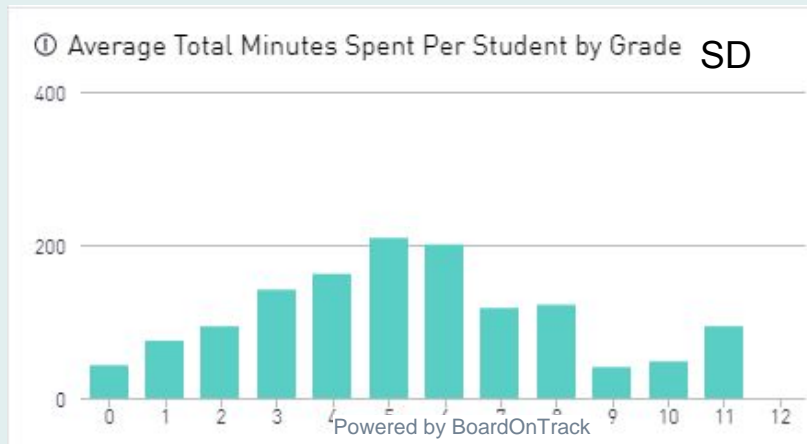
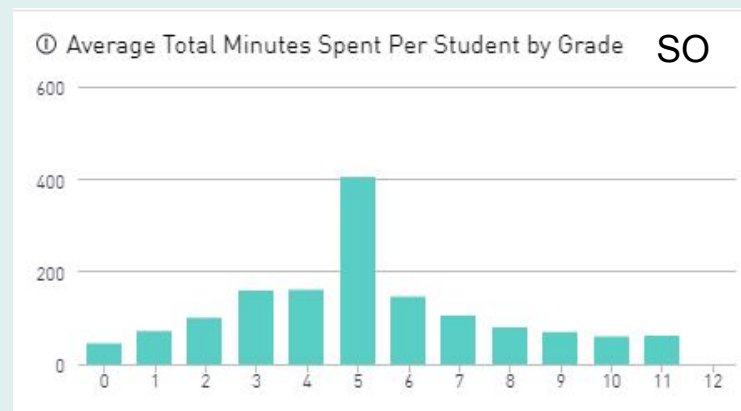
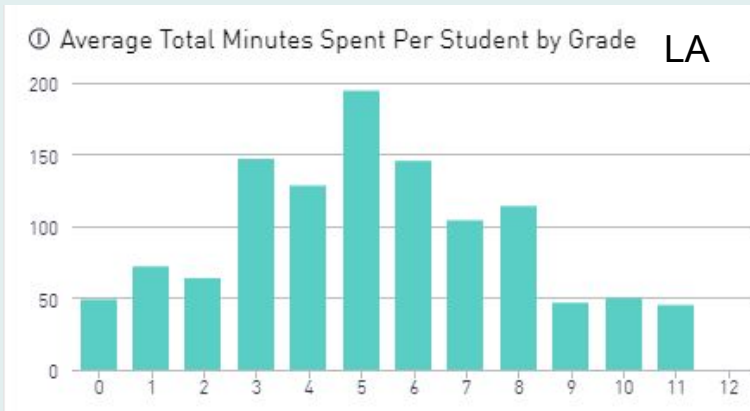
① Daily Usage by Time Spent in Practice Types



Freckle Usage Overview: September



Freckle Usage Overview: September



SD



Freckle Usage- Math Growth Overview: SEPTEMBER

Growing vs. Struggling Students

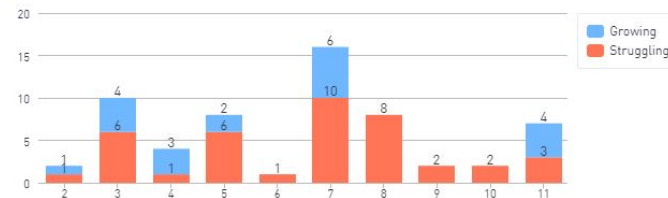


①

0.39

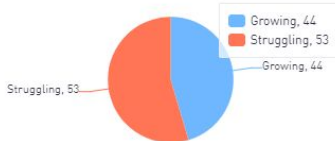
Average Grade Level Growth

① Student Growth by Grade



This report reflects student data from Math Adaptive practice only, for students who have practiced a minimum of 4 sessions.

Growing vs. Struggling Students

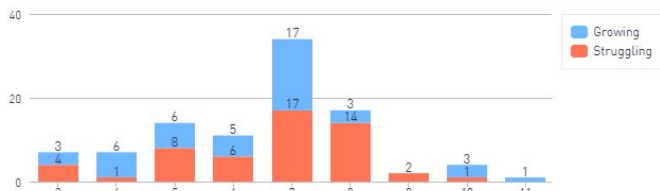


①

0.33

Average Grade Level Growth

① Student Growth by Grade



LA

This report reflects student data from Math Adaptive practice only, for students who have practiced a minimum of 4 sessions.

Growing vs. Struggling Students

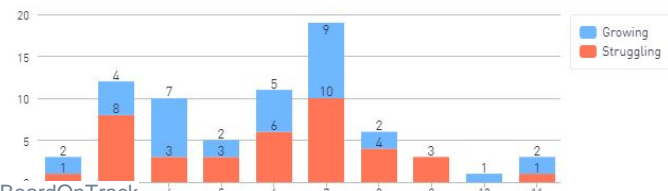


①

0.35

Average Grade Level Growth

① Student Growth by Grade



SO

SD



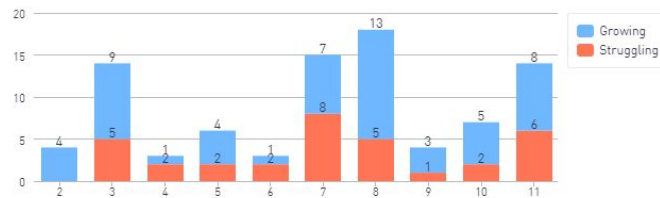
Freckle Usage- ELA Growth Overview: SEPTEMBER

Growing vs. Struggling Students



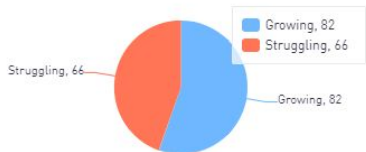
0.13
Average Grade Level Growth

RL Student Growth by Grade



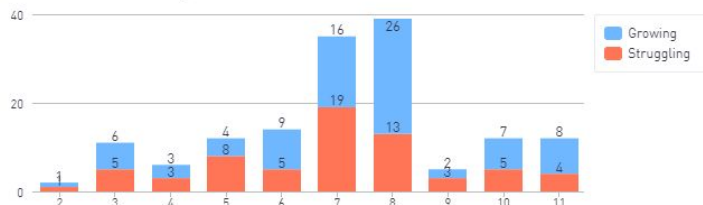
This report reflects student data from ELA Skills practice only, for students who have practiced a minimum of 4 sessions.

Growing vs. Struggling Students



0.1
Average Grade Level Growth

RL Student Growth by Grade



LA

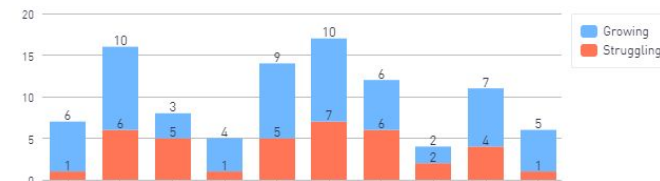
This report reflects student data from ELA Skills practice only, for students who have practiced a minimum of 4 sessions.

Growing vs. Struggling Students



0.11
Average Grade Level Growth

RL Student Growth by Grade



SO



Growth By School- September- Math

SCOPE	STRUGGLING	GROWING	GROWING %	AVG GRADE GROWTH	AVG SESSIONS	AVG QUESTIONS	AVG ACCURACY	AVG MINUTES
CPCS-LA	53	44	45%	0.33	11	84	72%	77
CPCS-SO	39	34	47%	0.35	10	77	72%	82
CPCS-SD	40	20	33%	0.39	18	130	71%	128



Growth By School- September- ELA

SCOPE	STRUGGLING	GROWING	GROWING %	AVG GRADE GROWTH	AVG SESSIONS	AVG QUESTIONS	AVG ACCURACY	AVG MINUTES
CPCS-LA	66	82	55%	0.10	13	110	74%	55
CPCS-SO	38	62	62%	0.11	12	102	74%	55
CPCS-SD	33	55	63%	0.13	13	108	75%	54



Know Your Score & Grow!



Purpose of Meeting

- Review start of year Renaissance STAR results in reading and math
- Identify areas of strengths and areas of growth based on these results
- Work as a team to set goals to support improvement in growth areas in order to make one year's worth of academic growth by the end of year STAR tests in March.

[Goal Setting Meeting Temp.](#) & [Goal Setting Handout](#)



Interventions





What is MARS?

Math and Reading Success

M.A.R.S. is CalPac's K-8 Academic Support and Intervention Program. It is a leveled program that provides differentiated, targeted instruction for students who need additional support to successfully meet grade level standards.

In M.A.R.S., students receive small group instruction 1-3 times per week, depending on their individual needs and learning level. Instruction targets foundational skills and areas of growth as determined by the STAR assessment and Freckle learning platform.



MARS Student Breakdown by Grade Level

Grade	Math	Reading	Grade	Math	Reading
K	TBD	7	5th	18	11
1st	4	6	6th	24	19
2nd	12	18	7th	54	24
3rd	10	8	8th	35	22
4th	8	8			



Fall 2023 MARS Groups (by level)

K-5		6-8	
READING	MATH	READING	MATH
Kindergarten	1st and 2nd Grade	6th Grade Level 2	6th Grade Level 2
1st Grade	2nd Grade	6th Grade-Level 1 and 2	6th Grade Level 1 and 2
1st and 2nd Grade	3rd and 4th Grade	7th and 8th Grade Level 1	MS Intro to Math-Level 1 and 2
2nd Grade	5th Grade	7th and 8th Grade Level 2	MS Math 1 and 2-Level 2
3rd and 4th Grade			MS Math 1-Level 1 and 2
4th and 5th Grade			MS Math 2-Level 1 and 2



Celebrations



How to Earn CalPaca Bucks

\$100

Perfect Attendance

- Per LP
- 100% LMS Attendance
- 100% Live Session Attendance

\$50

Growth on STAR

- Per Subject
- Based on percentile growth
- Mid semester 1, Winter, End of Year

\$20

Made Adequate Progress

- Per LP
- On pace and passing
- Made 20% progress in each class

\$10

Spirit Day Winning Class

- Each student in the winning class gets \$10

\$5

Time in Freckle

- Per Week, Per Subject (\$20 Per LP)
- Meet all required minutes for the week in math (30 minutes min/week)
- Meet all required minutes for the week in reading (30 minutes min/week)

\$1

Teacher Award

- Being helpful, showing kindness, CARES
- Excellent effort
- Teamwork/Collaboration
- Participation





How to Spend CalPaca Bucks!

\$20	CalPac Stickers	\$200	Subscription Kit (STEM or Baking)
\$20	CalPac Eraser	\$250	CalPac Tumbler
\$25	Slap Bracelet	\$250	CalPac Baseball Hat
\$30	Key Chain	\$300	Stuffed Alpaca
\$40	Sunglasses	\$300	Colored Pencils & Zen Coloring Book
\$80	Journal	\$400	CalPac Shirt
\$90	Push-Pop Ball	\$500	CalPac BackPack
\$150	Slime	\$600	CalPac Sweatshirt
\$200	Hoop B-Ball Game	\$900	Lunch with the Superintendent



How to Spend CalPaca Bucks!

\$20	ENTER YOUR OWN CLASS OPTIONS
\$20	ENTER YOUR OWN CLASS OPTIONS
\$25	ENTER YOUR OWN CLASS OPTIONS
\$30	ENTER YOUR OWN CLASS OPTIONS
\$40	ENTER YOUR OWN CLASS OPTIONS
\$80	ENTER YOUR OWN CLASS OPTIONS
\$90	ENTER YOUR OWN CLASS OPTIONS
\$150	ENTER YOUR OWN CLASS OPTIONS
\$200	ENTER YOUR OWN CLASS OPTIONS

\$200	ENTER YOUR OWN CLASS OPTIONS
\$250	ENTER YOUR OWN CLASS OPTIONS
\$250	ENTER YOUR OWN CLASS OPTIONS
\$300	ENTER YOUR OWN CLASS OPTIONS
\$300	ENTER YOUR OWN CLASS OPTIONS
\$400	ENTER YOUR OWN CLASS OPTIONS
\$500	ENTER YOUR OWN CLASS OPTIONS
\$600	ENTER YOUR OWN CLASS OPTIONS
\$900	ENTER YOUR OWN CLASS OPTIONS



Reward Yourself with Freckle!

Extra Credit Earned	Minutes	Questions Answered
+1% to your Relative Grade	420	300
+2% to your Relative Grade	840	600
+3% to your Relative Grade	1260	900



**** Must meet or exceed BOTH metrics for the credit.**



****Credit given in the area of work completed. XC will be applied in Math for related Freckle progress and to English for related reading progress.**



****You CAN earn extra credit in both classes if you meet the requirements in BOTH disciplines.**

**Must be
completed by
Jan 19th, 2024
to receive
credit**





Thank You

cal-pacs.org

Coversheet

Consent - Business/Financial Services

Section: VIII. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: CalPac-LA Check Register September 2023.pdf
CalPac-SD Check Register September 2023.pdf
CalPac-SO Check Register September 2023.pdf
J.P. Morgan Statement September 30 2023.pdf
Surplus of Electronic Devices 10.10.23.pdf

Company name: California Pacific Charter - Los Angeles
Report name: Check register
Created on: 10/2/2023
Location: 55--California Pacific Charter - Los Angeles

Bank	Date	Vendor	Document no.	Amount appli	Memo	Location
CHASE 1781 - Ch		Account no: 505911781				
	9/6/2023	ARNE001--A&R Parcel Three		2,622.00	Office Space Rent - September 2023	55--California Pacific Charter - Los Angeles
	9/6/2023	WORL000--Worldwide Express	101371067	2,630.98	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	9/6/2023	DELA000--De Lage Landen Financial Services Inc.	101371066	172.61	Copier Lease for September 2023	55--California Pacific Charter - Los Angeles
	9/6/2023	VICKY01--Vicky Lin	101371065	32.50	LiveScan Reimbursement	55--California Pacific Charter - Los Angeles
	9/7/2023	EDAPT01--Edapt	20137002078	3,250.00	AI Tranining/PD for Staff SY 23/24	55--California Pacific Charter - Los Angeles
	9/7/2023	PHIL000--Philadelphia Insurance Companies	20137002079	2,324.80	September Insurance Premiums	55--California Pacific Charter - Los Angeles
	9/7/2023	REBE001--Rebecca Ockey	20137002076	9.79	Mileage for SoCal Park Day	55--California Pacific Charter - Los Angeles
		REBE001--Rebecca Ockey	20137002076	27.26	Drinks for SoCal Park Day	55--California Pacific Charter - Los Angeles
	9/7/2023	PATR001--Patrice Aguilar	20137002075	30.26	Mileage for SDCOE TK Professional Development	55--California Pacific Charter - Los Angeles
		PATR001--Patrice Aguilar	20137002075	26.83	Toner for Kinder Kits	55--California Pacific Charter - Los Angeles
		PATR001--Patrice Aguilar	20137002075	47.16	SoCal Park Day Mileage	55--California Pacific Charter - Los Angeles
	9/12/2023	WORL000--Worldwide Express	101371069	1,925.62	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	9/12/2023	CHAR000--Charter Schools Development Center	101371070	239.50	California Charter Schools Leadership Conference Nov 2023 - H Goldbach	55--California Pacific Charter - Los Angeles
	9/12/2023	LEAR000--Learning Without Tears	101371071	134.50	Get Set For School Pre - K Curriculum for P Aguilar	55--California Pacific Charter - Los Angeles
	9/12/2023	DEBI001--Debi Huber	20137002087	12.04	Working Lunch for D Huber	55--California Pacific Charter - Los Angeles
	9/12/2023	WILL000--William J Howard Jr.	20137002086	10.88	MIleag for Special Board Meeting 8.17.23	55--California Pacific Charter - Los Angeles
	9/12/2023	SHIR000--Shirley Peterson	20137002085	9.34	Mileage for Special Board Meeting 8.17.23	55--California Pacific Charter - Los Angeles
	9/12/2023	JASO000--Jason D. McFaul	20137002084	18.27	Meals for Special Board Meeting 8.17.23	55--California Pacific Charter - Los Angeles
		JASO000--Jason D. McFaul	20137002084	118.43	Accomodations for Special Board Meeting 8.17.23	55--California Pacific Charter - Los Angeles
		JASO000--Jason D. McFaul	20137002084	105.13	Mileage and Ubers for Special Board Meeting 8.17.23	55--California Pacific Charter - Los Angeles
	9/12/2023	STAP001--Staples Technology Solutions	20137002082	132.17	Chargers for Teacher Laptops	55--California Pacific Charter - Los Angeles
	9/12/2023	VICT001--Victor Nogueta	20137002080	59.28	Reimbursement for Rental Car for V Nogueta	55--California Pacific Charter - Los Angeles
	9/12/2023	ZOOM000--Zoom	20137002083	11.10	New Licenses for New Staff Members of August 2023	55--California Pacific Charter - Los Angeles
	9/13/2023	RING000--RingCentral	20137002090	1,781.77	Monthly phone bill- August 2023	55--California Pacific Charter - Los Angeles

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CHASE 1781 - Ch	Account no:	505911781				
	9/13/2023	SAND000--San Diego County Office of Education	101371072	400.00	Education Specialist Bridge Authorization Cohort Registration for C Masters	55--California Pacific Charter - Los Angeles
	9/13/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002089	254.10	Legal Services for July 2023	55--California Pacific Charter - Los Angeles
	9/13/2023	RBC001--R&B Communications, Inc.	20137002088	48.50	Service for enrollment lottery SY 23/24	55--California Pacific Charter - Los Angeles
	9/20/2023	BRAP000--BrainPOP LLC	101371080	2,135.75	ELL curriculum for 23/24 SY	55--California Pacific Charter - Los Angeles
	9/20/2023	ACCR000--Accrediting Commission for Schools Western Assoc of Schools & Colleaes	101371076	1,920.00	CPC-LA Annual Accreditation Membership Fee : 2023-2024	55--California Pacific Charter - Los Angeles
	9/20/2023	ALPH000--Alpha Vision, Inc.	101371074	189.50	September 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	55--California Pacific Charter - Los Angeles
	9/20/2023	UKG0001--UKG	20137002098	3,126.00	OCT-DEC 2023 Payroll Processing Fees	55--California Pacific Charter - Los Angeles
	9/20/2023	CLIF000--Clifton Larson Allen LLP	20137002093	1,102.50	Progress billing for audit services through Jun 30, 2023	55--California Pacific Charter - Los Angeles
	9/20/2023	IRON000--Iron Mountain	20137002096	184.59	Service for August 2023	55--California Pacific Charter - Los Angeles
	9/20/2023	DOMA000--Domain Listings	20137002094	144.00	Annual Listing FY 23/24	55--California Pacific Charter - Los Angeles
	9/20/2023	DAIS002--Daisy Carlos	20137002092	6.70	Beverages for Office Lunch	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137002092	45.14	Office Supplies	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137002092	41.89	Mileage	55--California Pacific Charter - Los Angeles
		DAIS002--Daisy Carlos	20137002092	8.55	SoCal Park Day	55--California Pacific Charter - Los Angeles
	9/20/2023	ULINE01--Uline	20137002095	82.10	Office Supplies for Victor Nogueta	55--California Pacific Charter - Los Angeles
	9/20/2023	UKG0001--UKG	20137002097	19.25	UKG READY Applied for status of tax jurisdictions	55--California Pacific Charter - Los Angeles
	9/20/2023	YALE001--Y.A.L.E. Academy, Inc.	20137002091	6,500.00	Intro to Manhood Program 23/24 SY	55--California Pacific Charter - Los Angeles
	9/20/2023	WORL000--Worldwide Express	101371073	2,012.69	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
	9/21/2023	SAND000--San Diego County Office of Education	101371082	666.80	SDCOE Autism Spectrum Disorder AASE Fall 2023 Cohort for Heather Goldbach	55--California Pacific Charter - Los Angeles
	9/21/2023	ENOM001--Enome, Inc. (Goalbook)	101371081	357.75	Goalbook Yearly Subscription for E Stevens - 23/24 SY	55--California Pacific Charter - Los Angeles
	9/21/2023	ECCI000--ECC Imaging LLC.	101371083	6.98	08/11/23 to 09/10/23 coverage period	55--California Pacific Charter - Los Angeles
	9/21/2023	JILLT001--Jill Tanner	20137002106	33.76	Tanner, Jill Working Lunch	55--California Pacific Charter - Los Angeles
		JILLT001--Jill Tanner	20137002106	45.13	Tanner, Jill Park Day Mileage	55--California Pacific Charter - Los Angeles

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Bank	Date	Vendor	Document no.	Amount appli	Memo	Location
CHASE 1781 - Ch	Account no:	505911781				
	9/21/2023	SHIR000--Shirley Peterson	20137002104	47.61	Board Meeting Mileage 9.12.23	55--California Pacific Charter - Los Angeles
	9/21/2023	JASO000--Jason D. McFaul	20137002105	5.96	Board Meeting Mileage 9/12/23	55--California Pacific Charter - Los Angeles
	9/21/2023	YMCL000--Law Offices of Young, Minney & Corr. LLP	20137002101	514.50	Legal Services for August 2023	55--California Pacific Charter - Los Angeles
		YMCL000--Law Offices of Young, Minney & Corr. LLP	20137002101	65.00	Legal Services for August 2023	55--California Pacific Charter - Los Angeles
	9/21/2023	AMAZ000--Amazon	20137002103	19.20	Office supplies- batteries	55--California Pacific Charter - Los Angeles
	9/21/2023	AMAZ000--Amazon	20137002100	10.77	Office supplies- box materials	55--California Pacific Charter - Los Angeles
	9/21/2023	AMAZ000--Amazon	20137002102	9.67	Office supplies- mailing bags	55--California Pacific Charter - Los Angeles
	9/22/2023	JASO000--Jason D. McFaul	1028281035	200.00	September 2023 Board Stipends - JM	55--California Pacific Charter - Los Angeles
	9/22/2023	WILL000--William J Howard Jr.	1028281034	200.00	September 2023 Board Stipends - WH	55--California Pacific Charter - Los Angeles
	9/22/2023	TANY001--Tanya Rogers	1028281040	200.00	September 2023 Board Stipends - TR	55--California Pacific Charter - Los Angeles
	9/22/2023	KELL000--Kelly Wylie	1028281036	200.00	September 2023 Board Stipends - KW	55--California Pacific Charter - Los Angeles
	9/22/2023	SHIR000--Shirley Peterson	1028281039	200.00	September 2023 Board Stipends - SP	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002128	37.41	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002120	37.41	CTE art kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002121	37.41	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002122	37.17	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002127	37.17	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002126	36.57	CTE Art Kit for student in CPC-LA	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002116	7.54	Supplies for UPK kits	55--California Pacific Charter - Los Angeles
	9/22/2023	PRES000--PresenceLearning, Inc.	20137002115	16,000.00	Kanga Licenses for 23/24 SY	55--California Pacific Charter - Los Angeles
	9/22/2023	ZOOM000--Zoom	20137002110	6,700.00	School Subscription for 23/24 SY	55--California Pacific Charter - Los Angeles
		ZOOM000--Zoom	20137002110	1,340.00	School Subscription for July - August 2024	55--California Pacific Charter - Los Angeles

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CHASE 1781 - Ch	Account no:	505911781				
	9/22/2023	AMAZ000--Amazon	20137002108	57.10	Boxes for shipping to students	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002114	54.39	Office supplies- paper/envelopes	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002109	28.55	Boxes for shipping to students	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002111	24.37	UPK materials for students	55--California Pacific Charter - Los Angeles
	9/22/2023	AMAZ000--Amazon	20137002113	7.65	Office supplies- postage tape	55--California Pacific Charter - Los Angeles
	9/25/2023	GREEN01--GreenBox Services LLC	20137002130	915.51	Chromebook Chargers for Students 23/24 SY	55--California Pacific Charter - Los Angeles
	9/25/2023	CHRI001--Christine Feher <i>CHRI001--Christine Feher</i>	20137002129	2,500.00	Advertising fees for Google Fees	55--California Pacific Charter - Los Angeles
			20137002129	15.11	Mileage for 9.12 Board Meeting	55--California Pacific Charter - Los Angeles
	9/26/2023	<i>SHAN000--Shannon Green</i>				
			20137002137	14.60	Green, Shannon - Meals In- Person Sep 2023	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green <i>SHAN000--Shannon Green</i>	20137002137	19.46	Green, Shannon - Mileage and Lyft In-Person Sep 2023	55--California Pacific Charter - Los Angeles
			20137002137	16.27	Green, Shannon - Meals Year- End Team Lunch	55--California Pacific Charter - Los Angeles
		SHAN000--Shannon Green <i>SHAN000--Shannon Green</i>	20137002137	18.00	Green, Shannon - Parking	55--California Pacific Charter - Los Angeles
			20137002137	2.49	Green, Shannon - FedEx Printing Unaudited Actuals	55--California Pacific Charter - Los Angeles
	9/26/2023	<i>HEAT001--Heather Goldbach</i>				
			20137002135	3,750.00	Goldbach, Heather - Admin Credential Program	55--California Pacific Charter - Los Angeles
	9/26/2023					
		CHRI001--Christine Feher <i>CHRI001--Christine Feher</i>	20137002133	108.44	Hyatt Regency Sacramento - APlus Meeting Sacramento 8.24.23	55--California Pacific Charter - Los Angeles
			20137002133	84.92	Luce Bar and Kitchen - Special Board Meeting 8.17.23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher <i>CHRI001--Christine Feher</i>	20137002133	40.84	Special Board Meeting 8.17.23 - Mileage	55--California Pacific Charter - Los Angeles
			20137002133	1,250.00	Google Ads: August 2023 - Advertisement	55--California Pacific Charter - Los Angeles
		<i>CHRI001--Christine Feher</i>				
			20137002133	15.53	Board Meeting 8.8.23 - Mileage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher <i>CHRI001--Christine Feher</i>	20137002133	4.36	Mileage - 2023 Superintendent's & High School Leaders Summit 7.23-25.23	55--California Pacific Charter - Los Angeles
			20137002133	491.50	Hyatt Regency - 2023 Superintendent's & High School Leaders Summit 7.23-25.23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher <i>CHRI001--Christine Feher</i>	20137002133	123.24	Manchester Grand Hyatt San Diego - Special Board Meeting 8.17.23	55--California Pacific Charter - Los Angeles
			20137002133	222.49	Southwest Airlines - APlus Meeting Sacramento 8.24.23	55--California Pacific Charter - Los Angeles

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CHASE 1781 - Ch		Account no: 505911781				
					John Wayne Airpot Parking - APlus Meeting Sacramento 8.24.23	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher <i>CHRI001--Christine Feher</i>	20137002133	12.00		
			20137002133	15.59	SoCal Park Day 8.15.23 - MIleage	55--California Pacific Charter - Los Angeles
		CHRI001--Christine Feher	20137002133	5.24	Trip Mileage to Airport - APlus Meeting Sacramento 8.24.23	55--California Pacific Charter - Los Angeles
9/26/2023		ALLS001--All Systems Go!	101371084	2,466.62	Marketing for September 2023	55--California Pacific Charter - Los Angeles
9/26/2023		PARE000--ParentSquare Inc.	20137002136	2,397.75	Contract for 23/24 SY School-to-home Communication	55--California Pacific Charter - Los Angeles
9/26/2023		WORL000--Worldwide Express	101371085	1,142.17	Shipping for CPC-LA	55--California Pacific Charter - Los Angeles
9/26/2023		SAND000--San Diego County Office of Education	101371086	800.00	TK Pathway Course Fees for 8 courses for Patrice Aguilar	55--California Pacific Charter - Los Angeles
9/26/2023		HOLI002--Holiday Inn Diamond Bar	20137002134	132.52	Holiday Inn Diamond Bar - November Conference Room Rental	55--California Pacific Charter - Los Angeles
9/26/2023		HOLI002--Holiday Inn Diamond Bar	20137002131	132.52	Holiday Inn Diamond Bar - October Conference Room Rental	55--California Pacific Charter - Los Angeles
9/27/2023		TAWAN01--Tawanda Parker-Moulton	10256	226.35	TAWANDA PARKER-MOULTON - Manual Check	55--California Pacific Charter - Los Angeles
9/27/2023		SUPE002--Super Duper Publications	101371088	99.98	Worksheet Subscription for Melissa Bearup 23/24 SY	55--California Pacific Charter - Los Angeles
9/28/2023		DOMA000--Domain Listings	Voided - 20137002094	(144.00)	Annual Listing FY 23/24	55--California Pacific Charter - Los Angeles
9/29/2023		DOMA000--Domain Listings	101371089	144.00	Annual Listing FY 23/24	55--California Pacific Charter - Los Angeles
9/29/2023		STAP001--Staples Technology Solutions <i>STAP001--Staples Technology Solutions</i>	20137002143 20137002143	386.40 763.32	Devices for SpEd Students Devices for SpEd Students	55--California Pacific Charter - Los Angeles 55--California Pacific Charter - Los Angeles
9/29/2023		SCHO000--School Pathways, LLC	20137002140	819.00	Google Classroom Brige Annual Subscription 23/24 SY	55--California Pacific Charter - Los Angeles
9/29/2023		VICT000--Victoria Law	20137002142	85.81	SPED Testing Mileage for LA Student	55--California Pacific Charter - Los Angeles
Total for CHASE 1781				80,257.38		

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 10/2/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Ch		Account no: 505911781				
	9/6/2023	ARNE001--A&R Parcel Three		1,678.08	Office Space Rent - September 2023	44--California Pacific Charter - San Diego
	9/6/2023	CALI003--CaliforniaChoice	101371068	76,813.75	October 2023 Medical Premiums	44--California Pacific Charter - San Diego
	9/6/2023	WORL000--Worldwide Express	101371067	1,603.72	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	9/6/2023	DELA000--De Lage Landen Financial Services Inc.	101371066	110.47	Copier Lease for September 2023	44--California Pacific Charter - San Diego
	9/6/2023	VICKY01--Vicky Lin	101371065	20.80	LiveScan Reimbursement	44--California Pacific Charter - San Diego
	9/7/2023	EDAPT01--Edapt	20137002078	2,080.00	AI Training/PD for Staff SY 23/24	44--California Pacific Charter - San Diego
	9/7/2023	METL001--MetLife Small Business Center	20137002077	6,431.91	September 2023 Insurance Premiums	44--California Pacific Charter - San Diego
	9/7/2023	PHIL000--Philadelphia Insurance Companies	20137002079	1,487.87	September Insurance Premiums	44--California Pacific Charter - San Diego
	9/7/2023	REBE001--Rebecca Ockey	20137002076	27.26	Drinks for SoCal Park Day	44--California Pacific Charter - San Diego
		REBE001--Rebecca Ockey	20137002076	9.79	Mileage for SoCal Park Day	44--California Pacific Charter - San Diego
	9/7/2023	PATR001--Patrice Aguilar	20137002075	19.37	Mileage for SDCOE TK Professional Development	44--California Pacific Charter - San Diego
		PATR001--Patrice Aguilar	20137002075	47.16	SoCal Park Day Mileage	44--California Pacific Charter - San Diego
		PATR001--Patrice Aguilar	20137002075	17.17	Toner for Kinder Kits	44--California Pacific Charter - San Diego
	9/12/2023	WORL000--Worldwide Express	101371069	1,260.14	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	9/12/2023	CHAR000--Charter Schools Development Center	101371070	153.28	California Charter Schools Leadership Conference Nov 2023 - H Goldbach	44--California Pacific Charter - San Diego
	9/12/2023	LEAR000--Learning Without Tears	101371071	86.08	Get Set For School Pre - K Curriculum for P Aquilar	44--California Pacific Charter - San Diego
	9/12/2023	DEBI001--Debi Huber	20137002087	7.71	Working Lunch for D Huber	44--California Pacific Charter - San Diego
	9/12/2023	WILL000--William J Howard Jr.	20137002086	6.95	Mileage for Special Board Meeting 8.17.23	44--California Pacific Charter - San Diego
	9/12/2023	SHIR000--Shirley Peterson	20137002085	5.97	Mileage for Special Board Meeting 8.17.23	44--California Pacific Charter - San Diego
	9/12/2023	JASO000--Jason D. McFaul	20137002084	67.28	Mileage and Ubers for Special Board Meeting 8.17.23	44--California Pacific Charter - San Diego
		JASO000--Jason D. McFaul	20137002084	11.68	Meals for Special Board Meeting 8.17.23	44--California Pacific Charter - San Diego
		JASO000--Jason D. McFaul	20137002084	75.80	Accommodations for Special Board Meeting 8.17.23	44--California Pacific Charter - San Diego
	9/12/2023	STAP001--Staples Technology Solutions	20137002082	132.17	Chargers for Teacher Laptops	44--California Pacific Charter - San Diego
	9/12/2023	VICT001--Victor Noguera	20137002080	37.93	Reimbursement for Rental Car for V Noguera	44--California Pacific Charter - San Diego
	9/12/2023	ZOOM000--Zoom	20137002083	7.10	New Licenses for New Staff Members of August 2023	44--California Pacific Charter - San Diego
	9/13/2023	RING000--RingCentral	20137002090	1,140.33	Monthly phone bill- August 2023	44--California Pacific Charter - San Diego
	9/13/2023	SAND000--San Diego County Office of Education	101371072	256.00	Education Specialist Bridge Authorization Cohort Registration for C Masters	44--California Pacific Charter - San Diego
	9/13/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002089	162.62	Legal Services for July 2023	44--California Pacific Charter - San Diego
	9/13/2023	RBC001--R&B Communications, Inc.	20137002088	31.04	Service for enrollment lottery SY 23/24	44--California Pacific Charter - San Diego

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	9/20/2023	ACCR000--Accrediting Commission for Schools Western Assoc of Schools & Colleges	101371078	1,690.00	CPC-SD Annual Accreditation Membership Fee : 2023-2024	44--California Pacific Charter - San Diego
	9/20/2023	ALPH000--Alpha Vision, Inc.	101371074	121.28	September 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	44--California Pacific Charter - San Diego
	9/20/2023	UKG0001--UKG	20137002098	2,000.64	OCT-DEC 2023 Payroll Processing Fees	44--California Pacific Charter - San Diego
	9/20/2023	CLIF000--Clifton Larson Allen LLP	20137002093	705.60	Progress billing for audit services through Jun 30. 2023	44--California Pacific Charter - San Diego
	9/20/2023	IRON000--Iron Mountain	20137002096	118.14	Service for August 2023	44--California Pacific Charter - San Diego
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		DAIS002--Daisy Carlos	20137002092	4.29	Beverages for Office Lunch	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137002092	28.88	Office Supplies	44--California Pacific Charter - San Diego
		DAIS002--Daisy Carlos	20137002092	26.81	Mileage	44--California Pacific Charter - San Diego
	9/20/2023	ULINE01--Uline	20137002095	52.54	Office Supplies for Victor Noqueda	44--California Pacific Charter - San Diego
	9/20/2023	UKG0001--UKG	20137002097	12.32	UKG READY Applied for status of tax jurisdictions	44--California Pacific Charter - San Diego
	9/20/2023	YALE001--Y.A.L.E. Academy, Inc.	20137002091	4,160.00	Intro to Manhood Program 23/24 SY	44--California Pacific Charter - San Diego
	9/20/2023	WORL000--Worldwide Express	101371073	1,802.72	Shipping for CPC-SD	44--California Pacific Charter - San Diego
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	9/21/2023	ECCI000--ECC Imaging LLC.	101371083	4.46	08/11/23 to 09/10/23 coverage period	44--California Pacific Charter - San Diego
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		JILLT001--Jill Tanner	20137002106	45.13	Tanner, Jill Park Day Mileage	44--California Pacific Charter - San Diego
	9/21/2023	SHIR000--Shirley Peterson	20137002104	47.59	Board Meeting Mileage 9.12.23	44--California Pacific Charter - San Diego
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	9/21/2023	YMCL000--Law Offices of Young, Minney & Corr. LLP	20137002101	329.28	Legal Services for August 2023	44--California Pacific Charter - San Diego
	9/21/2023	AMAZ000--Amazon	20137002103	12.28	Office supplies- batteries	44--California Pacific Charter - San Diego
	9/21/2023	AMAZ000--Amazon	20137002100	6.89	Office supplies- box materials	44--California Pacific Charter - San Diego
	9/21/2023	AMAZ000--Amazon	20137002102	6.18	Office supplies- mailing bags	44--California Pacific Charter - San Diego
	9/22/2023	JASO000--Jason D. McFaul	1028281035	200.00	September 2023 Board Stipends - JM	44--California Pacific Charter - San Diego
	9/22/2023	WILL000--William J Howard Jr.	1028281034	200.00	September 2023 Board Stipends - WH	44--California Pacific Charter - San Diego
	9/22/2023	TANY001--Tanya Rogers	1028281040	200.00	September 2023 Board Stipends - TR	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 10/2/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Ch		Account no: 505911781				
	9/22/2023	KELL000--Kelly Wylie	1028281036	200.00	September 2023 Board Stipends - KW	44--California Pacific Charter - San Diego
	9/22/2023	SHIR000--Shirley Peterson	1028281039	200.00	September 2023 Board Stipends - SP	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002117	36.91	CTE Art kit for student in CPC-SD	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002119	36.91	CTE Art kit for student in CPC-SD	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002118	36.91	CTE Art kit for student in CPC-SD	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002123	36.57	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002125	36.57	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002124	36.57	CTE Art Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002116	4.82	Supplies for UPK kits	44--California Pacific Charter - San Diego
	9/22/2023	PRES000--PresenceLearning, Inc.	20137002115	10,240.00	Kanqa Licenses for 23/24 SY	44--California Pacific Charter - San Diego
	9/22/2023	ZOOM000--Zoom	20137002110	4,288.00	School Subscription for 23/24 SY	44--California Pacific Charter - San Diego
		ZOOM000--Zoom	20137002110	857.60	School Subscription for July - August 2024	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002108	36.54	Boxes for shipping to students	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002114	34.81	Office supplies- paper/envelopes	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002109	18.27	Boxes for shipping to students	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002111	15.60	UPK materials for students	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002107	42.00	Visual Arts Kit for student in CPC-SD	44--California Pacific Charter - San Diego
	9/22/2023	AMAZ000--Amazon	20137002113	4.90	Office supplies- postage tape	44--California Pacific Charter - San Diego
	9/25/2023	GREEN01--GreenBox Services LLC	20137002130	888.58	Chromebook Chargers for Students 23/24 SY	44--California Pacific Charter - San Diego
	9/25/2023	CHRI001--Christine Feher	20137002129	1,600.00	Advertising fees for Google Fees	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002129	15.11	Mileage for 9.12 Board Meeting	44--California Pacific Charter - San Diego
	9/26/2023	SHAN000--Shannon Green	20137002137	1.59	Green, Shannon - FedEx Printing Unaudited Actuals	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137002137	11.52	Green, Shannon - Parking	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137002137	10.41	Green, Shannon - Meals Year-End Team Lunch	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137002137	12.45	Green, Shannon - Mileage and Lyft In-Person Sep 2023	44--California Pacific Charter - San Diego
		SHAN000--Shannon Green	20137002137	9.34	Green, Shannon - Meals In-Person Sep 2023	44--California Pacific Charter - San Diego
	9/26/2023	HEAT001--Heather Goldbach	20137002135	2,400.00	Goldbach, Heather - Admin Credential Program	44--California Pacific Charter - San Diego
	9/26/2023	CHRI001--Christine Feher	20137002133	40.82	Special Board Meeting 8.17.23 - Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	800.00	Google Ads: August 2023 - Advertisement	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	84.89	Luce Bar and Kitchen - Special Board Meeting 8.17.23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	15.59	SoCal Park Day 8.15.23 - Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	2.78	Mileage - 2023 Superintendent's & High School Leaders Summit 7.23-25.23	44--California Pacific Charter - San Diego

Company name: California Pacific Charter - San Diego
Report name: Check register
Created on: 10/2/2023
Location: 44--California Pacific Charter - San Diego

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Ch		Account no: 505911781				
		CHRI001--Christine Feher	20137002133	314.56	Hyatt Regency - 2023 Superintendent's & High School Leaders Summit 7.23-25.23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	123.21	Manchester Grand Hyatt San Diego - Special Board Meeting 8.17.23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	142.39	Southwest Airlines - APlus Meeting Sacramento 8.24.23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	15.52	Board Meeting 8.8.23 - Mileage	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	3.35	Trip Mileage to Airport - APlus Meeting Sacramento 8.24.23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	7.68	John Wayne Airpot Parking - APlus Meeting Sacramento 8.24.23	44--California Pacific Charter - San Diego
		CHRI001--Christine Feher	20137002133	69.40	Hyatt Regency Sacramento - APlus Meeting Sacramento 8.24.23	44--California Pacific Charter - San Diego
	9/26/2023	ALLS001--All Systems Go!	101371084	1,578.63	Marketing for September 2023	44--California Pacific Charter - San Diego
	9/26/2023	PARE000--ParentSquare Inc.	20137002136	1,546.75	Contract for 23/24 SY School-to-home Communication	44--California Pacific Charter - San Diego
	9/26/2023	WORL000--Worldwide Express	101371085	811.52	Shipping for CPC-SD	44--California Pacific Charter - San Diego
	9/26/2023	SAND000--San Diego County Office of Education	101371086	512.00	TK Pathway Course Fees for 8 courses for Patrice Aquilar	44--California Pacific Charter - San Diego
	9/26/2023	HOLI002--Holiday Inn Diamond Bar	20137002134	132.49	Holiday Inn Diamond Bar - November Conference Room Rental	44--California Pacific Charter - San Diego
	9/26/2023	HOLI002--Holiday Inn Diamond Bar	20137002131	132.49	Holiday Inn Diamond Bar - October Conference Room Rental	44--California Pacific Charter - San Diego
	9/27/2023	TAWAN01--Tawanda Parker-Moulton	10256	144.86	TAWANDA PARKER-MOULTON - Manual Check	44--California Pacific Charter - San Diego
	9/27/2023	SCHO000--School Pathways, LLC	20137002139	819.00	Google Classroom Bridge Annual Subscription 23/24 SY	44--California Pacific Charter - San Diego
	9/27/2023	SUPE002--Super Duper Publications	101371088	63.98	Worksheet Subscription for Melissa Bearup 23/24 SY	44--California Pacific Charter - San Diego
	9/27/2023	METL001--MetLife Small Business Center	20137002138	7,383.73	October 2023 Insurance Premiums	44--California Pacific Charter - San Diego
	9/28/2023	DOMA000--Domain Listings	Voided - 20137	-92.16	Annual Listing FY 23/24	44--California Pacific Charter - San Diego
	9/29/2023	DOMA000--Domain Listings	101371089	92.16	Annual Listing FY 23/24	44--California Pacific Charter - San Diego
9/29/2023	STAP001--Staples Technology Solutions	20137002143	763.32	Devices for SpEd Students	44--California Pacific Charter - San Diego	
9/29/2023	TYLE001--Tyler Phipps	20137002144	57.44	Warner SD Board Meeting Mileage	44--California Pacific Charter - San Diego	
Total for CHASE 1781				144,633.54		

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 10/2/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Ch		Account no: 505911781				
	9/6/2023	ARNE001--A&R Parcel Three		943.92	Office Space Rent - September 2023	95--California Pacific Charter - Sonoma
	9/6/2023	WORL000--Worldwide Express	101371067	883.94	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	9/6/2023	DELA000--De Lage Landen Financial Services Inc.	101371066	62.14	Copier Lease for September 2023	95--California Pacific Charter - Sonoma
	9/6/2023	VICKY01--Vicky Lin	101371065	11.70	LiveScan Reimbursement	95--California Pacific Charter - Sonoma
	9/7/2023	EDAPT01--Edapt	20137002078	1,170.00	AI Training/PD for Staff SY 23/24	95--California Pacific Charter - Sonoma
	9/7/2023	PHIL000--Philadelphia Insurance Companies	20137002079	836.93	September Insurance Premiums	95--California Pacific Charter - Sonoma
	9/7/2023	PATR001--Patrice Aguilar	20137002075	9.66	Toner for Kinder Kits	95--California Pacific Charter - Sonoma
		PATR001--Patrice Aguilar	20137002075	10.89	Mileage for SDCOE TK Professional Development	95--California Pacific Charter - Sonoma
	9/12/2023	WORL000--Worldwide Express	101371069	1,124.11	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	9/12/2023	CHAR000--Charter Schools Development Center	101371070	86.22	California Charter Schools Leadership Conference Nov 2023 - H Goldbach	95--California Pacific Charter - Sonoma
	9/12/2023	LEAR000--Learning Without Tears	101371071	48.42	Get Set For School Pre - K Curriculum for P Aguilar	95--California Pacific Charter - Sonoma
	9/12/2023	DEBI001--Debi Huber	20137002087	4.33	Working Lunch for D Huber	95--California Pacific Charter - Sonoma
	9/12/2023	WILL000--William J Howard Jr.	20137002086	3.92	Mileage for Special Board Meeting 8.17.23	95--California Pacific Charter - Sonoma
	9/12/2023	SHIR000--Shirley Peterson	20137002085	3.36	Mileage for Special Board Meeting 8.17.23	95--California Pacific Charter - Sonoma
	9/12/2023	JASO000--Jason D. McFaul	20137002084	6.58	Meals for Special Board Meeting 8.17.23	95--California Pacific Charter - Sonoma
		JASO000--Jason D. McFaul	20137002084	37.85	Mileage and Ubers for Special Board Meeting 8.17.23	95--California Pacific Charter - Sonoma
		JASO000--Jason D. McFaul	20137002084	42.63	Accommodations for Special Board Meeting 8.17.23	95--California Pacific Charter - Sonoma
	9/12/2023	STAP001--Staples Technology Solutions	20137002082	176.25	Chargers for Teacher Laptops	95--California Pacific Charter - Sonoma
	9/12/2023	VICT001--Victor Noguera	20137002080	21.34	Reimbursement for Rental Car for V Noguera	95--California Pacific Charter - Sonoma
	9/12/2023	UNPL001--Unplug Studio LLC	20137002081	50.00	Hosting and Maintenance Website - September 2023	95--California Pacific Charter - Sonoma
	9/12/2023	ZOOM000--Zoom	20137002083	3.99	New Licenses for New Staff Members of August 2023	95--California Pacific Charter - Sonoma
	9/13/2023	RING000--RingCentral	20137002090	641.44	Monthly phone bill- August 2023	95--California Pacific Charter - Sonoma
	9/13/2023	SAND000--San Diego County Office of Education	101371072	144.00	Education Specialist Bridge Authorization Cohort Registration for C Masters	95--California Pacific Charter - Sonoma
	9/13/2023	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	20137002089	91.48	Legal Services for July 2023	95--California Pacific Charter - Sonoma
	9/13/2023	RBC001--R&B Communications, Inc.	20137002088	17.46	Service for enrollment lottery SY 23/24	95--California Pacific Charter - Sonoma
	9/20/2023	BRAP000--BrainPOP LLC	101371080	768.87	ELL curriculum for 23/24 SY	95--California Pacific Charter - Sonoma
	9/20/2023	ACCR000--Accrediting Commission for Schools Western Assoc of Schools & Colleaes	101371079	1,190.00	CPC-SO Annual Accreditation Membership Fee : 2023-2024	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 10/2/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Ch		Account no: 505911781				
	9/20/2023	ALPH000--Alpha Vision, Inc.	101371074	68.22	September 2023- CalPac Datto Monthly Backupify G - Suite Cloud to Cloud Email and Dr	95--California Pacific Charter - Sonoma
	9/20/2023	UKG0001--UKG	20137002098	1,125.36	OCT-DEC 2023 Payroll Processing Fees	95--California Pacific Charter - Sonoma
	9/20/2023	CLIF000--Clifton Larson Allen LLP	20137002093	396.90	Progress billing for audit services through Jun 30, 2023	95--California Pacific Charter - Sonoma
	9/20/2023	IRON000--Iron Mountain	20137002096	66.45	Service for August 2023	95--California Pacific Charter - Sonoma
	9/20/2023	DOMA000--Domain Listinqs	20137002094	51.84	Annual Listinq FY 23/24	95--California Pacific Charter - Sonoma
	9/20/2023	DAIS002--Daisy Carlos	20137002092	15.08	Mileage	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137002092	16.25	Office Supplies	95--California Pacific Charter - Sonoma
		DAIS002--Daisy Carlos	20137002092	2.41	Beverages for Office Lunch	95--California Pacific Charter - Sonoma
	9/20/2023	ULINE01--Uline	20137002095	29.55	Office Supplies for Victor Noqueda	95--California Pacific Charter - Sonoma
	9/20/2023	UKG0001--UKG	20137002097	6.93	UKG READY Applied for status of tax jurisdictions	95--California Pacific Charter - Sonoma
	9/20/2023	YALE001--Y.A.L.E. Academy, Inc.	20137002091	2,340.00	Intro to Manhood Program 23/24 SY	95--California Pacific Charter - Sonoma
	9/20/2023	WORL000--Worldwide Express	101371073	838.79	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	9/21/2023	SAND000--San Diego County Office of Education	101371082	666.60	SDCOE Autism Spectrum Disorder AASE Fall 2023 Cohort for Heather Goldbach	95--California Pacific Charter - Sonoma
	9/21/2023	ENOM001--Enome, Inc. (Goalbook)	101371081	128.79	Goalbook Yearly Subscription for E Stevens - 23/24 SY	95--California Pacific Charter - Sonoma
	9/21/2023	ECCI000--ECC Imaging LLC.	101371083	2.51	08/11/23 to 09/10/23 coverage period	95--California Pacific Charter - Sonoma
	9/21/2023	JILLT001--Jill Tanner	20137002106	12.15	Tanner, Jill Working Lunch	95--California Pacific Charter - Sonoma
	9/21/2023	SHIR000--Shirley Peterson	20137002104	47.59	Board Meeting Mileage 9.12.23	95--California Pacific Charter - Sonoma
	9/21/2023	JASO000--Jason D. McFaul	20137002105	5.96	Board Meeting Mileage 9/12/23	95--California Pacific Charter - Sonoma
	9/21/2023	YMCL000--Law Offices of Young, Minney & Corr. LLP	20137002101	185.22	Legal Services for August 2023	95--California Pacific Charter - Sonoma
	9/21/2023	AMAZ000--Amazon	20137002103	6.91	Office supplies- batteries	95--California Pacific Charter - Sonoma
	9/21/2023	AMAZ000--Amazon	20137002100	3.88	Office supplies- box materials	95--California Pacific Charter - Sonoma
	9/21/2023	AMAZ000--Amazon	20137002102	3.48	Office supplies- mailing bags	95--California Pacific Charter - Sonoma
	9/22/2023	JASO000--Jason D. McFaul	1028281035	200.00	September 2023 Board Stipends - JM	95--California Pacific Charter - Sonoma
	9/22/2023	WILL000--William J Howard Jr.	1028281034	200.00	September 2023 Board Stipends - WH	95--California Pacific Charter - Sonoma
	9/22/2023	TANY001--Tanva Rogers	1028281040	200.00	September 2023 Board Stipends - TR	95--California Pacific Charter - Sonoma
	9/22/2023	KELL000--Kelly Wylie	1028281036	200.00	September 2023 Board Stipends - KW	95--California Pacific Charter - Sonoma
	9/22/2023	SHIR000--Shirley Peterson	1028281039	200.00	September 2023 Board Stipends - SP	95--California Pacific Charter - Sonoma
	9/22/2023	AMAZ000--Amazon	20137002116	2.71	Supplies for UPK kits	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
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Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Ch		Account no: 505911781				
	9/22/2023	PRES000--Presence Learning, Inc.	20137002115	5,760.00	Kanga Licenses for 23/24 SY	95--California Pacific Charter - Sonoma
	9/22/2023	ZOOM000--Zoom	20137002110	482.40	School Subscription for July - August 2024	95--California Pacific Charter - Sonoma
		ZOOM000--Zoom	20137002110	2,412.00	School Subscription for 23/24 SY	95--California Pacific Charter - Sonoma
	9/22/2023	AMAZ000--Amazon	20137002108	20.56	Boxes for shipping to students	95--California Pacific Charter - Sonoma
	9/22/2023	AMAZ000--Amazon	20137002114	19.58	Office supplies- paper/envelopes	95--California Pacific Charter - Sonoma
	9/22/2023	AMAZ000--Amazon	20137002109	10.28	Boxes for shipping to students	95--California Pacific Charter - Sonoma
	9/22/2023	AMAZ000--Amazon	20137002111	8.77	UPK materials for students	95--California Pacific Charter - Sonoma
	9/22/2023	AMAZ000--Amazon	20137002113	2.75	Office supplies- postage tape	95--California Pacific Charter - Sonoma
	9/22/2023	AMAZ000--Amazon	20137002112	13.00	CTE Art Kit for student in CPC-SO	95--California Pacific Charter - Sonoma
	9/25/2023	GREEN01--GreenBox Services LLC	20137002130	888.58	Chromebook Chargers for Students 23/24 SY	95--California Pacific Charter - Sonoma
	9/25/2023	CHRI001--Christine Feher	20137002129	15.11	Mileage for 9.12 Board Meeting	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002129	900.00	Advertising fees for Google Fees	95--California Pacific Charter - Sonoma
	9/26/2023	SHAN000--Shannon Green	20137002137	6.48	Green, Shannon - Parking	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137002137	5.86	Green, Shannon - Meals Year-End Team Lunch	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137002137	5.25	Green, Shannon - Meals In-Person Sep 2023	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137002137	0.90	Green, Shannon - FedEx Printing Unaudited Actuals	95--California Pacific Charter - Sonoma
		SHAN000--Shannon Green	20137002137	7.01	Green, Shannon - Mileage and Lyft In-Person Sep 2023	95--California Pacific Charter - Sonoma
	9/26/2023	ASTA001--ASTA-USA TRANSLATION SERVICES, INC	101371087	132.85	Translation Services	95--California Pacific Charter - Sonoma
	9/26/2023	HEAT001--Heather Goldbach	20137002135	1,350.00	Goldbach, Heather - Admin Credential Program	95--California Pacific Charter - Sonoma
	9/26/2023	CHRI001--Christine Feher	20137002133	80.09	Southwest Airlines - APlus Meeting Sacramento 8.24.23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	40.83	Special Board Meeting 8.17.23 - Mileage Luce Bar and Kitchen - Special Board Meeting	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	84.89	8.17.23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	450.00	Google Ads: August 2023 - Advertisement	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	15.52	Board Meeting 8.8.23 - Mileage	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	1.57	Mileage - 2023 Superintendent's & High School Leaders Summit 7.23-25.23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	39.04	Hyatt Regency Sacramento - APlus Meeting Sacramento 8.24.23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	4.32	John Wayne Airport Parking - APlus Meeting Sacramento 8.24.23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	1.89	Trip Mileage to Airport - APlus Meeting Sacramento 8.24.23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	123.21	Manchester Grand Hyatt San Diego - Special Board Meeting 8.17.23	95--California Pacific Charter - Sonoma
		CHRI001--Christine Feher	20137002133	176.94	Hyatt Regency - 2023 Superintendent's & High School Leaders Summit 7.23-25.23	95--California Pacific Charter - Sonoma
	9/26/2023	ALLS001--All Systems Go!	101371084	887.98	Marketing for September 2023	95--California Pacific Charter - Sonoma

Company name: California Pacific Charter - Sonoma
Report name: Check register
Created on: 10/2/2023
Location: 95--California Pacific Charter - Sonoma

Bank	Date	Vendor	Document no.	Amount applied	Memo	Location
CHASE 1781 - Ch	Account no: 505911781					
	9/26/2023	PARE000--ParentSquare Inc.	20137002136	851.00	Contract for 23/24 SY School-to-home Communication	95--California Pacific Charter - Sonoma
	9/26/2023	WORL000--Worldwide Express	101371085	766.59	Shipping for CPC-SO	95--California Pacific Charter - Sonoma
	9/26/2023	SAND000--San Diego County Office of Education	101371086	288.00	TK Pathway Course Fees for 8 courses for Patrice Aguilar	95--California Pacific Charter - Sonoma
	9/26/2023	HOLI002--Holiday Inn Diamond Bar	20137002134	132.48	Holiday Inn Diamond Bar - November Conference Room Rental	95--California Pacific Charter - Sonoma
	9/26/2023	HOLI002--Holiday Inn Diamond Bar	20137002131	132.48	Holiday Inn Diamond Bar - October Conference Room Rental	95--California Pacific Charter - Sonoma
	9/27/2023	TAWAN01--Tawanda Parker-Moulton	10256	81.49	TAWANDA PARKER-MOULTON - Manual Check	95--California Pacific Charter - Sonoma
	9/27/2023	SUPE002--Super Duper Publications	101371088	35.99	Worksheet Subscription for Melissa Bearup 23/24 SY	95--California Pacific Charter - Sonoma
	9/28/2023	DOMA000--Domain Listings	Voided - 201371	(51.84)	Annual Listing FY 23/24	95--California Pacific Charter - Sonoma
	9/29/2023	DOMA000--Domain Listings	101371089	51.84	Annual Listing FY 23/24	95--California Pacific Charter - Sonoma
	9/29/2023	STAP001--Staples Technology Solutions	20137002143	763.32	Devices for SpEd Students	95--California Pacific Charter - Sonoma
	9/29/2023	SCHO000--School Pathways, LLC	20137002141	819.00	Google Classroom Brige Annual Subscription 23/24 SY	95--California Pacific Charter - Sonoma
	Total for CHASE 1781				33,233.02	



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

ACCOUNT NUMBER	5563 7579 0010 0937
PAYMENT DUE DATE	10/24/2023
AMOUNT DUE	\$61,689.09
CURRENT BALANCE	\$61,689.09

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

556375790010093706168909061689094

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALIFORNIA PACIFIC
 ACCOUNT NUMBER: 5563757900100937

CLOSING DATE 09-29-23
 CREDIT LIMIT 100,000
 AVAILABLE CREDIT 38,311

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	47,996.21
PURCHASES AND OTHER CHARGES	64,898.83
CASH ADVANCES	.00
CREDITS	1,205.95
PAYMENTS	50,000.00-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	61,689.09
TOTAL PAYMENT DUE	61,689.09
DISPUTED AMOUNT	.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

COMMERCIAL ACCOUNT ACTIVITY

CALIFORNIA PACIFIC
5563-7579-0010-0937

TOTAL COMMERCIAL ACTIVITY
\$50,000.00CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-11	09-11	75405013254000000000207	PAYMENT RECEIVED -- THANK YOU	50,000.00 PY

INDIVIDUAL CARDHOLDER ACTIVITY

DAISY CARLOS
5563-7500-0267-7217

CREDITS
\$1,205.95

PURCHASES
\$10,318.21

CASH ADV
\$0.00

TOTAL ACTIVITY
\$9,112.26

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-01	08-31	55432863243208520017178	MYFAX SERVICE 866-563-9212 CA	10.00
09-04	09-03	55310203246083000582568	TARGET.COM * 800-591-3869 MN	14.24 CR
09-04	08-31	55429503245852263541632	PAYPAL *ANIMOTO INC 7737466859 CA P.O.S.: 26354163 SALES TAX: 0.00	360.00
09-08	09-07	05410193250091017307333	TARGET 00012930 COSTA MESA CA	83.17
09-12	09-11	55429503254719384446652	TEACHERSPAYTEACHERS.CO 6465880910 NY	50.00
09-12	09-11	82305093254000016540443	SP DIANE ALBER GILBERT AZ	209.66
09-12	09-11	82305093255000001118816	SP DIANE ALBER GILBERT AZ	208.49
09-13	09-12	55432863255202065618545	MYFAX SERVICE 866-563-9212 CA	10.00
09-13	09-12	55432863255202065618560	MYFAX SERVICE 866-563-9212 CA	10.00
09-14	09-11	55429503256852716643767	SCHOODLES 4029357733 MN P.O.S.: 71664376 SALES TAX: 14.39	170.00
09-14	09-13	82711163256000015667988	SP BRANCH FURNITURE NEW YORK NY	655.91
09-18	09-17	82711163261000000346179	COWRITER VOLO IL	4.99
09-20	09-19	55432863262204166506745	MYFAX SERVICE 866-563-9212 CA	12.00
09-20	09-19	55432863262204166521934	MYFAX SERVICE 866-563-9212 CA	25.00
09-21	09-20	02305373264000597336189	USPS PO 0569620115 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	174.24
09-21	09-20	55432863263204494551438	SQ *COSTA MESA LOCK & COSTA MESA CA P.O.S.: 00011529215132097 SALES TAX: 0.00	1,055.03
09-21	09-20	55457023264286508400462	ASHA EVENTS - 7 ROCKVILLE MD	449.00
09-21	09-20	82711163263000017556552	YOUNG, MINNEY & CORR SACRAMENTO CA	75.00
09-22	09-21	05410193265105001563801	STAPLES 00100784 SANTA ANA CA P.O.S.: 000156380 SALES TAX: 0.88	10.37
09-22	09-21	05436843265400087454383	SAMS CLUB #6615 FOUNTAIN VALL CA	683.80
09-25	09-22	02305373267000540071583	USPS KIOSK 0569629554 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	6.60

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-25	09-22	02305373267000540071666	USPS KIOSK 0569629554 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	13.20
09-25	09-22	02305373267000540071740	USPS KIOSK 0569629554 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	79.20
09-25	09-22	82644313266000001150743	REBRANDLY.COM DUBLIN D	14.00
09-27	09-26	55131583269828713715929	APPLE.COM/BILL CUPERTINO CA	149.99
09-28	09-26	02305373271000589040873	USPS KIOSK 0569629554 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	99.00
09-28	09-27	55429503270713111128949	EB MEETING OF THE MIN 8014137200 CA	100.00
Total Purchasing Activity				\$4,704.41

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-01	08-31	55429503243713523238710	UBER EATS 8005928996 CA	200.44
09-01	08-31	55429503243745529498187	UBER EATS 8005928996 CA	32.40
09-01	08-30	55432863243208440136942	STARBUCKS STORE 05302 COSTA MESA CA	38.50
09-07	09-06	55432863249200326367331	HOTELSCOM7264978945327 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	150.74
09-07	09-06	55432863249200339706780	HOTELSCOM7264980295681 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,616.70
09-07	09-06	55432863249200349895169	HOTELSCOM7264982975600 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	808.35
09-07	09-06	55432863249200349913830	HOTELSCOM7264980295681 HOTELS.COM WA	808.35 CR
09-18	09-15	55429503260852862984704	PP*EB TITLE IX TRAININ 4029357733 CA P.O.S.: 86298470 SALES TAX: 8.47	100.00
09-19	09-18	52708063262700258693672	AVIS.COM PREPAY 8003527900 VA 258693676 SANTA AN	271.67
09-19	09-18	55432863261203970798200	HOTELSCOM7265887833742 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	416.56
09-19	09-18	59174203262634001132450	AMERICAN 0012480303544 FORT WORTH TX BERRY/KATHERINE DEPART: 10-07-23 P.O.S.: SALES TAX: \$0.00 CMH MQ S ORD AA S SNA AA S DFW	527.40
09-25	09-22	55500363266722941287681	HYATT REGENCY SONOMA W SANTA ROSA CA 16371965 ARRIVAL: 09-21-23	219.38
09-27	09-25	55310203269036482039111	ALASKA A 0272348203911 SEATTLE WA SIMKIN/SARAH DEPART: 11-15-23 P.O.S.: SALES TAX: \$0.00 SAN AS N BOS AS L SAN	587.80
09-28	09-27	55432863270206572663804	HOTELSCOM7264982975600 HOTELS.COM WA	191.68 CR
09-28	09-27	55432863270206572666591	HOTELSCOM7264980295681 HOTELS.COM WA	191.68 CR
09-28	09-27	55432863270206584880602	HOTELSCOM7266547904809 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	616.67

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

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
Total Travel Activity				\$4,394.90

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-18	09-15	8230509325800020834952	ULTIMATE SLP FARMINGTON CT	12.95
Total Miscellaneous Activity				\$12.95

CHRISTINE FEHER 5563-7500-1511-9595	CREDITS \$0.00	PURCHASES \$47,626.43	CASH ADV \$0.00	TOTAL ACTIVITY \$47,626.43
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-01	08-31	02682633244910033007746	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M98809267801 SALES TAX: 0.00	500.00
09-01	08-31	15270213243001365655856	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-01	08-31	15270213243001933305851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-04	09-01	02682633245910008054474	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M09244084122 SALES TAX: 0.00	500.00
09-04	09-01	02682633245910008346169	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M81735545605 SALES TAX: 0.00	500.00
09-04	09-01	02682633245910008347183	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M08472320076 SALES TAX: 0.00	454.51
09-04	09-02	02682633246910009062459	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M01632330960 SALES TAX: 0.00	500.00
09-04	09-02	02682633246910016011895	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M06978701818 SALES TAX: 0.00	500.00
09-04	09-03	02682633246910033011845	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M07355641259 SALES TAX: 0.00	500.00
09-04	09-03	02682633247910006059549	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M98664246667 SALES TAX: 0.00	500.00
09-04	09-03	02682633247910006144283	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M89742471234 SALES TAX: 0.00	500.00
09-04	09-01	15270213244003722885852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-04	09-02	15270213245001500325850	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-04	09-04	15270213246002464175850	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-04	09-04	15270213247000605985855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-04	09-01	55131583244400994000130	MICROSOFT*ADS-F1083MWA MSBILL.INFO NV P.O.S.: Z62R1O7G8UEX SALES TAX: 0.00	2,500.10
09-05	09-04	02682633248910004055167	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M52936580180 SALES TAX: 0.00	500.00
09-05	09-04	02682633248910004107240	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M35969876958 SALES TAX: 0.00	500.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-05	09-04	02682633248910019010702	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M06747543672 SALES TAX: 0.00	500.00
09-05	09-04	15270213247339688855852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-05	09-04	15270213247340072605853	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-05	09-05	15270213247340539025851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-05	09-05	15270213248000225615857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-05	09-05	15270213248000556965855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-05	09-05	15270213248000629355852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-05	09-05	15270213248000960355859	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-06	09-05	02682633249910004049771	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M52208238505 SALES TAX: 0.00	500.00
09-06	09-05	02682633249910004049920	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M90083942633 SALES TAX: 0.00	500.00
09-06	09-05	02682633249910004050316	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M15134426105 SALES TAX: 0.00	500.00
09-06	09-05	02682633249910004051868	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M33916710327 SALES TAX: 0.00	500.00
09-06	09-05	02682633249910013010236	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M82092601786 SALES TAX: 0.00	500.00
09-06	09-05	02682633249910034010181	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M08273771632 SALES TAX: 0.00	500.00
09-06	09-05	02682633249910034010553	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M00648700820 SALES TAX: 0.00	500.00
09-06	09-05	15270213248001417845856	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-06	09-05	15270213248001608545851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-06	09-05	15270213248001715535852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	1,000.00
09-06	09-05	15270213248001806665857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-06	09-05	15270213248002091495851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-06	09-06	15270213249000874935852	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-07	09-06	02682633250910001047378	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M73224465047 SALES TAX: 0.00	500.00
09-07	09-06	02682633250910001047600	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M41221592687 SALES TAX: 0.00	500.00
09-07	09-06	02682633250910001101480	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M71460973961 SALES TAX: 0.00	500.00
09-07	09-06	02682633250910001122791	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M42572578270 SALES TAX: 0.00	500.00
09-07	09-06	02682633250910019010491	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M57818797736 SALES TAX: 0.00	500.00
09-07	09-06	02682633250910026010609	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M13908691151 SALES TAX: 0.00	500.00

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-07	09-06	15270213249000098101075	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-07	09-06	15270213249000721988070	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-08	09-07	02682633251910008050028	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M25425263866 SALES TAX: 0.00	500.00
09-08	09-07	02682633251910008052941	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M78983418863 SALES TAX: 0.00	500.00
09-08	09-07	02682633251910008080850	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M14912168213 SALES TAX: 0.00	500.00
09-08	09-07	02682633251910008128089	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M87791502787 SALES TAX: 0.00	500.00
09-08	09-07	02682633251910031010312	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M31754035501 SALES TAX: 0.00	500.00
09-08	09-07	15270213250001521745856	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-08	09-07	15270213250002000455850	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-08	09-07	15270213250002231645857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-08	09-07	15270213250002461895859	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-08	09-08	15270213251000366175855	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-08	09-08	15270213251000953595853	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-11	09-08	02682633252910002134421	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M07460132278 SALES TAX: 0.00	500.00
09-11	09-09	02682633253910003026989	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M62152377262 SALES TAX: 0.00	500.00
09-11	09-10	02682633254910008051353	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M54527381163 SALES TAX: 0.00	500.00
09-11	09-10	02682633254910012012391	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M98905805170 SALES TAX: 0.00	500.00
09-11	09-08	15270213251001709095859	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-11	09-08	15270213251002436775854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-11	09-09	15270213252002239645857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-11	09-11	15270213254000333315854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-12	09-11	02682633255910005071023	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M39924295487 SALES TAX: 0.00	500.00
09-12	09-11	02682633255910032009277	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M20209782849 SALES TAX: 0.00	500.00
09-12	09-11	15270213254289006625851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-13	09-12	15270213255001414095851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-13	09-12	15270213255002194015853	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-13	09-13	15270213256000568875851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-13	09-12	55131583255400999000644	MICROSOFT*ADS-F1083MWA MSBILL.INFO NV P.O.S.: Z62124SMKX2P SALES TAX: 0.00	171.82

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-14	09-13	02682633257910006117807	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M67004616562 SALES TAX: 0.00	500.00
09-15	09-14	02682633258910004045330	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M47918335984 SALES TAX: 0.00	500.00
09-15	09-14	15270213257001761755857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-15	09-15	15270213257002823135856	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-18	09-15	15270213258001398585858	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-18	09-16	15270213258002554685854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-18	09-16	15270213259002134035850	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-18	09-17	15270213260001266845851	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-18	09-18	15270213261000789465857	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-19	09-18	02682633262910008041990	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M73150302529 SALES TAX: 0.00	500.00
09-19	09-18	02682633262910008111827	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M11334646265 SALES TAX: 0.00	500.00
09-19	09-19	15270213262000413345854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-20	09-19	02682633263910005109930	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M17352431988 SALES TAX: 0.00	500.00
09-20	09-20	15270213263000243305853	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-21	09-20	02682633264910009118381	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M63044109146 SALES TAX: 0.00	500.00
09-21	09-21	15270213264000658855854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-22	09-21	15270213264001999655854	GOOGLE ADS3267517799 MOUNTAIN VIEW CA	500.00
09-25	09-22	02682633266910007093543	GOOGLE*ADS3267517799 CC GOOGLE.COM CA P.O.S.: M61628805520 SALES TAX: 0.00	500.00

Total Purchasing Activity \$47,626.43

CHRISTINE FEHER 5563-7580-2042-1526	CREDITS \$0.00	PURCHASES \$6,954.19	CASH ADV \$0.00	TOTAL ACTIVITY \$6,954.19
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-01	08-31	82305093244000004243235	STAMPLI FOR 8-2023 MOUNTAIN VIEW CA	1,277.60
09-08	09-07	55436873250292503629436	PRIMO WATER TAMPA FL P.O.S.: 105496691 SALES TAX: 10.08	100.84
09-08	09-07	55480773250207555700015	ONTIMETEL DIALMYCALLS JUPITER FL	21.55
09-11	09-09	55436873252292527666057	PRIMO WATER TAMPA FL P.O.S.: 105585643 SALES TAX: 5.76	57.63
09-12	09-12	55429503255715402244052	CUSTOMINK LLC 8002934232 VA P.O.S.: PKFQRTEB SALES TAX: 209.02	2,906.10
09-13	09-12	55480773255207555200029	ONTIMETEL DIALMYCALLS JUPITER FL	14.36

ACCT. NUMBER: 5563 7579 0010 0937

CALIFORNIA PACIFIC

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-13	09-12	55480773255207555200763	ONTIMETEL DIALMYCALLS JUPITER FL	44.99
09-13	09-12	82305093255000015780072	CANVA* I03906-59058823 CAMDEN DE	170.00
09-14	09-13	55432863256202453968626	ABB*BOUDIN CATERING 415-283-1230 CA	140.33
09-18	09-16	15270213259000000096071	MSFT * E0800P1XN7 MSBILL.INFO WA	793.60
09-19	09-18	85456673261900019041184	EARTHLY GOODS LTD 812-9442903 IN	277.40
09-21	09-20	82305093263000014118530	CANVA* I03914-52566812 CAMDEN DE	170.00
09-25	09-23	55436873266292668683592	PRIMO WATER TAMPA FL P.O.S.: 106283658 SALES TAX: 4.68	46.82
09-28	09-27	02305373271000589154146	USPS PO 0569620115 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	105.60
09-29	09-27	02305373272000594325672	USPS KIOSK 0569629552 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	52.80
09-29	09-27	02305373272000594325755	USPS KIOSK 0569629552 SANTA ANA CA P.O.S.: None SALES TAX: 0.00	26.40
Total Purchasing Activity				\$6,206.02

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-18	09-16	55432863259203379468532	ATT*BILL PAYMENT 800-288-2020 TX P.O.S.: 323923130 SALES TAX: 0.00	203.30
Total Activity				\$203.30

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-04	09-01	55429503246831026231334	EXTRA STORAGE NEWPO 714-437-9200 CA P.O.S.: 64F21E127EDF71294 SALES TAX: 36.96	462.00
Total Travel Activity				\$462.00

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
09-18	09-17	12302023260000001502076	MAILCHIMP ATLANTA GA	82.87
Total Miscellaneous Activity				\$82.87

serialNumber	model	annotatedAssetId
5CD111P96M	HP Chromebook x360 11MK G3 EE	LA-20210557
4K9V9FER215946H	Samsung Chromebook 4	LA-20210496
4K9V9FDR329738H	Samsung Chromebook 4	LA-20210441
4K9V9FFNB10997H	Samsung Chromebook 4	LA-20210213
4K9V9FDW600081Y	Samsung Chromebook 4	LA-20210918
5CD111P98C	HP Chromebook x360 11MK G3 EE	LA-20210579
4K9V9FDR304435B	Samsung Chromebook 4	LA-20210689
4K9V9FANC00358P	Samsung Chromebook 4	LA-20210003
NXHKCAA0031203FC707611	Acer Chromebook 315 (CB315)	LA-20210475
4K9V9FFR120788L	Samsung Chromebook 4	LA-20210086
4K9V9FFR121324W	Samsung Chromebook 4	LA-20210122
4K9V9FER216348M	Samsung Chromebook 4	LA-20210485
4K9V9FANB16788J	Samsung Chromebook 4	LA-20210002
4WQR9FAR305532H	Samsung Chromebook 4	LA-20210642
4K9V9FFR314856J	Samsung Chromebook 4	LA-20210463
5CD111P9BR	HP Chromebook x360 11MK G3 EE	SD-20210444
4K9V9FANC17732H	Samsung Chromebook 4	SD-20210319
4K9V9FFNB10909M	Samsung Chromebook 4	SD-20210224
4K9V9FFR120838R	Samsung Chromebook 4	SD-20210083
4WQR9FAR305745Z	Samsung Chromebook 4	SD-20210479
4K9V9FFNB10833A	Samsung Chromebook 4	SD-20210171
4K9V9FFR120786T	Samsung Chromebook 4	SD-20210073
5CD111P6V0	HP Chromebook x360 11MK G3 EE	SD-20210423
4K9V9FANC17506H	Samsung Chromebook 4	SD-20210316
4K9V9FFNB10917J	Samsung Chromebook 4	SD-20210193
4K9V9FCR102078Z	Samsung Chromebook 4	SO-20210097
4K9V9FANC01977Z	Samsung Chromebook 4	SO-20210058
4K9V9FDR304510Y	Samsung Chromebook 4	SO-20210199
4K9V9FANC17889Z	Samsung Chromebook 4	SO-20210195
5CD111P8PR	HP X360 chromebook	LA-20210567
5CD0145FV4	HP 11 Chromebook	NA
SPC1GLG2M	HP X390 Laptop	NA

Coversheet

Consent - Personnel Services

Section: VIII. Consent
Item: B. Consent - Personnel Services
Purpose:
Submitted by: Corrie Amador
Related Material: 2023-2024_Classified Salary Plan rev. 10-10-2023.pdf

BACKGROUND:

Through enrollment of students this school year, staff identified where in-person services for students with special needs may be necessary for a period of time for the purpose of assessment and determination of ongoing support needs. Additionally, staff recognized instances where it would be beneficial to utilize Instructional Assistant resources for related support or services not identified within the scope of the current classification. Staff proposes that a higher salary grade be allocated for Special Education Instructional Assistants performing services in a special assignment. When serving in the special assignment, the classified employee would receive their same step but at the higher salary grade. This will ensure staff receive recognition and appropriate compensation for these variable term assignments.

Current:

Special Education Instructional Assistant, Grade 6

Add:

Special Education Instructional Assistant - Special Assignment, Grade 9

RECOMMENDATION:

It is recommended the Board approve the revised Classified Salary Plan for the 2023-2024 school year to add additional compensation for Special Education Instructional Assistants for special assignments as presented.

Fiscal Impact:

Estimated impact is \$4,500.

24 hours/week

Maximum 38 weeks

Difference between Grade 6 and Grade 9 at step 10, \$2.15/hr.

Estimated three employees

**California Pacific Charter Schools
Classified Position Plan 2023-2024**

Classification Title	Grade	
Accounting Manager	29	
Admissions Assistant	9	
Admissions Specialist	12	
Communications and Community Specialist	14	
Computer Support Technician	14	
Executive Assistant	26	
Guidance Technician	14	
Lead Tutor	10	
Occupational Therapist	40	
Office Clerk	1	
Payroll and Benefits Technician	21	
Registrar and Data Analyst	18	
Special Education Data & Compliance Specialist	24	
Special Education Instructional Assistant	6	
Special Education Instructional Assistant - Special Assignment	9	<i>Add 10-10-23</i>
Speech and Language Pathology Assistant	20	
Student Services Support Specialist	12	
Tutor	5	

Education Stipend:	
Effective 7/1/19 classified personnel in possession of an educationally related advanced degree from an accredited college or university will receive an annual stipend.	
Bachelor's	\$500.00
Master's	\$1,500.00
<i>Maximum of \$1,500/year</i>	
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
Revised: 10/10/23

Coversheet

Consent - Policy Development

Section: VIII. Consent
Item: C. Consent - Policy Development
Purpose:
Submitted by: Christine Feher
Related Material:
BUS CPCS Consent Items 10.C 10.6.23.pdf
E. Family and Medical Leave Act and California Family Rights Act Policy rev. 10-10-2023.pdf
CPCS - 6040 Local Assessment Policy .pdf

CALIFORNIA PACIFIC CHARTER SCHOOLS

Agenda Item: 8 - C

Date: October 10, 2023

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

Item Requires Board Action: X

Item is for Information Only: _____

Approval of existing board policies revised by staff for the 2023-2024 School Year.

Background:

In order to ensure adherence with State and Federal laws related to business and non-instructional services, it is recommended the Board approve the following policies as presented.

REVISED

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

Employee Handbook

Extended Family and Medical Leave Act and California Family Rights Act Policy

Background: In compliance with federal and State law, the FMLA and CFRA policies provide an eligible employee with up to 12- weeks of unpaid leave for specific reasons. The employee maintains their benefit coverage during the protected leave and has the right to return to their position upon the completion of the leave of absence. Sick leave runs concurrently with the FMLA and/or CFRA leave of absence. Per the current policy outlined in the Employee Handbook, employees are required to use their sick leave during FMLA and/or CFRA leave starting with the first day of absence until it is exhausted or the employee returns from leave.

Employees have requested that they be allowed to reserve some portion of their sick leave for use after their return from the leave of absence. Having the option to reserve a balance of sick

leave provides employees with assurance of full or partial compensation in the event of an illness, injury, or medical appointment that may occur prior to their ability to accrue additional hours of sick leave. An example of this would be an employee who needs time off to take their baby to a doctor's appointment after returning from a pregnancy disability leave.

Sick leave is accrued each pay period and is made available to the employee for use after their first 30 days of employment. Sick leave carries over each school year, but it does not create a fiscal liability since it is not paid out upon separation from the school. It may be transferred to another school within one year of separation or applied as service credit towards retirement through CalSTRS for certificated staff.

Fiscal Impact: None

6000 Series - Personnel Services

6040 - CPCS Local Assessment Policy

Background: Language was added to clarify that students enrolled on CBEDS day will counted towards the school's local assessment participation rate and verifiable data results, and students assigned to take a California ALternative Test (CAA) are exempt from taking the school's local assessment.

Fiscal Impact: None

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

E. Family and Medical Leave Act and California Family Rights Act Policy

The School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"). The following information provides employees with a general description of their FMLA and CFRA rights.

Calculating 12-Month Period for FMLA and CFRA

For purposes of calculating the 12-month period during which 12 weeks CFRA or qualifying exigency leaves may be taken, the School uses the "rolling" method also known as the look back method. For example, if an employee begins their leave on March 5, the look back period is 12 months from that date.

Under some circumstances, leave under FMLA and CFRA may run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. Accrued sick leave will be paid to the employee starting with the first day of absence until exhausted and will run concurrently with FMLA and/or CFRA leave.

For leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Leave granted under any of the reasons provided by state and federal law will be counted as FMLA and/or CFRA leave and will be considered as part of the 12-workweek entitlement (26-work week entitlement if leave is to care for a service member) in a 12-month period. The 12-month period is measured forward from the date any employee's first FMLA/CFRA leave begins. Successive 12-month periods commence on the date of an employee's first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Pregnancy, Childbirth or Related Conditions Under FMLA, CFRA and PDL

Time off due to pregnancy disability, childbirth or related medical condition falls under pregnancy disability leave (PDL) and FMLA leave and is not concurrent with CFRA leave. Employees who may not be eligible for FMLA leave may still be eligible for leave under PDL. Once the employee is no longer disabled, or once the employee has exhausted PDL and has given birth, they may apply for leave under CFRA, for purposes of baby bonding.

INSTRUCTION**6040-CPCS**

LOCAL ASSESSMENT POLICY

California Pacific Charter Schools operates California Pacific Charter – Los Angeles, California Pacific Charter – San Diego, and California Pacific Charter - Sonoma (hereinafter, collectively “CPCS” or the “School”).

Charter schools exist in a performance based accountability system for student academic performance, and CPCS fully participates in that system. A charter school cannot continue to exist without collecting data on student performance from a variety of assessments and indicators.

One of the responsibilities of CPCS is to increase student academic achievement. When a charter authorizer is evaluating whether to grant a school’s charter renewal petition, “increases in pupil academic achievement” is the most important factor in the decision. (Ed. Code, §§ 47607(c)(2) , 47607(a)(3)(A).) Consequently, CPCS primarily collects academic performance data through state mandated testing in addition to administering local assessments.

To meet this responsibility, CPCS hereby implements this local assessment policy outlining the local assessment process and participation requirements for all enrolled students.

Local AssessmentsOverview

CPCS uses Renaissance STAR as its State Board of Education (SBE) approved local assessment. This assessment targets student academic performance in math and reading for screening, progress monitoring, and instructional planning.. It is a web-based computer adaptive assessment platform that adjusts to individual student performance and helps assess true levels of ability. Each assessment test pinpoints a student’s needs down to the sub-skill and standard domain level in math and English language arts.

Purpose

The purpose of local assessments is to help school staff identify each student’s educational performance, growth, and areas needing improvement in order to enhance teaching and learning and communicate student academic performance levels to students and parents/guardians. Local assessments are one measure of student performance that provide a thorough evaluation and therefore, an extensive scope of the student’s learning and mastery of grade level standards.

INSTRUCTION**6040-CPCS**

LOCAL ASSESSMENT POLICY

CPCS uses the Renaissance STAR assessments to gather beginning of year baseline data and end of year growth data on student performance levels in math and English Language Arts in order to measure student mastery of state grade level standards. Ongoing progress monitoring using these assessments shows whether students are on track to achieve end-of-year learning targets of making at least one year of student growth, including projected performance on CAASPP state assessments. The results from Renaissance STAR provide common core based data necessary for meeting state and Charter School academic achievement monitoring and renewal requirements.

Grade Levels Required to Test

Students in grades 2-11 are required to complete the Renaissance STAR assessments at the beginning and end of each school year. Additional assessment administrations may be given to support academic intervention initiatives as a measure of student growth and progress. Students who have been identified as taking the California Alternative Assessments (CAAs) will not be required to complete the Renaissance STAR assessment and will not be included in participation requirements.

While not required, it is a CPCS best practice to assess school readiness and identify academic needs for TK-1st grade students by administering local fluency and math sense assessments. TK-1st grade students will be assessed in English Language Arts on their letters/sounds and word recognition, and in math on number sense and other general math concepts. The results from these assessments provide data on student readiness for kindergarten and first grade concepts to show where additional support may be needed to build skills in these lower grades prior to high stakes state testing.

No Opt Out for Local Assessments

Per California Ed. Code, parents/guardians may opt out of state mandated academic testing by submitting a written request to the school each year. CPCS does NOT recommend opting out of state testing due to the accountability requirements from the state.

However, parents/guardians may NOT opt their child out of school local assessments. The choice to opt out ONLY applies to the state mandated assessments, as there is no Ed. Code permitting a parent/guardian to opt out of the school's local assessments

Local Assessment Schedule

INSTRUCTION

6040-CPCS

LOCAL ASSESSMENT POLICY

Students will complete local assessments during the school's local assessment testing windows in the subjects of math and reading. All local assessments must be proctored by a CPCS staff member via Zoom or other prescribed virtual secure testing delivery system, and following all virtual proctoring procedures outlined in the school's Virtual Proctoring Policy. The teacher of record is responsible for following up on student completion of all local assessments.

All assessment content areas must be completed within the assigned testing window. Assessment content areas will be broken up within the testing window to allow adequate time to complete each subject area assessment. Students should attempt to complete a singular content area assessment within one sitting, however, students may save and resume an assessment on another day/time so long as proctoring guidelines are met and the test is resumed and completed within the assessment system's allowed paused test time frame.

Testing windows are set to provide students with a sufficient number of instructional days to accurately measure student growth and progress between assessments. Testing windows for required assessments occur during the start of the school year (fall) and end of the school year (spring) at school defined date ranges. Students will be provided with a daily testing schedule to complete each subject area within the specified testing window. Student enrollment start dates may impact assessment participation requirements and testing schedule within a testing window.

Late Enrollment Students

Students with enrollment start dates occurring after the first day of the school year through the California Basic Educational Data System (CBEDS) reporting date, are required to complete the initial local assessments within the initial start of year testing window. The data for students enrolled on CBEDS day will be counted towards the school's local assessment participation rate and verifiable data results.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will not be required to complete an initial start of year local assessment and will not be counted as part of the school-reported assessment participation rates or results. These students may be given the initial assessment for informational purposes only to support student academic success.

Students with an enrollment start date later than the California Basic Educational Data System (CBEDS) reporting date will be required to complete end of year local assessments during the

INSTRUCTION**6040-CPCS**

LOCAL ASSESSMENT POLICY

end of year testing window so long as their enrollment start date occurs prior to March 1st. Students with an enrollment start date of March 1st or later will not be required to participate in end of year local assessment testing and will not be counted in the school's verifiable data results. The teacher of record is responsible for scheduling, tracking completion, and administering all assessments for late enrollment students.

Remote Administration Process of Local Assessments

CPCS follows its Virtual Proctoring Policy and Academic Integrity Policy to administer local assessments. Virtual proctoring procedures meet all recommended proctoring requirements from the school's local assessment publisher to produce verified data. All local assessments must be proctored by a CPCS teacher or other qualified staff member. Students must follow all virtual proctoring requirements, including being on webcam in Zoom or other prescribed virtual secure testing delivery system using their school provided computer to participate in proctoring. Personal devices, outside proctors, and assistance from non CPCS staff on the assessment are prohibited.

Local Assessment Results Reporting

Local Assessment results are uploaded to the Student Information System at the end of the testing administration window. Students and parents/guardians may access result reports at any time through the student and parent portals of the Student Information System. The school may hold, and a parent/guardian may request, an assessment results review meeting with their child's teacher for more information on what scores and results mean.

Local Assessment results are used by CPCS staff to monitor student growth and academic achievement. Student scores do not impact student course grades. However, results may be used to determine course placement in math and English language arts classes, and drive academic support programs, including qualifying students for tiered intervention support classes and summer school. A parent/guardian conference with the child's teacher and the school's intervention teacher may be scheduled to address additional support for identified students performing below grade level based on local assessment scores. Parents/guardians will have an opportunity to and are encouraged to ask any questions they have regarding assessment results during this meeting time.

Consequences for Not Completing the Local Assessments

INSTRUCTION**6040-CPCS**

LOCAL ASSESSMENT POLICY

Completion of CPCS’s local assessments are a mandatory requirement of student enrollment. There is no “Opt-Out” option for local assessments.

The following consequences apply to students who do not complete their local assessments within the designated testing window:

1. **First Warning:** If the student has any incomplete assessments after day three of the testing schedule, the student and parent/guardian will receive an official warning that local assessments are incomplete and the requirements on how to attend make-up proctoring sessions. The student will have ten (10) school days from the date of this warning to complete all outstanding assessments.
2. **Second Warning and Parent Conference:** If, after the ten (10) school days from the date of the official warning have passed and the local assessments are still not complete, the teacher will arrange a mandatory parent/guardian conference to be held within three (3) school days to discuss barriers to completing the local assessment. At this meeting, a plan will be created to ensure completion of the local assessments within five (5) school days of this meeting.
3. **Third Warning and Placement on Academic Probation:** If, after the five (5) school days have passed and the local assessments are still not complete, the student will be placed on academic probation and the parent/guardian must attend an academic probation meeting with the designated administrator. The student will be given five (5) school days from the date of this meeting to complete the proctored assessments with their teacher. The student will remain on academic probation until the assessment is completed and may be subject to additional academic probation requirements and consequences.

Students with an enrollment start date after the first day of the school year may have a shortened period of days to correct incomplete assessments to ensure they complete their local assessments within the designated testing window.

Students with Special Education and 504 Plans

Students with an Individual Education Program (IEP) or a 504 Plan (504) will receive testing accommodations and/or supports when taking local assessments as outlined in the student’s IEP or 504. An IEP or 504 Plan does not exempt a student from the mandatory requirements to complete local assessments.

Coversheet

Approval of The National Center for Urban School Transformation (NCUST) Contract

Section: IX. Business/Financial Services
Item: A. Approval of The National Center for Urban School Transformation (NCUST) Contract
Purpose: Vote
Submitted by: Christine Feher
Related Material: NCUST_Contract_23-24.pdf

BACKGROUND:

The National Center for Urban School Transformation (NCUST), established in 2005 at San Diego State University (SDSU), aims to help urban schools excel academically, foster a love for learning, and prepare students for future success. NCUST has identified key traits in over 100 outstanding urban schools, including high standards, equity, effective teaching, and continuous improvement.

NCUST provides services like the America's Best Urban Schools Award, research on urban student success, coaching, and professional development. Their mission is to empower all urban schools by sharing best practices and working towards a more equitable and excellent education system for all students.

This three part workshop will pair CalPac teachers and staff with Educational Consultants from NCUST who will share best practices outlined in the "When Black Students Succeed" book. The workshops will provide opportunities for CalPac staff to reflect on and improve instructional practices for all students, particularly those who are historically underserved.

RECOMMENDATION:

It is recommended the Board approve the contract with The National Center for Urban School Transformation (NCUST) for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751) as presented.

ADVANCING EQUITY AND EXCELLENCE IN THE CALIFORNIA PACIFIC CHARTER SCHOOLS



Prepared By:

National Center for Urban School Transformation

San Diego State University Research Foundation

ncust@sdsu.edu

SDSU

San Diego State
University



PROFILE OF THE NATIONAL CENTER FOR URBAN SCHOOL TRANSFORMATION

Founded in 2005 at San Diego State University, the National Center for Urban School Transformation's mission is to help urban school districts and their partners transform urban schools into places where all students achieve academic proficiency, evidence a love of learning, and graduate well prepared to succeed in post-secondary education, the workplace, and their communities. To this end, we identify, celebrate, and study schools that achieve outstanding learning results (based on multiple indicators) for every demographic group served. Utilizing all we learn from studying these outstanding schools and districts, we provide services designed to help districts magnify the impact of their efforts to improve educational equity and excellence.

Our Reason for Being

NCUST exists because we want to help schools and districts create models of equity and excellence. We have visited, awarded, and celebrated amazing schools where children from all demographic groups achieve remarkable learning outcomes. We admire how school and district leaders have played pivotal roles in transforming schools into places where all students feel valued, respected, and appreciated. We acknowledge how leaders have inspired educators to work together to support each other in creating environments where students from all racial, ethnic, and linguistic backgrounds know they belong and know their teachers are committed to ensuring their success. We recognize how leaders have improved school cultures, curricula, and instruction in ways that have led students, regardless of family income, immigration status, gender, or disability to feel empowered to continue their education, pursue their dreams, and influence change in their communities. At NCUST, the only reason we exist is to help more districts and schools generate similar outcomes for all demographic groups. We believe that equity without excellence is just mediocrity. As well, we believe that excellence without equity is an oxymoron. Truly excellent schools achieve outstanding results for all demographic groups of students.

This proposal is designed to build upon the research from our latest publication *Where Black Students Excel*. During the 2022-23 school year we conducted book studies of this selection for districts from Los Angeles to San Diego. In the 2023-25 school year, we propose to implement a synchronous and asynchronous book study that will comprise delivering critical tools and ideas to advance the achievement of all demographic groups, especially Black students.

NCUST's Book Study

NCUST proposes to implement a series of book study sessions focused on our latest publication *When Black Students Excel: How Schools Can Engage and Empower Black Students*. The book is based on case studies of six public schools in which Black students (as well as every other demographic group served) outperformed statewide averages for all students on multiple indicators.

NCUST will send 80 copies of this book to your headquarter for distribution. Additionally, we will schedule three (3) 90 minute virtual sessions with the staff. We will organize these special sessions designed to offer you opportunities to engage directly with principal and teacher leaders from these amazing schools. Previous participants came away feeling affirmed about their potential to build upon the strengths of their schools to improve outcomes for every demographic group they served.

During the summer of 2024 we will implement an asynchronous book study web-based platform that would highlight each of the 10 chapters of the book. Each chapter will include key recommendations and tools that will assist school leaders create the culture, curricula, and instruction needed to generate both equitable and excellent learning results for students.



SUMMARY

What is the Cost for the Book Study Program?

Year One – 2023-2024

Book order (includes taxes and shipping of 80 copies):	\$2,700
Three virtual 90 minute sessions:	\$12,000

Summer – 2024

Asynchronous 10 chapter book study for 80 participants:	\$4,000
Total:	\$18,700

What are the Benefits of the Proposed Book Study Program?

Through this proposal, the California Pacific Charter School will benefit from experiences that pinpoint specific classroom, school, and district practices that are influencing differences in learning outcomes for the charter’s students. The school will learn how their programs and services are similar to and different from the programs and services in schools that achieve outstanding learning results for every demographic group.

Additionally, the book study is designed to build the capacity of the California Pacific Charter School’s leaders to improve programs and services (especially classroom teaching and learning), in ways that advance equity and support the attainment of district goals. Our aim is to help the California Pacific Charter School become a beacon of equity and excellence for charters throughout California.

Coversheet

Approval of ECC Technology Services Lease (Renewal)

Section: IX. Business/Financial Services
Item: B. Approval of ECC Technology Services Lease (Renewal)
Purpose: Vote
Submitted by: Christine Feher
Related Material: ECC Order and Lease Contract 10.10.23.pdf

BACKGROUND:

ECC Technology Services is a recognized leader in IT Support and Print/Copy Management solutions, delivering cost-effective, reliable, and long-term solutions to businesses nationwide. ECC is guided by an unwavering focus on green products, processes, workplaces, and communities.

ECC will provide CalPac with a new copier that will have the capability of printing in black & white and color. This will help reduce some of the outsourced printing jobs in the future. ECC will also provide CalPac with a secure shredder that will help CalPac protect its confidential student information, is P4 compliant, and will help eliminate the shred service currently used. ECC will also be servicing both the copier and the shredder for the duration of the 5-year lease term. This includes all necessary repairs and maintenance.

Financing will be through De Lage Landen Financial Services, Inc.

RECOMMENDATION:

It is recommended the Board approve the lease with ECC Technology Services for California Pacific Charter Schools - Sonoma (#2037), San Diego (#1758), and Los Angeles (#1751).



Company Name Cal-Pac
 Address: 940 South Coast Dr. #185
 City: Costa Mesa
 State: CA Zip: 92626
 Phone: 949-752-0527 / 949-688-7798
 Contact: Christine / Daisy

ETA Date: TBA
 Stairs: _____ Elevator: _____
 Special Instructions:

Quantity	Description	Part No.	Unit Price	Amount
1	Kyocera TASKalfa 508ci			
1	Dual Scan Document Feeder			
1	2 x 500 Sheet Paper Drawers			
1	Stapling/3-Hole Punch Finisher			
1	Stand			
1	INTIMUS 120 CP4 Shredder			
*ECC to service INTIMUS 120 CP4 (shredder) which will include labor and exclude parts.				

Salesperson signature: _____
 Salesperson name: D'Lan Silvers
 Buyer signature: _____
 Buyer's name/title: Christine Feher, Superintendent
 Date: _____

LEASE OPTION:
 Lease Term:
60
 Monthly Amount:
\$397.00

Trade-in Make / Model:

 Trade-in Serial Number

****Cancellation of this contract prior to delivery will be subject to a 15% Restocking Fee**

Terms – Conditions – Warranties

- 1) **TITLE:** Title to the equipment described on the reverse side document shall remain in ECC Technology Services, LLC, (hereinafter called "ECC") until the purchase price in full is received at ECC's place of business.
- 2) **PAYMENTS:** Cash transactions greater than \$1,000 require a 20% down payment. The balance is due within 10 days after receipt of equipment. If the purchaser of said equipment (hereinafter called "Buyer") fails to pay ECC's invoices for said equipment when due, ECC may elect to:
 - a) Declare the entire sum to be immediately due and payable, and may bring suit to recover said sum, or
 - b) Enter upon the premises of Buyer, or the premises where the equipment or any part thereof is located, and take possession thereof, and, as permitted by law, retain all payments made by Buyer as reasonable rental for the use of said equipment. Buyer hereby grants such permission to enter and waives their rights, as consistent with law, or public policy all claims and right of action for damages caused by such entry.
- 3) **RISK OF LOSS:** Notwithstanding Paragraph 1 above, it is specifically agreed between the parties that the risk of loss shall pass to Buyers as soon as the equipment is delivered to the common carrier, or licensed trucker, or to buyer and the risk of loss shall not be altered by the fact that the conduct of either party hereto may constitute a default or breach.
- 4) **DELIVERY:**
 - a) ECC reserves the right to make the delivery in installments. All such installments shall be separately invoiced and paid for when due, without regard to subsequent delivery of any installment that shall not relieve Buyer of its obligation to accept the remaining installments.
 - b) Buyer shall pay for equipment delivery charges as specified on the reverse of this document.
 - c) ECC is not liable for failure to deliver or for delays in delivery for reasons beyond ECC's direct control including, but not limited to, lockouts, fires, embargoes, war or other outbreak of hostilities, civil insurrection, inability to obtain materials or shipping space, machinery breakdowns, delays of carrier or suppliers, governmental acts and regulations, receipt of orders from all sources in excess of ECC or its suppliers then scheduled production capacity, or other causes beyond ECC's control.
 - d) This order shall not be cancelable by Buyer for delays in delivery or other cause until ten days after written notice of such intention to cancel shall have been actually received by ECC and Buyer shall be obligated to accept any portion of the goods shipped or delivered by ECC during such period.
- 5) **ACCEPTANCE:** The signing of the equipment order form constitutes an offer by Buyer to purchase the goods described therein and for the prices and terms specified, and such offer does not become binding until accepted in writing by ECC at its home office.
- 6) **GOVERNING LAW:** This contract shall be governed by and construed according to laws of the State of California. It is expressly understood and agreed by the parties that the contract is entered into at the office of ECC where acceptance of this contract is made.
- 7) **WARRANTIES:**
 - a) **New Equipment and Accessories:**
 - i) Seller warrants that the goods covered by this order will be, when delivered to buyer, of merchantable quality and will be free from defects in workmanship and material for a period of 30 days from the date of delivery or 10,000 copies, whichever occurs first, by Buyer under ordinary use and conditions. Seller's obligation hereunder is expressly limited to the repair or replacement (at Seller's option) of any such defects as are returned to Seller's office freight prepaid within the warranty period, and which are, upon inspection by Seller, proven to be defective. If not repaired or replaced by Seller, Seller's liability shall be limited to the stated selling price of such defective part or parts. Other parts not under warranty will be at such costs as Seller may from time to time generally establish. In no event shall Seller be liable for any resulting or consequential damages for failure to repair or replace any defective part or parts.
 - ii) Upon request of Buyer, Seller will, for a period of 30 days from date of installation of the equipment described in this order, make all necessary adjustments, repairs, and/or parts replacements to keep said equipment in good working order, provided that such adjustment, repair, or replacement is not required because of negligence, misuse, or equipment alteration by any person other than an employee of Seller.
 - iii) It is understood that consumables (fuser rollers, drums, developer, toner, etc.) carry separate warranties and are not covered by the above express warranties. The above-described consumables will be replaced by ECC on a pro-rata basis only.
 - b) **Reconditioned Equipment and Accessories**
 - i) Reconditioned equipment means used equipment which has been subject to the following processes by Seller: (1) Cleaning, (2) Inspection, (3) Replacement of defective or worn components with new, remanufactured or used components, (4) Installation of all modification kits deemed necessary by Seller, and (5) operational testing.
 - ii) All warranties described under paragraph 7(a) above for new equipment and accessories apply to reconditioned equipment.
 - c) **Used or Demo Equipment/Sold "As Is"** "As is" equipment sold under this contract is purchased by Buyer "As is" and seller does not warrant that it is of MERCHANTABLE QUALITY, nor that it CAN BE USED FOR ANY PARTICULAR PURPOSE, nor does Seller make any EXPRESS WARRANTIES of any kind for said "As is" equipment. There are no other warranties, which extend beyond the face hereof. All other warranties, express or implied, are hereby excluded.
 - d) **Exchange:** If, at Seller's option, any equipment is exchanged, the warranty in effect on the replaced equipment shall continue on the replacement for a maximum of 30 days from the date of the delivery of the original equipment.
- 8) **ATTORNEY'S FEES:** In any action brought on or under this contract, the prevailing party shall be entitled to all costs, including reasonable attorney's fees.
- 9) **FINALITY OF THIS WRITING:** This agreement constitutes the entire contract and exclusively determines the rights and obligations of the parties hereto, any prior course of dealing, custom, or usage of trade, or course of performance notwithstanding. No oral representations made by any employee or agent of the parties, and not included in this written document will be considered as a part of this agreement. This agreement may not be modified or terminated except in writing, signed by the Buyer, and by an officer of Seller.

De Lage Landen Financial Services, Inc.

Rental (CPC) Agreement

USER	Full Legal Name California Pacific Charter Schools		Tax ID#		Phone Number (856) 225-7227	
	Billing Address 940 S Coast Dr, Suite 185		City Costa Mesa		State CA	
	Send Email Invoice To: Dcarlos@cal-pacs.org		Zip 92626		Attention to: Daisy Carlos	
				Purchase Order Requisition Number		

EQUIPMENT DESCRIPTION	Equipment Make	Model Number	Serial Number	Base Monthly Rental*	Minimum Monthly Copies	Cost-Per-Copy Additional Copies	Beginning Meter Reading
	Kyocera	508ci		\$397.00	6,000 B/W	\$0.008000	0
					0 Color	\$0.070000	0
	CONSOLIDATED TOTAL						

* Each payment is subject to applicable taxes.

PAYMENT	Term in Months	Meter Frequency: <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other _____	Security Deposit (PLUS)	First Period Payment (PLUS)	Other (EQUALS)	Total Payment Enclosed
	60	Billed Copies: <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Consolidated	\$0.00 +	\$0.00 +	\$0.00 =	\$0.00

TERMS AND CONDITIONS

1. Rental Agreement: You (the "User") agree to rent from us (the "Owner") the equipment listed in the "Equipment Description" section of this Rental (CPC) Agreement ("Agreement") and/or any attached Schedule ("Equipment"). You promise to pay us a Base Monthly Rental Payment ("Rental Payment"), plus the Cost-Per-Copy Additional Copies ("Additional Copy Charge") on copies in excess of the Minimum Monthly Copies stated above. The Additional Copy Charges will be invoiced at the end of each meter reading period set forth above. This Agreement is effective on the date that it is accepted and signed by us, and the term of this Agreement begins on that date or any later date that we designate (the "Commencement Date") and continues thereafter for the number of months indicated above. Rental Payments are due as invoiced by us. As you will have possession of the Equipment from the date of its delivery, if we accept and sign this Agreement you will pay us interim rent for the period from the date the Equipment is delivered to you until the Commencement Date, as reasonably calculated by us based on the Rental Payment, the number of days in that period and a month of 30 days. You agree to provide accurate and timely meter readings on the forms or other alternate means specified by us. If meter readings are not received in a timely manner, we may estimate charges. Your Agreement obligations are absolute, unconditional and are not subject to cancellation, reduction, set-off, or counterclaim. You agree to pay us a fee of \$75.00 to reimburse our expenses for preparing financing statements, other documentation costs and all ongoing administration costs during the term of this Agreement. We may increase the Rental Payment and Additional Copy Charge on an annual basis, in an amount not to exceed fifteen percent (15%) of the Rental Payment or Additional Copy Charge in effect at the end of the prior annual period. Security deposits. If you are not in default, we will return the deposit to you when the Agreement is terminated. When a payment is not made when due, you agree to pay us a late charge of five percent (5%) of each late payment or \$10.00, whichever is greater. We will charge you a fee of \$25.00 for any check that is returned. **ONLY WE ARE AUTHORIZED TO WAIVE OR CHANGE ANY TERM, PROVISION OR CONDITION OF THIS AGREEMENT.**

2. Equipment Use, Maintenance and Warranties: We are renting the Equipment to you "AS-IS" AND MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. We transfer to you any manufacturer warranties. You are required at your cost to keep the Equipment in good working condition and to pay for all supplies and repairs. If the Equipment is attached to real estate, it remains our personal property and you agree not to permit a lien to be placed upon the Equipment or to move it from the above location without our prior written consent. If the Rental Payment includes the cost of maintenance and/or service provided by a third party, you agree that we are not responsible to provide the maintenance or service. You will make all claims about maintenance and service to the third party. You agree that any claims about maintenance or service will not impact your obligation to pay all Rental Payments when due.

3. Assignment: You agree not to transfer, sell, subrent, assign, pledge or encumber either the Equipment or any rights under this Agreement without our prior written consent. You agree that we may sell, assign or transfer the Agreement, and the new owner will have the same rights and benefits we now have and will not have to perform any of our obligations, and the rights of the new owner will not be subject to any claims, defenses, or setoffs that you may have against us or any supplier.

4. Risk of Loss and Insurance: You are responsible for risks of loss or damage to the Equipment and if any loss occurs you are required to satisfy all your Agreement obligations. You will keep the Equipment insured against all risks of loss or damage for an amount equal to its replacement cost. You will list us as the sole loss payee for the insurance and give us written proof of the insurance. If you do not provide such insurance, you agree that we have the right, but not the obligation, to obtain insurance against theft and physical damage, and add an insurance fee to the amount due from you, on which we may make a profit. We are not responsible for any losses or injuries caused by the Equipment and you will reimburse us and defend us against any such claims. This indemnity will continue after the termination of this Agreement. You will obtain and maintain comprehensive public liability insurance naming us as an additional insured with coverages and amounts acceptable to us.

5. Taxes: You agree to pay when due, either directly or as reimbursement to us, all sales, use and personal property taxes and charges in connection with ownership and use of the Equipment. We may charge you a fee for administering property tax filings. You will indemnify us on an after-tax basis against the loss of any tax benefits anticipated at the Commencement Date arising out of your acts or omissions.

6. End of Agreement: You will give us at least 90 but no more than 150 days written notice (to our address below) before the expiration of the initial term of this Agreement (or any renewal term) of your intention to return the Equipment. Provided you have given such timely notice, you shall return the Equipment, freight and insurance prepaid, to us in good repair, condition and working order, ordinary wear and tear excepted, in a manner and to a location designated by us. If you fail to notify us, or having notified us, you fail to return the Equipment as provided herein, this Agreement shall renew for additional twelve (12) month terms, with each Rental Payment and Additional Copy Charge equal to 100% of the Rental Payments and Additional Copy Charges at the expiration of the Agreement.

7. Default and Remedies: You are in default on this Agreement if: a) you fail to pay a Rental Payment or any other amount when due; b) you breach any other obligation under the Agreement or any other Agreement with us; or c) you, your owner(s) or any guarantor(s) are listed on a US or foreign government sanctions list or are subject to sanctions therefrom. If you are in default on the Agreement we may: (i) declare the entire balance of unpaid Rental Payments for the full Agreement's term immediately due and payable to us; (ii) sue you for and receive the total amount due on the Agreement plus the Equipment's end of Agreement term anticipated fair market value (the "Residual"), with future Rental Payments and the Residual discounted to the date of the default at 1% per annum, plus reasonable collection and legal costs; (iii) charge you interest on all the monies due at the rate of 18% per year or the highest rate permitted by law from the date of default; and (iv) require that you immediately return the Equipment to us or we may peaceably repossess it. Any return or repossession will not be considered a termination or cancellation of the Agreement. If the Equipment is returned or repossessed we will sell or re-rent the Equipment at terms we determine, at one or more public or private sales, with or without notice to you, and apply the net proceeds (after deducting any related expenses) to your obligations. You remain liable for any deficiency with any excess being retained by us.

8. Miscellaneous: You agree the Agreement is a Finance Lease as defined in Article 2A of the Uniform Commercial Code ("UCC"). You acknowledge we have given you the name of the Equipment supplier and agree that you may have rights under this contract with the supplier and may contact the supplier for a description of these rights. If requested, you will sign a separate Equipment acceptance certificate. **This Agreement was made in Pennsylvania ("PA"), is to be performed in PA and shall be governed and construed in accordance with the laws of PA. You consent to jurisdiction, personal or otherwise, in any state or federal court in PA and irrevocably waive a trial by jury.** You agree to waive any and all rights and remedies granted to you under Sections 2A-508 through 2A-522 of the UCC. You agree that the Equipment will only be used for business purposes and not for personal, family or household use. You agree that this Agreement may be executed in counterparts and any facsimile, photographic or other electronic transmission or electronic signing of this Agreement by you when manually countersigned by us or attached to our original signature counterpart and/or in our possession shall constitute the sole original chattel paper as defined in the UCC for all purposes and will be admissible as legal evidence thereof. At our option, we may require a manual signature. We may inspect the Equipment during the Agreement term. We hold title to the Equipment. If this Agreement is determined to be a security agreement, you grant us a security interest in the Equipment. We may file UCC financing statements on the Equipment. You authorize us to contact you about your accounts in any way, including at any number or email address at which we believe we can reach you, even if you are charged for such contact by a provider. For information about our privacy practices, please review our privacy statement at dlgroup.com/usprivacy.

USER	You agree that this is a non-cancelable CPC Agreement. The Equipment is: <input checked="" type="checkbox"/> NEW <input type="checkbox"/> USED		
	Signature	DOB	Date
	Title Superintendent	Print Name Christine Feher	
	Legal Name of Corporation California Pacific Charter Schools		

OWNER	De Lage Landen Financial Services, Inc.	
	Lease Processing Center, 1111 Old Eagle School Road, Wayne, PA 19087	
	PHONE: (800) 735-3273 • FAX: (800) 776-2329	
	Commencement Date	Lease Number
Accepted By: _____		

ACCEPTANCE	The Equipment has been received, put in use, is in good working order and is satisfactory and acceptable. You agree that we may, at our discretion, confirm by telephone your acceptance of the Equipment.	
	Signature	Date
	Print Name	Title

GUARANTY	I unconditionally guaranty prompt payment of all the User obligations. The Owner is not required to proceed against the User or the Equipment or enforce other remedies before proceeding against me. I waive notice of acceptance and all other notices or demand of any kind to which I may be entitled. I consent to any extensions or modifications granted to the User and the release and/or compromise of any obligations of the User or any other guarantors without releasing me from my obligations. This is a continuing guaranty and will remain in effect the event of my death and may be enforced by or for the benefit of any assignee or successor of the Owner. This guaranty is governed by and constituted in accordance with the Laws of the Commonwealth of Pennsylvania and I consent to exclusive jurisdiction in any state or federal court in Pennsylvania and waive trial by jury.	
	Signature	Date
	Print Name	